THE ROLE OF AREA VOCATIONAL TECHNICAL SCHOOLS AND HIGH SCHOOLS IN TEACHING VOCATIONAL AGRICULTURE TO HIGH SCHOOL STUDENTS

by 500

BILLY LEE WOOD

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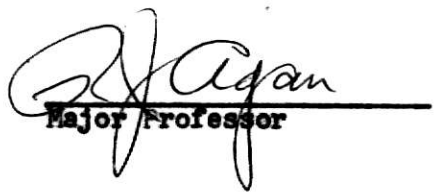

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INTRODUCTION

The writer of this report had been a teacher of vocational agriculture for thirteen years at the time of the study (1968), and had been interested in the changes that were taking place in vocational agriculture at the high school level since the passage and application of the Vocational Education Act of 1963.

The Vocational Education Act of 1963 made it possible to start new courses to train for off-farm occupations as it amended the George-Barden and Smith-Hughes Vocational Education Acts by stating:

> Any amounts allotted (or apportioned) under such titles, act, or acts for agriculture may be used for vocational education in any occupation involving knowledge and skills in agricultural subjects, whether or not such occupation involves work of the farm home, and such education may be provided without directed or supervised practice on a farm.[1]

Kansas schools had the opportunity to train for employability in all areas needed. The 1964 State Plan made it possible to train those seeking employment as it read, "Vocational instruction will be designed to fit individuals for employment in a recognized occupation."[2]

Kansas vocational agriculture programs were affected by the Vocational Education Act of 1963 because the State Plan included reimbursed vocational agriculture programs.[3]

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[1] The Vocational Education Act of 1963, (Public Law 88-210). Eighty-eighth Congress, H. R. 4995, p. 410.

[2] State Board for Vocational Education, Kansas State Plan For Vocational Education, (Topeka: State Printer, 1964), p. 5.

[3] Ibid.

In visiting with school administrators and school patrons the writer had found some who recommended that the public high schools close the vocational agriculture departments and allow students desiring the agriculture training to wait until high school graduation and then go to the area vocational technical school. These same individuals also suggested that those students who were interested in taking vocational agriculture in high school could attend the area vocational technical school a part of the day during the eleventh and twelfth grades if the distance was not too great and transportation could be arranged. The writer believed that very few students would accept this arrangement.

The writer observed two Kansas schools, Beloit and Emporia, which took the action mentioned above. Beloit high school closed their vocational agriculture department in 1965 and transferred the responsibility to the area vocational technical school located in the community. The vocational agriculture enrollment for the 1963-1964 school term was 38. The next year the enrollment was 32. The next year, which was the first year the vocational agriculture program was held in the area vocational technical school location, the enrollment was nine. Emporia vocational agriculture enrollment changed from 44 in 1964-1965 to 13 in 1965-1966 when the vocational agriculture department was transferred to the area vocational school facility.[4] The changed location apparently did not attract the students who were interested in taking the vocational agriculture courses when the courses were held in the high school facilities.

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[4]Cliff C. Eustace, Personal letter from Vocational Education Office, Topeka, Kansas, June 3, 1968.

THE PROBLEM

With the problems in mind, which had come to the attention of the writer apparently due to the implementation of the new vocational legislation, an inquiry was planned to study the role of vocational agriculture at the secondary level.

The purpose of this study was to survey the opinions of school administrators, agricultural teachers, schoolboard members, school patrons, and managers of agricultural businesses connected with selected area vocational technical schools and high schools as to their respective roles in the teaching of vocational agriculture to high school level students. A consensus of the opinion of the above group was desired.

Answers to the following questions were sought:

1. Where could the basic agricultural information and skills be taught most efficiently and effectively?
2. Where could the basic agricultural mechanics information and skills be taught most efficiently and effectively?
3. Which school would be superior in the development of student competence in leadership ability, academic capabilities, and social skills?
4. Which school utilizes the patron's taxes, student's time, and transportation facilities most efficiently and effectively?

The writer hoped that the information obtained would be useful for other high schools that might consider changing their organizational structure and moving their vocational agriculture department to the

area vocational technical location.

DEFINITIONS OF TERMS USED

Agreement. The word agreement was used to include a majority of responses.

Area vocational respondent(s). This term refers to individual(s) that were connected with the area vocational technical school and returned completed questionnaires.

Area vocational school(s). The three words are used as a shortened name for area vocational technical school.

AVTS Director. The person who most directly supervises the program of vocational agriculture in the area vocational school. It may be the director, assistant director, or the high school principal who serves as the assistant AVTS director.

Area vocational technical school(s). This is the name of school(s) which provided vocational training or technical training in vocational agriculture at the high school level and were controlled or under contract with the Kansas State Board for Vocational Education.

AVT school(s). The shortened term in synonymous with area vocational technical school(s).

Facilities. This term refers to the buildings, land, and equipment that was used by the school for the vocational agriculture department.

High school(s). High school(s) refers to public schools listed in the 1967-1968 Directory that offered vocational agriculture and were not associated with an area vocational technical school.

High school respondent(s). This term represents individual(s) that were connected with a high school and returned completed questionnaires.

Location. Location refers to a school setting.

Place. Place was synonymous with "location."

Reimbursed vocational agriculture programs. This is the term that represents departments of vocational agriculture that received financial aid from the state vocational education department and were listed in the high school division in the 1967-1968 Directory published by the State Department of Vocational Education, Topeka, Kansas.

Representative(s). This term is synonymous with "respondents."

Respondent(s). There were individual(s) that completed and returned completed questionnaires.

School. This term was synonymous with either the high school or the area vocational technical school.

Student. This word refers to an individual that was attending school in grades nine, ten, eleven, or twelve, but who had not graduated from high school.

Vocational agriculture. Vocational agriculture in Kansas was composed of four parts: classroom teaching, agricultural mechanics, supervised farming or supervised practice, and the Future Farmers of America organization, correlated in a "learning by doing" situation in public high schools or area vocational technical schools. The information and skills were taught at the high school level.

REVIEW OF SELECTED LITERATURE

Literature related to the central theme of this study was reviewed from the private library of the writer, including volumes of The Agricultural Education Magazine and other professional journals, the library of the Agricultural Education staff at Kansas State University, and the Kansas State University Library. Selected studies were reviewed for inclusion in this report.

No literature was found that referred precisely to the study attempted by the writer. Considerable information was available stating the needs of vocational education, including vocational agriculture, at the high school and the post high school level.

Since 1917 vocational agriculture has been conducted throughout the United States under the provision of the Smith-Hughes Act. This Act had as its purpose the training of rural youth so that they would return to the farm. Kimball and Kerating wrote of the change that took place in agricultural education before the Vocational Education Act of 1963 when they stated:

> But for several years now, it has been apparent to agriculture educators that vocational agriculture could no longer confine itself to the education of present and prospective farmers, as was suggested in 1917--basic intention of the Smith-Hughes Act.[5]

The same writers explained how the vocational legislation enacted in 1963 provided for change when they wrote that:

> The Vocational Education Act of 1963 officially opened a route which many vocational agriculture teachers had been unofficially

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[5] David Kimball and Edwin J. Kerating, "The Image of Vocational Agriculture," The Agriculture Education Magazine, 40:253, May, 1968.

