

ADMINISTRATORS' OPINIONS REGARDING SELECTED POLICIES
FOR VOCATIONAL AGRICULTURE

by

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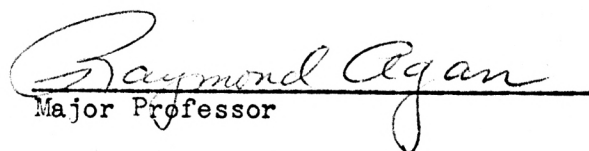

Major Professor

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INTRODUCTION

An administrator should be an educational leader of the community within which he works.¹ It is therefore assumed that the opinions or views held by the administrator are important factors in determining the organization and function of the school's curriculum. However, the courses offered in the school's curriculum may not conform to views of the administrator if there is democratic group process. Administrators are usually in a position to influence the design of the curriculum of the school. It is believed it is reasonable to think that administrator's views regarding vocational education contribute to the degree of acceptance of this phase of education and the way the program will function in the school and community.

From conversations and observations with vocational agriculture teachers at various district and state meetings, the author observed that vocational agriculture teachers of Kansas have the general opinion that administrators, as a whole, are in favor of eliminating vocational agriculture from Kansas schools.

This study was also based on an observation by the author that beginning in the late forties and early fifties due to the development of surplus crops, specialization on the farm, the decreasing farm population, the inflation of the dollar, and the scientific push for space, there was a great demand for the young people to go into a field of science and engineering. In order to meet these demands, schools had

¹American Association of School Administrators, Educational Administration in A Changing Community, 37:124, 1959.

to provide more courses in the educational program, which increased the expenditures of the school districts. To finance the increase in the program, school administrators, not wanting to raise taxes, planned to economize in the school program. It followed that in evaluating the school budget, a majority of administrators found that the cost per pupil was higher for vocational courses. Agan reported that:

The per pupil cost of vocational education is higher than other programs in the public school due to special equipment, travel cost of teacher supervision of off-campus training activities, and enrollments per class not exceeding twenty pupils.¹

Vocational agriculture has always been the largest of the vocational courses in Kansas and was the first to have its' program curtailed. In 1955 there were 207 departments of vocational agriculture in Kansas. In 1963 there were 186 departments of vocational agriculture. Since, vocational agriculture is often the only vocational education program in the smaller schools, some of the administrators of the small schools have felt that the high cost of vocational agriculture is hard to justify. They