> traveling for a number of years: the training of students for non-farm occupations--the agriculturally related industries such as engineering, horticulture, plant science, meat processing, and agricultural services and supply businesses.[6]

The interpretation of the Vocational Education Act of 1963 as printed in a United States Office of Education publication reads: "Agriculture.--Vocational education in agriculture is broadened so that it no longer is limited to preparation of persons 'to enter upon the work of the farm or of the farm home'." The act includes education in any occupation involving knowledge and skills in agriculture.[7]

The committee who wrote the publication Objectives For Vocational And Technical Education In Agriculture stated that: "Agriculture is a dynamic and changing industry." It is basic to the progress of America. It contributes substantially to our Nation's efforts in maintaining world peace and in helping other nations to maintain democratic stability.[8]

The same committee indicated there is a definite need for Agricultural Education in our public schools. The need was expressed in the following manner: "The magnitude of these changes emphasizes the importance of providing workers in the broad field of agriculture with the best possible educational opportunities."[9]

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[6] Ibid.

[7] United States Department of Health, Education, and Welfare, The Vocational Education Act Of 1963, OE-80034 (Washington: Government Printing Office, 1965), p. 29.

[8] United States Department of Health, Education, and Welfare, Objectives For Vocational And Technical Education In Agriculture, OE-81011, Bulletin 1966, No. 4 (Washington: Government Printing Office, 1965), p. 12.

[9] Ibid., p. 1.

The committee stressed the need for leadership development along with the acquiring of skills and information when they wrote:

> . . . Education is required not only to enable them to acquire the new technical skills, abilities, and knowledge needed to assure an adequate supply of food and fiber for the Nation, but also to acquire those fundamental abilities of leadership and citizenship needed by all citizens.[10]

The purposes of vocational and technical education in agriculture as set forth by the committee were threefold:

> . . . (1) To contribute to the educational objectives of American public education; (2) To contribute to the controlling purpose of vocational education, which is to "fit persons for gainful employment"; and (3) Specifically, to provide training and retraining for youths and adults which is realistic in light of actual or anticipated opportunities for employment.[11]

To accomplish these purposes the committee listed six major programs objectives to be used by schools involved in vocational and technical education in agriculture. These objectives were:

1. To develop agricultural competencies needed by individuals engaged in or preparing to engage in production agriculture.

2. To develop agricultural competencies needed by individuals engaged in or preparing to engage in agricultural occupations other than production agriculture.

3. To develop an understanding of and appreciation for career opportunities in agriculture and the preparation needed to enter and progress in agriculture occupations.

4. To develop the ability to secure satisfactory placement and to advance in an agricultural occupation through a program of continuing education.

5. To develop those abilities in human relations which are essential in agriculture occupations.

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[10] Ibid.

[11] Ibid., p. 3.

6. To develop the abilities needed to exercise and follow effective leadership in fulfilling occupational, social, and civic responsibilities.[12]

If the public schools meet these needs, they will have contributed to the general education objectives. The committee indicated this when they wrote, "Vocational and technical education in agriculture contributes to the general education objectives of the public schools."[13]

The writer was interested and concerned about the suggestions toward leaving vocational training until after high school graduation. Nerden stated in his article in the "Bulletin of National Association For Secondary School Principals" that estimates provided by national agencies indicate that only about one-sixth of all young people who begin school in the first grade continue on to complete four years of college. This evidence would indicate that some form of vocational education should be provided for the five-sixths who enter the world of work.[14]

Nerden, in his concern, stated that vocational education needed for the world of work should be provided at all levels of education, "but particularly in the secondary schools where the bulk of the dropouts occur."[15]

School administrators have been responsible for direction and

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[12] Ibid., p. 5.

[13] Ibid., p. 2.

[14] Joseph T. Nerden, "Vocational Education For a Dynamic Economy," The Bulletin of the National Association of Secondary School Principals, 41:9, May, 1965.

[15] Ibid., p. 12.

decisions made about vocational programs. Nerden pointed this fact out and that administrators do not always consider the students' needs in their decisions when he wrote:

> There is neither logic nor psychological basis for the procedure used in far too many instances, in which administrators make decisions concerning the availability of occupational education to students "after grade 10" or "after grade 12." Those decisions assume that students can subdue their motivations and interests until a later date.[16]

An effective vocational program, according to Nerden, provides for the individual needs of the student at the time his interests develop. He expressed the fact when he stated:

> . . . Effective vocational education programs capitalize on the native interests, the exploration provided, the motivations, inclinations, aptitudes, and wishes of individual students. These characteristics are not identified with any grade level specified in advance.[17]

Kimball and Kerating expressed a similar view when writing about agricultural education. They stated that "Parents and guidance counselors often have steered interested and qualified students away from vocational agriculture programs on the assumption that agriculture was at best an unrewarding, dead-end occupation."[18]

Nerden warned of the danger involved if administrators continue the practice of using grade level as the determiner in providing occupational education. He wrote:

> If the administrative practice of relating grade level to the validity of vocational choice persists, the number of young workers lost to the economy of the nation will continue to grow along with an increasing number of dropouts from the high school.[19]

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[16] Ibid. [17] Ibid. [18] Kimball, loc. cit.

[19] Nerden, op. cit., p. 12.

The writers, Kimball and Kerating, stated that college potential students could benefit from vocational training.

> Realistically a student with academic ability may easily combine college preparatory work with agriculture courses, thereby strengthening his interest in agriculture and broadening his base for a college education.[20]

A meeting of an ad hoc committee for agriculture was held in Washington, D. C., in February, 1966. The committee devised a classification for the agricultural areas of instruction. Stevens wrote the following comment on the committee's work:

> The ad hoc committee, in developing the outline, clearly pointed out that supervised occupational experience programs, the FFA, and related leadership activities are important instructional media and highly significant integral parts that aid agricultural education in making contributions to the guidance and general education development of students.[21]

This statement points out the value of high school vocational agriculture programs to students.

Nerden, in stating the responsibility of the secondary schools to all students, wrote that "Secondary schools must be organized so as to provide a full range of opportunities for all students (the college-bound as well as the non-college bound) to explore and experiment with major clusters of occupations."[22]

Wilhelms recommended two roles for the secondary school in vocational work. The secondary school bears "responsibility for an alert

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[20]Kimball, loc. cit.

[21]Glen Z. Stevens, "Instruction Areas in Agriculture," The Agricultural Education Magazine, 40:104, November, 1966.

[22]Nerden, loc. cit.

guidance system to help able youngsters into the technical fields" that include highly desirable jobs. Beyond guidance, the secondary schools could "prepare the students for entry into technical school." In some areas the school could place some of the students directly in a job.[23]

Zach, in writing about the location for vocational education, stated, "I cannot hold with the postponement of all vocational education until after high school. On the other hand, I do not support the idea of a separate vocational high school."[24] Eustace, of Kansas, reported of decreasing enrollments at the vocational technical schools located at Beloit and Emporia when the high school programs were dropped in preference to the area vocational school programs.[25]

Zack stated that vocational courses should be built into the school curriculum allowing the student to take academic subjects with other students and to associate with them. He wrote, "No student would be cheated out of his general education, and the democratizing influence of common educational experiences would be reinforced."[26]

Wilhelms mentioned another danger when he wrote, "Several agencies are mounting programs that may take large sectors of vocational preparation out of the regular schools and into a variety of other

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[23] Fred T. Wilhelms, "Vocational Education--What Are The Big Questions?," The Bulletin of the National Association of Secondary School Principals, 49:6, May, 1965.

[24] Jacob B. Zack, "The Best Place For Vocational Education--The Comprehensive High School," The Journal Of The National Education Association, 55:48, December, 1965.

[25] Eustace, loc. cit.

[26] Zack, op. cit., p. 50.

centers." He suggested that this "may be good and necessary, and perhaps we should welcome all the allies we can get; on the other hand it may be a wedge to split our educational system, with one set of institutions for the upper half, another for the lower."[27]

Conant pointed out the problem of providing vocational education in schools that cannot afford proper facilities when he wrote:

> . . . I venture to question the wisdom of sending those who desire vocational education to a vocational school for the entire day. Such a development endangers the whole concept of a comprehensive high school. On the other hand, I recognize that in a school district which cannot afford to provide good shops and does not have cooperative facilities, it may be necessary to bus the students who are concerned with certain kinds of vocational instruction to a central spot, for the use of shops. But, under such arrangements, I would hope the boy or girl would remain a member of a comprehensive high school in which he or she would do the academic work.[28]

Conant suggested bussing students as a possible solution but not the most desirable situation. In such conditions some individuals suggested leaving vocational training until post high school. Conant combats this approach when he wrote, "If this were done a highly important motivating force would vanish from the high school."[29]

Bradley conducted a four-year study in Kansas of vocational graduates and concluded that the graduates who did not have the opportunity to continue in farming or those that did not choose to continue farming needed training beyond that which could be justified in a high school vocational agriculture curriculum. He suggested that the job of the

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[27] Wilhelms, op. cit., p. 3.

[28] James B. Conant, "The Comprehensive High School: A Further Look," The Bulletin of the National Association of Secondary School Principals, 51:30, May, 1967.

[29] Conant, loc. cit.

area vocational technical schools of Kansas was to provide this training as post high so that interested students "will have an opportunity to acquire a saleable skill . . ."[30] This appeared to be the proper place of the area vocational technical school in providing training and education for individuals interested in agriculture education.

With the above views in mind, it was the writer's opinion that the central theme of the literature reviewed indicated that vocational agriculture education for the high school student should start in the regular high school setting and preferably continue in the same location until graduation. It was pointed out that, in some school districts, it would be necessary to bus students.

PROCEDURE OF RESEARCH

The central problem for this research was selected in the area of the development of vocational agriculture education under new legislation. The writer consulted the research literature and vocational education personnel at Kansas State University and the State Department of Vocational Education in Topeka to determine if such a study had been made. No studies were found.

With the help of his advisors, the writer prepared a one-page questionnaire (see Appendix, Exhibit #4) designed to be mailed to selected schools. Simple check-off answers were used to facilitate responses.

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[30] Howard R. Bradley, "Agriculture in Kansas Area Vocational Schools," The Agriculture Education Magazine, 37:241, April, 1965.

The selection of schools was based on information obtained from the 1967-1968 Vocational Education Directory, the 1967-1968 Kansas High School Activities Association classification and enrollment sheet, and a Kansas road map. The selection was based on two groups of schools. The first group of schools included the 11 area vocational technical schools that offered vocational agriculture to high school students. The second group included high schools with reimbursed vocational agriculture programs. Each area vocational technical school was matched with a high school based on a similar student body size, from the same geographical area, and in the same school classification based on the Kansas Activities Association report. If two or more high schools fit these requirements, the school with the least distance from the area vocational technical school was selected.

The individuals selected were based on the following guidelines:

1. The school board member who had served the longest. If two were of equal time, the member whose last name came first in the alphabet was selected.
2. The area vocational technical director was listed for the area vocational technical schools. If individual schools had assistant directors, these persons were contacted in place of the director.
3. The high school principal was selected.
4. The parent selected was based on the student whose last name was listed last in the teacher's grade book and was in the most advanced vocational agriculture class.
5. If the department was a multiple teacher department, the

teacher with the longest vocational agriculture teaching experience was asked to complete the questionnaire.

6. The farm implement business manager who employed the largest number of employees within the school community.

The vocational agriculture teachers were contacted by telephone or by mail (see Appendix, Exhibit #1) and asked to furnish the names and addresses on the enclosed form (see Appendix, Exhibit #2). A self-addressed, stamped envelope was included.

A one-page questionnaire was mailed to persons based on the names that the teachers furnished. The questionnaire (see Appendix, Exhibit #4) and a cover letter (see Appendix, Exhibit #3), with a stamped, self-addressed envelope, were mailed to each of the 110 persons included in the study. Eighty-nine responded from the first mailing. A follow-up letter (see Appendix, Exhibit #5) was mailed three weeks after the first mailing. Six responded this time, leaving 15 not responding. A third follow-up letter brought no additional responses.

LIMITATIONS

The study was limited to 22 school district communities in Kansas that were in operation for the school year 1967-1968. Eleven communities were served by area vocational technical schools with training in vocational agriculture at the high school level. Eleven high schools were selected to use as a comparison. These schools had reimbursed vocational agriculture departments and were not connected with the area vocational technical schools. The study was limited to selected individuals who received the questionnaires and who met specific

qualifications which are listed in the chapter, "Procedure of Research."

Limitations of the study were:

1. The 15 questionnaires which were not returned.
2. The extent to which the impersonal procedure of mailing the questionnaires affects response.
3. The extent to which the schools selected provided good comparisons.
4. The extent to which the individuals questioned uniformly interpreted the items on the questionnaire.
5. The extent to which the interpretations of the men questioned agreed with the interpretations intended relative to the items on the questionnaire.
6. The extent to which each individual responding was able to appraise factors accurately and without bias.
7. The extent to which the author interpreted and described the data secured.

DISCUSSION OF THE QUESTIONNAIRE

The questionnaire (see Appendix, Exhibit #4) used in obtaining data for this report contained a list of five objectives of vocational agriculture for the high school student. The objectives were:

1. To develop competencies in livestock production.
2. To develop competencies in efficient crop production.
3. To develop competencies in operation, maintenance, and minor repair of agricultural production tools and equipment.
4. To develop competencies in planning a farm business.

5. To develop leadership abilities.

These objectives were suggested as a guideline for the respondents to use in answering the three basic questions used in the questionnaire.

Three forced answer questions and one open end question were used. Two choices were given for the forced answer questions, the area vocational school location or the high school location. Each respondent was asked to select, based upon his opinion, the best location for each of 16 items used in the three forced answer questions.

Question one asked: In your opinion where could the following basic information and skills be taught most efficiently and effectively? Ten items were listed. The question included the following items: basic animal science, basic crop science, basic agricultural management principles, basic farm power maintenance, basic farm mechanic maintenance, veterinarian helper, custom sprayer operator, agricultural business manager, farm power repairman, and farm machinery repairman. The items included were taught in high school and area vocational technical school departments of vocational agriculture.

The second question asked: In your opinion would the area vocational technical school or the high school be superior in the development of student competence in the following: leadership ability, academic capability, and social competence? This question was included by the writer to determine if there was a reluctance by school representatives to permit students to be transported to an area vocational technical school location while in high school. Another reason this question was included was to determine if the school representatives thought that the type of school would affect student competence

development in leadership ability, academic capability, and social development.

The third question asked: In your opinion does the area vocational technical school or the high school utilize patron's taxes, student's time, and transportation facilities most efficiently and effectively? The area vocational technical schools are financed by added taxation. Some individuals have questioned if the extra expense is utilized properly.

Parents had indicated to the writer that the student's time was valuable. The writer was interested in securing the respondents' opinions as to where they thought the student's time was best utilized.

Transportation is another cost item. Bussing of students to the area vocational technical schools did increase the transportation resources needed. The writer was interested in the respondents' opinions as to the efficient and effective use of transportation facilities.

Question four was inserted to permit respondents to write comments.

SURVEY FINDINGS

Introduction

Four possible answers were used to summarize the questionnaire results on the first three questions: area vocational technical school, high school, no difference, and no response.

Although the respondents were asked to select the area vocational technical school or the high school when making a choice, some respondents changed the method of answering by writing in "both" or "same"

when they were of the opinion that both schools were equal, and other respondents wrote "I do not know" or left items blank. The writer recorded "both" or "same" as no difference and "I do not know" or blank items as no response. The writer thought that this method of tabulation was necessary to accurately record the respondents' answers.

Basic Skills and Information

The information in Table 1 shows that 30 or 63.8 per cent of the area vocational school respondents considered the high school as the better place to teach the basic science information. Forty-two or 87.5 per cent of the high school respondents indicated that they thought that the high school was the better location for the instruction of the animal science information. The majority of the two groups was in agreement that the basic animal science information should be taught in the high school.

Table 1.* A comparison of the responses of the area vocational school and high school representatives as to where the basic animal science information should be taught.

Respondents	Area vocational	High school	No difference	No response	Totals
Area vocational	10	30	6	1	47
High school	5	42	1	0	48
Totals	15	72	7	1	95

*A deviation was made from Campbell's form and style in the preparation of tables in this report.

One of the high school and six of the area vocational school respondents indicated by a write-in response that they thought it did not make any difference where it was taught, and one area vocational representative did not respond.

The data in Table 2 reveals that 34 or 72.3 per cent of the area vocational respondents considered the area vocational school was the better place to teach the information and skills needed to be a veterinarian helper. Thirty-seven or 77.1 per cent of the high school respondents selected the area vocational school as the better location for the veterinarian helper preparation. This information indicated to the writer that the two groups were in agreement.

Table 2. A comparison of the responses of the area vocational school and high school representatives as to where the information and skills needed to be a veterinarian helper should be taught.

Respondents	Area vocational	High school	No difference	No response	Totals
Area vocational	34	8	3	2	47
High school	37	9	1	1	48
Totals	71	17	4	3	95

One of the high school and three of the area vocational school respondents indicated that they thought it did not make any difference where the material was taught. Two area vocational school representatives did not respond.

As indicated in Table 3, the respondents in both groups selected the high school as the place to teach the basic crop science. Twenty-nine

or 61.7 per cent of the area vocational school respondents and 42 or 87.5 per cent of the high school respondents marked the high school as the better location for the instruction of basic crop science.

Table 3. A comparison of the responses of the area vocational school and high school representatives as to where the basic crop science information should be taught.

Respondents	Area vocational	High school	No difference	No response	Totals
Area vocational	13	29	4	1	47
High school	5	42	1	0	48
Totals	18	71	5	1	95

Four of the area vocational school and one of the high school respondents indicated that they could see no difference in the location that basic crop science was taught. One area vocational school respondent did not answer.

The information in Table 4 revealed that both respondent groups were in close agreement on the location to train the custom sprayer operator. Forty-two or 87.5 per cent of the high school respondents and 40 or 85.1 per cent of the area vocational school respondents selected the area vocational school as the better location.

One member of each respondent group indicated that they did not think it made any difference in the location which provided the training. Two area vocational school respondents did not answer.

Table 4. A comparison of the responses of the area vocational school and high school representatives as to where the information and skills needed to be a custom sprayer operator should be taught.

Respondents	Area vocational	High school	No difference	No response	Totals
Area vocational	40	4	1	2	47
High school	42	5	1	0	48
Totals	82	9	2	2	95

The information in Table 5 shows that 40 or 83.3 per cent of the high school respondents and 27 or 57.5 per cent of the area vocational school respondents considered the high school as the better location to teach basic agricultural management principles. The two groups appeared to agree on the location. The area vocational respondents were not strong in agreement on this question.

Table 5. A comparison of the responses of the area vocational school and high school representatives as to where the basic agricultural management principles should be taught.

Respondents	Area vocational	High school	No difference	No response	Totals
Area vocational	14	27	5	1	47
High school	7	40	1	0	48
Totals	21	67	6	1	95

Fourteen or 29.8 per cent selected the area vocational school location, five or 10.6 per cent thought that there was no difference, and one did not respond. One high school respondent marked that there was no difference in location.

As indicated in Table 6, 29 or 61.7 per cent of the area vocational school respondents and 27 or 56.3 per cent of the high school respondents thought that the area vocational school was the better location to teach the information and skills needed by agricultural business managers. The results, as shown in Table 6, indicated that the two respondent groups were in general agreement on this location.

Table 6. A comparison of the responses of the area vocational school and high school representatives as to where the information and skills needed to be an agricultural business manager should be taught.

Respondents	Area vocational	High school	No difference	No response	Totals
Area vocational	29	13	4	1	47
High school	27	18	3	0	48
Totals	56	31	7	1	95

No difference in location was indicated by four area vocational school and three high school respondents. One area vocational school respondent failed to reply.

The data in Table 7 revealed that 25 or 53.2 per cent of the area vocational school respondents thought that the area vocational school was the place that basic farm power maintenance skills should be taught. Only 17 or 35.4 per cent of the high school respondents selected the same location. Thirty or 62.5 per cent of the high school respondents selected the high school as the better place to teach basic farm power maintenance. The two respondent groups appeared to disagree on the best location for this training.

Table 7. A comparison of the responses of the area vocational school and high school representatives as to where the basic farm power maintenance information and skills should be taught.

Respondents	Area vocational	High school	No difference	No response	Totals
Area vocational	25	18	3	1	47
High school	17	30	1	0	48
Totals	42	48	4	1	95

Three area vocational school respondents and one high school respondent indicated that they thought it did not make any difference where it was taught. One area vocational school respondent did not answer this question.

The two respondent groups were in agreement, as is indicated in Table 8, on the area vocational school location as the better place to teach the information and skills needed by farm power repairmen. Forty-one or 87.2 per cent of the area vocational school respondents and 40 or 83.3 per cent of the high school respondents marked the area vocational school as the better location for the instruction of farm power repairmen.

Table 8. A comparison of the responses of the area vocational school and high school representatives as to where the information and skills for farm power repairmen should be taught.

Respondents	Area vocational	High school	No difference	No response	Totals
Area vocational	41	2	4	0	47
High school	40	6	2	0	48
Totals	81	8	6	0	95

Four of the area vocational school and two of the high school respondents indicated either location as being satisfactory for the training.

The information in Table 9 shows that 33 or 68.7 per cent of the high school respondents considered the high school as the better place to teach basic farm mechanics. Twenty-five or 53.2 per cent of the area vocational school respondents indicated that they thought that the area vocational school was the better location for instruction in basic farm mechanics. It appeared that the two groups disagreed on the location for this type of instruction.

Table 9. A comparison of the responses of the area vocational school and high school representatives as to where the basic farm mechanics information and skills should be taught.

Respondents	Area vocational	High school	No difference	No response	Totals
Area vocational	25	18	4	0	47
High school	13	33	2	0	48
Totals	38	51	6	0	95

Four area vocational school and two high school respondents indicated that they thought it did not make any difference which place taught the basic farm mechanics.

Data in Table 10 indicated that 42 or 89.4 per cent of the area vocational school respondents and 38 or 79.2 per cent of the high school respondents considered the area vocational school as the best location for the farm machinery repairmen to receive training. It appeared that

the two groups were in agreement that the area vocational school should teach the farm machinery repairmen.

Table 10. A comparison of the responses of the area vocational school and high school representatives as to where the information and skills for farm machinery repairmen should be taught.

Respondents	Area vocational	High school	No difference	No response	Totals
Area vocational	42	2	3	0	47
High school	38	7	3	0	48
Totals	80	9	6	0	95

Three area vocational and three high school respondents indicated that they thought the information and skills could be taught at either place.

Student Development in Leadership Ability

As revealed in Table 11, 43 or 89.6 per cent of the high school respondents and 28 or 59.6 per cent of the area vocational school respondents considered the high school as the better location for the development of student competence in leadership abilities. The two respondent groups appeared to agree on this item.

Eight area vocational school respondents and one high school respondent indicated that they did not consider there was any difference between the two types of schools in student leadership ability development. Three area school representatives did not respond.

Table 11. A comparison of the responses of the area vocational school and the high school representatives as to where student competence in leadership ability would be better developed.

Respondents	Area vocational	High school	No difference	No response	Totals
Area vocational	8	28	8	3	47
High school	4	43	1	0	48
Totals	12	71	9	3	95

Student Competence in Academic Capability

The data in Table 12 indicated that 42 or 87.5 per cent of the high school respondents considered that the high school location was better for student academic capability development. Twenty-three or 48.9 per cent of the area vocational school respondents thought that the high school was the better location, 14 or 29.8 per cent indicated that the area vocational school location was better, 8 or 17 per cent indicated that they saw no advantage to either location, and two did not respond. The two groups appeared to favor the high school as the better location for academic development.

Table 12. A comparison of the responses of the area vocational school and the high school representatives as to where student competence in academic capability would be better developed.

Respondents	Area vocational	High school	No difference	No response	Totals
Area vocational	14	23	8	2	47
High school	6	42	0	0	48
Totals	20	65	8	2	95

Student Social Competence Development

The information in Table 13 indicates that 44 or 91.7 per cent of the high school respondents and 25 or 53.2 per cent of the area vocational school respondents thought that student social competence would have the better opportunity for development in the high school location. The two groups appeared to agree upon the desirability of the high school location for social competence development. Nine area vocational respondents indicated no preference and three did not respond.

Table 13. A comparison of the responses of the area vocational school and the high school representatives as to where student social competence would be better developed.

Respondents	Area vocational	High school	No difference	No response	Totals
Area vocational	10	25	9	3	47
High school	4	44	0	0	48
Totals	14	69	9	3	95

Utilization of Patron's Taxes

As indicated in Table 14, 22 or 46.8 per cent of the area school respondents thought that the area vocational schools made the better use of patron's taxes. The high school respondents did not agree, as 31 or 64.6 per cent indicated that they considered that the high schools utilized the patron's taxes the most efficiently and effectively.

Eight area vocational school respondents and one high school respondent indicated that they did not think that either location was better. Three area vocational school and five high school representatives

did not respond.

Table 14. A comparison of the responses of the area vocational school and high school representatives as to where patron's taxes were utilized the more efficiently and effectively.

Respondents	Area vocational	High school	No difference	No response	Totals
Area vocational	22	14	8	3	47
High school	11	31	1	5	48
Totals	33	45	9	8	95

Utilization of Student's Time

The data in Table 15 reveals that there was some difference in opinion between the two respondent groups on the utilization of the student's time. Twenty-five or 53.2 per cent of the area vocational school respondents indicated that the area vocational schools utilize the student's time better. Twenty-five or 52.1 per cent of the high school respondents thought that the student's time was better utilized in the high school.

Table 15. A comparison of the responses of the area vocational school and high school representatives as to where the student's time was used more efficiently and effectively.

Respondents	Area vocational	High school	No difference	No response	Totals
Area vocational	25	13	8	1	47
High school	17	25	2	4	48
Totals	42	38	10	5	95

Eight area vocational school and two high school respondents indicated that they could determine no difference between the two locations. One area vocational school and four high school representatives did not answer the question.

Utilization of Transportation Facilities

The information in Table 16 shows that 23 or 48.9 per cent of the area vocational school respondents and 37 or 77.1 per cent of the high school respondents considered that the high school location utilized the transportation facilities better. The respondents appeared to agree that the high schools made more efficient and effective use of the transportation services.

Table 16. A comparison of the responses of the area vocational school and high school representatives as to which school utilized transportation facilities more effectively and efficiently.

Respondents	Area vocational	High school	No difference	No response	Totals
Area vocational	9	23	9	6	47
High school	6	37	1	4	48
Totals	15	60	10	10	95

Nine of the area vocational school respondents and one high school respondent indicated no difference in the utilization of transportation facilities between the two groups. Six area vocational school and four high school respondents did not answer the question.

Personal Comments

Information in Table 17 reveals the number of respondents in each group who added personal comments. Forty-two or 46.8 per cent of the area vocational school representatives and 15 or 31.3 per cent of the high school representatives wrote comments. A summary of the comments is listed in the Appendix (see Exhibit #7).

Table 17. A comparison of the number of respondents representing the area vocational schools and the high schools who wrote comments on the questionnaire.

Respondents	Wrote comments	No comments	Totals
Area vocational	22	25	47
High school	15	33	48
Totals	37	58	95

SUMMARY

The writer of this report was interested in the changes which have taken place in vocational agriculture at the high school level since the passage and application of the Vocational Education Act of 1963.

The 1964 Kansas Plan made it possible for Kansas schools to train those seeking employment in all areas of agriculture.

Kansas established 11 area vocational technical schools after 1964 to comply with the 1964 Kansas Plan. These schools could offer vocational agriculture at the high school level as well as to provide training to prepare students for specific jobs such as farm power

repairmen.

Some high schools were affected by the 1964 Kansas Plan since the schools received reimbursement for the vocational agriculture programs offered in their schools.

Some school personnel and school patrons wanted to close vocational agriculture programs in the high schools and let the area vocational technical schools provide the vocational agriculture instruction. Two schools, Beloit and Emporia, did close their vocational agriculture departments and let the area vocational technical schools assume the job. The students were transported a part of each day to other locations than the high school for some of their school courses.

The writer of this report attempted to obtain information to see how satisfactory this policy was with school patrons. The writer was of the opinion that most of the students would take other subjects and stay at the high school location due to social reasons.

Literature reviewed in the preparation for this study indicated that a sound agricultural economy was of economic and political importance. The development of the increasing number of agricultural related occupations was directly dependent upon the supply of trained workers that become available. Vocational agriculture departments and area vocational technical schools supply large numbers of these individuals.

It was decided to make the central theme of the study an inquiry into where vocational agriculture should be taught. The writer of this report conducted a survey to obtain the opinions of school administrators, agricultural teachers, schoolboard members, school patrons, and managers of agricultural businesses connected with selected area

vocational technical schools and high schools as to the respective roles of the two schools in the teaching of vocational agriculture to high school level students.

The study was based on 47 (85.5%) questionnaires which were returned by the area vocational technical school respondents and 48 (87.3%) questionnaires which were returned by the high school respondents.

The majority of the area vocational technical school respondents and the majority of the high school respondents expressed opinions which indicated that the area vocational technical school was in their estimation the better place to provide the following instructional programs in agriculture: veterinarian helper, custom sprayer operator, agricultural business manager, farm power repairman, and farm machinery repairman.

Both groups expressed opinions which indicated that in their estimation the high school was the better location to provide the following instructional programs in agriculture: basic animal science, basic crop science, and basic agricultural management principles.

In relation to the instructional programs of basic farm power maintenance and basic farm mechanics the majority of the area vocational technical respondents expressed an opinion that the better location was the area vocational technical school while the majority of the high school respondents expressed the opinion that the better location was the high school.

When considering the leadership, academic capability, and social competence of students, the opinion expressed by the majority in both groups was that the high school location would provide better leadership

ability development and better social competence development. The opinions of the group indicated that 48.9 per cent of the area vocational technical school respondents and 87.5 per cent of the high school respondents thought that the high school location was the better place for providing for the academic capability development of the student.

As to which school utilized transportation facilities the more effectively and efficiently, 77.1 per cent of the high school respondents and 48.9 per cent of the area vocational technical school respondents expressed the opinion that the high school did a better job.

Concerning the effective use of patrons' taxes, 46.8 per cent of the respondents of the area vocational technical school were of the opinion that their school was the better location while 64.6 per cent of the high school respondents expressed the opinion that the high school was the more effective in this regard. A similar division of opinion was expressed concerning the best location for the use of a student's time.

IMPLICATIONS

It was implied from this study that the majority of those contacted would agree that the high school location was the better place to provide basic programs in vocational agriculture at the high school level. The combined opinions of the area vocational technical school respondents favored their own school location by a slight majority for the basic farm mechanics and the basic farm power instruction. This might indicate that the high school vocational agriculture programs could be improved in these two areas. Possibly this is an area that is

in need of additional study.

It was noted that on the questionnaire items which listed a specific job title, the respondents tended to favor the area vocational technical school location as the better place for the information and skills to be taught.

The combined opinions that are recorded in this report may be of interest to school personnel and school board members who may be considering the dropping of the vocational agriculture programs at the high school location in favor of the area vocational technical school location.

It is hoped that school educators, particularly high school superintendents and principals, will read the information given in this report and then read the actual related laws, booklets, and articles which are available on vocational education at the high school level. It is hoped that school administrators will work toward a more balanced educational program in high schools which will include basic vocational agriculture training needed to prepare students for vocational and technical level jobs.

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APPENDIX

Exhibit No. 1--Letter Asking for Names and Addresses of Respondents.

Dear Fellow Worker:

As a part of my masters program I am making a study to survey the role of the Area Vocational Technical Schools and the high schools in teaching vocational agriculture to high school students. I am gathering data for the report by mailing survey forms to selected individuals in specific schools and communities.

I need your help to obtain the names and addresses of individuals that will provide the information. Please fill in the addresses using the guidelines listed.

1. The school board member who has served on the board the longest. If two are of equal time, select the person whose last name comes first in the alphabet.

2. The high school principal.

3. Select the parent of the boy whose last name is last in your grade book alphabetically and is in your most advanced vocational agriculture class for the past year 1967-1968.

4. Select the farm implement business which employs the largest number of employees.

5. If a multiple teacher department, select the teacher with the longest vocational agriculture teaching experience.

Thanking you for your cooperation, I am looking forward to receiving your completed list of individuals.

Please enclose in the self-addressed envelope with your completed questionnaire.

Sincerely yours,

(Signed) Bill Wood

Billy L. Wood
Voc. Ag. Inst.
Atwood, Kansas

Exhibit No. 2--Name and Address Form

Please Return to Bill Wood, Voc. Ag. Inst. Atwood, Kansas, 67730

Addresses for:

High School Principal or Director (Assistant Director)

Name _____

School name and number _____

Town _____ ZIP _____

Board Member

Name _____

Address _____

_____ ZIP _____

Parent

Name _____

Address _____

_____ ZIP _____

Business

Name of Business _____

Name of Manager _____

Address _____

_____ ZIP _____

Voc. Ag. Teacher completing form

NAME _____

Address _____

_____ ZIP _____

Exhibit No. 3--Questionnaire Cover Letter

June 25, 1968

To: Selected schools, businesses, and parents in Kansas

From: Bill Wood, Vocational Agriculture Teacher
at Unified District 318, Atwood, Kansas

Mr. John D. Doe
Rural Route 2
Any Town, Kansas 63414

Dear Mr. Doe:

Will you please take five minutes to respond to the following questions? Your response will help provide information to determine the roll of the Area Vocational Technical schools and high schools in teaching vocational agriculture to high school students.

Since the survey form is being mailed only to a small group, it is necessary to code each form. This will be vital where a follow-up letter is necessary after no reply has been received within a reasonable length of time. I assure you all information will be kept in strict confidence in regard to its source.

Please enclose the completed survey form in the stamped self-addressed envelope.

If you would like a copy of the summary of this report please drop me a card in about 30 days.

Sincerely yours,

Bill Wood
Graduate Student in
Agriculture Education

This survey is being taken under the guidance of Dr. R. J. Agan of Kansas State University, Manhattan, Kansas.

Exhibit No. 4--Questionnaire Number _____

DETERMINE THE ROLE OF THE AREA VOCATIONAL TECHNICAL SCHOOLS AND THE HIGH SCHOOLS IN TEACHING VOCATIONAL AGRICULTURE TO HIGH SCHOOL STUDENTS

Questionnaire

Directions: Consider the following guidelines in answering this questionnaire.

1. The following objectives of vocational agriculture for the high school student are being used for this study.
   a. To develop competencies in livestock production.
   b. To develop competencies in efficient crop production.
   c. To develop competencies in operation, maintenance and minor repair of agricultural production tools and equipment.
   d. To develop competencies in planning a farm business.
   e. To develop leadership abilities.

2. Assume the instructors and students are of equal competence in both types of schools.

Directions: Place a check (✓) in the appropriate column for each statement which would best fit your description or opinion.

1. In your opinion where could the following basic information and skills be taught most efficiently and effectively?

	Area Voc. Tech. School	High School
a. Basic animal science		
b. Veterinarian helper		
c. Basic crop science		
d. Custom sprayer operator		
e. Basic agricultural management principles		
f. Agricultural business manager		
g. Basic farm power maintenance		
h. Farm power repairman		
i. Basic farm mechanic maintenance		
j. Farm machinery repairman		

2. In your opinion would the Area Vocational Technical School or the high school be superior in the development of student competence in the following:

	Area Voc. Tech. School	High School
a. Leadership ability		
b. Academic capability		
c. Social competence		

3. In your opinion does the Area Vocational Technical school or the high school utilize the following factors most efficiently and effectively?

	Area Voc. Tech. School	High School
a. Patron's taxes		
b. Student's time		
c. Transportation facilities		

4. Please add comments that you may wish to make on the back:

Exhibit No. 5--Follow-up Letter

1130 Vattier St.
Manhattan, Kans.
July 13, 1968

Dear Mr. John D. Doe:

About two weeks ago you received a questionnaire asking your opinion on several questions related to vocational agriculture. I am using this information to work out my masters report. If you have not returned the questionnaire, please do so. Your help is needed and will be appreciated.

Sincerely,

Bill Wood
Voc. Ag. Inst.
Atwood, Kansas

P. S. If you wish to answer in the form of comments, please do so.

Table 18. The matching of the schools included in the survey.*

Area vocational technical school	Classification**	Student body size***	Approximate miles****	High School	Classification**	Student body size***
Beloit	A	246	49	Ellsworth	A	224
Coffeyville	AA	867	42	Altamont	AA	542
Caney	B	191	33	Cherryvale	B	157
Howard	BB	100	19	Severy	BB	64
Columbus	A	381	24	Girard	A	305
Dodge City	AA	831	53	Garden City	AA	967
Emporia	AA	909	69	Manhattan	AA	1089
Goodland	A	349	36	Colby	A	317
Newton	AA	910	68	Winfield	AA	629
McPherson	AA	638	37	Salina	AA	1777
Topeka (Highland Park)	AA	1267	8	Topeka (Seaman)	AA	667

*The town or city name was used in place of the name of the school.

**The classification was the Kansas High School Activities Association classification for the school year 1967-1968.

***Enrollment figures listed by the Kansas High School Activities Association for the year 1967-1968 were used for the student body size.

****The approximate miles were the miles between the two towns as shown on a Kansas road map.

Table 19. Identification of the area vocational technical school respondents who returned questionnaires.

School location	Director	School board member	Parent	Businessman	Teacher
Beloit	yes	yes	yes	yes	yes
Coffeyville	yes	yes	yes	yes	yes
Columbus	yes	yes	no	yes	yes
Caney	no*	yes	yes	yes	yes
Howard	no*	yes	yes	no	yes
Dodge City	yes	yes	yes	yes	yes
Emporia	yes	yes	no	yes	yes
Goodland	yes	yes	yes	no	yes
Newton	yes*	yes	yes	yes	yes
McPherson	yes*	yes	no	yes	yes
Topeka (Highland Park)	yes	yes	yes	yes	no

*Respondents were high school principals who were considered assistant area vocational technical school directors.

Table 20. Identification of the high school respondents who returned questionnaires.

School location	Principal	School board member	Parent	Businessman	Teacher
Altamont	yes	yes	yes	no	yes
Colby	yes	no	yes	yes	yes
Cherryvale	yes	yes	no	yes	no
Ellsworth	yes	yes	yes	no	yes
Garden City	yes	yes	yes	yes	yes
Girard	yes	yes	yes	yes	yes
Winfield	yes	yes	yes	yes	yes
Manhattan	yes	yes	yes	yes	yes
Salina	yes	no	yes	yes	yes
Severy	yes	yes	yes	no	yes
Topeka (Seaman)	no	yes	yes	yes	yes

Table 21. A summary of the responses of the forty-seven vocational technical respondents as to the best location for the items listed--expressed in numbers and percentages.

Item	AVT school*		High school		No difference		No response	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Basic animal science	10	21.3	30	63.8	6	12.8	1	2.1
Veterinarian helper	34	72.3	8	17.0	3	6.4	2	4.3
Basic crop science	13	27.7	29	61.7	4	8.5	1	2.1
Custom sprayer operator	40	85.1	4	8.5	1	2.1	2	4.3
Basic agr. manag. principles	14	29.8	27	57.5	5	10.6	1	2.1
Agricultural business manager	29	61.7	13	27.7	4	8.5	1	2.1
Basic farm power maintenance	25	53.2	18	38.3	3	6.4	1	2.1
Farm power rapairman	41	87.2	2	4.3	4	8.5	0	0.0
Basic farm mechanics	25	53.2	18	38.3	4	8.5	0	0.0
Farm machinery repairman	42	89.4	2	4.3	3	6.4	0	0.0
Leadership ability	8	17.0	28	59.6	8	17.0	3	6.4
Academic capability	14	29.8	23	48.9	8	17.0	2	4.3
Social competence	10	21.3	25	53.2	9	19.1	3	6.4
Patrons taxes	22	46.8	14	29.8	8	17.0	3	6.4
Student's time	25	53.2	13	27.7	8	17.0	1	2.1
Transportation facilities	9	19.15	23	48.9	9	19.15	6	12.8

*Area Vocational Technical School.

Table 22. A summary of the responses of the forty-eight high school respondents as to the best location for the items listed --expressed in numbers and percentages.

Item	AVT school*		High school		No difference		No response	
	No.	Per cent	No.	Per cent	No.	Per cent	No.	Per cent
Basic animal science	5	10.4	42	87.5	1	2.1	0	0.0
Veterinarian helper	37	77.1	9	18.7	1	2.1	1	2.1
Basic crop science	5	10.4	42	87.5	1	2.1	0	0.0
Custom sprayer operator	42	87.5	5	10.4	1	2.1	0	0.0
Basic agr. manag. principles	7	14.6	40	83.3	1	2.1	0	0.0
Agricultural business manager	27	56.3	18	37.5	3	6.2	0	0.0
Basic farm power maintenance	17	35.4	30	62.5	1	2.1	0	0.0
Farm power repairman	40	83.3	6	12.5	2	4.2	0	0.0
Basic farm mechanics	13	27.1	33	68.7	2	4.2	0	0.0
Farm machinery repairman	38	79.2	7	14.6	3	6.2	0	0.0
Leadership ability	4	8.3	43	89.6	1	2.1	0	0.0
Academic capability	6	12.5	42	87.5	0	0.0	0	0.0
Social competence	4	8.3	44	91.7	0	0.0	0	0.0
Patrons taxes	11	22.9	31	64.6	1	2.1	5	10.4
Student's time	17	35.4	25	52.1	2	4.2	4	8.3
Transportation facilities	6	12.5	37	77.1	1	2.1	4	8.3

*Area Vocational Technical School.

Exhibit No. 10--A Summary of the Responses as Given by the High School Respondents to Answer Question Four.

I am answering these questions to the best of my ability; however, I do not know too much about the operation of the vocational technical school.

I feel that high school vocational agriculture can do a good job on the basic skills, but there isn't time available to go into specifics. This I feel is a job for the technical school.

I believe in training these young men in (our regular) high school.

It is my opinion that high schools should deal in basic subjects of general nature. The area schools should be to specialize.

Area vocational school should be on the post high level.

I do think the technical schools play an important role in our educational program for those who cannot or do not wish to go through a four year college.

I believe that as far as teaching the high school location is the best; I will admit that they cannot be as well equipped.

Exhibit No. 11--A Summary of the Responses as Given by the Area Vocational Technical School Respondents to Answer Question Four.

Question #1. The general feeling here is that the high school vocational agriculture program should be pre-vocational as well as leadership development. Training for a Specific competency should be left to the area trade school.

We think that the two systems of education (high school and voc-tech) are complementary or supplementary. An example is that there seems to be a need for feeder type or agricultural familiarization courses at the high school level. This furnishes the opportunity for the student to decide what his interest depth in agriculture is.

High schools are so far more efficient, but most high schools did a poor job in the past on agriculture subjects. Voc-tech schools might do better after more experience and acquirement of better teachers.

Some of the voc-ag programs in our own setup have more and better classrooms and shop equipment than ever before.

Students in voc-tech schools learn a skill and hopefully become taxpayers giving back to the community that which they received from taxpayer contributions.

Students in voc-tech schools have deeper interests in the subject matter, so I believe they get better results of the students' time.

I think area voc-tech should be restricted to post high students who, through free choice or necessity, have more or less settled on what they want to do and have matured enough to settle down and learn.

There are many other variables to consider. You list objectives for the high school program. What do you consider as objectives for an area school? I would certainly include all you listed plus some stating the student should become employable as objectives for our program.

Personally I cannot see depriving farm boys of a vocational agriculture program just because they happen to be in an area school attendance center. I am also sure we have a much stronger program as part of the area school than would have been possible in the high school.

I feel that a vocational technical school is very good and will make many special trained employees available in the area.

Academic capability--This is very difficult to answer. We do not get students that are very good academically. However, because of the importance our AVTS instructors place on accuracy in all of their work,

Exhibit No. 11 (Continued)

I believe we advance the students further academically than the same students would be in the high school.

The high school programs in vocational education do an excellent job as feeders to the AVTS.

I still feel that vocational agriculture as we have known it for years has an important place in high schools and has done an excellent job.

The AVTS is a great help in securing equipment and facilities needed for advanced work, especially in the farm shop, due to the 50 per cent reimbursement. However, in operating an effective vocational agriculture program with emphasis on FFA, it is almost next to impossible due to the area students who have to drive in and participate in the different activities.

THE ROLE OF AREA VOCATIONAL TECHNICAL SCHOOLS AND HIGH SCHOOLS IN TEACHING VOCATIONAL AGRICULTURE TO HIGH SCHOOL STUDENTS

by

BILLY LEE WOOD

B. S., Kansas State University, 1955

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The purpose of the study was to survey the opinions of school administrators, agricultural teachers, schoolboard members, school patrons, and managers of agricultural businesses connected with selected area vocational technical schools and high schools as to their respective roles in the teaching of vocational agriculture to high school level students. A consensus of the opinion of the above group was desired.

The study was limited to 22 school district communities in Kansas that were in operation for the school year 1967-1968. Eleven of the communities were selected because they were served by area vocational technical schools with training in vocational agriculture at the high school level. Eleven of the communities were selected because they were served by vocational agriculture departments and were comparable in selected variables to the eleven area vocational technical school districts.

Each area vocational technical school was matched with a high school based on: (1) a similar student body size, (2) from the same geographical area in the state of Kansas, and (3) in the same Kansas Activities Association school classification.

The steps followed in developing the research plan used in the survey included: (1) a check of records and files at Kansas State University and the State Board for Vocational Education, (2) interviews with faculty at Kansas State University, (3) the development of a forced answer questionnaire, (4) the mailing of the questionnaire to 110 selected individuals in the 22 school districts, and (5) two follow-up mailings in an attempt to get as many returns as possible. Questionnaires were mailed to 55 individuals representing the 11 area vocational schools and

55 individuals representing the 11 comparable high schools.

The study was based on 47 (85.5%) questionnaires which were returned by the area vocational technical school respondents and 48 (87.3%) questionnaires which were returned by the high school respondents.

The majority of the area vocational technical school respondents and the majority of the high school respondents expressed opinions which indicated that the area vocational technical school was in their estimation the better place to provide the following instructional programs in agriculture: veterinarian helper, custom sprayer operator, agricultural business manager, farm power repairman, and farm machinery repairman.

Both groups expressed opinions which indicated that in their estimation the high school was the better location to provide the following instructional programs in agriculture: basic animal science, basic crop science, and basic agricultural management principles.

In relation to the instructional programs of basic farm power maintenance and basic farm mechanics the majority of the area vocational technical respondents expressed an opinion that the best location was the area vocational technical school while the majority of the high school respondents expressed the opinion that the best location was the high school.

When considering the leadership, academic capability, and social competence of the students, there was expressed by the majority in both groups an opinion that the high school location would provide better leadership ability development and better social competence development. The consensus of the group was in favor of the high school location for providing academic capability development of the student.

The majority of the respondents were in favor of the high school location as the one best able to utilize transportation facilities. Concerning the effective use of patrons taxes, 46.8 per cent of the respondents of the area vocational technical school were of the opinion that their school was the better location while 64.6 per cent of the high school respondents expressed the opinion that the high school was the most effective in this regard. A similar division of opinion was expressed concerning the best location for the use of a student's time.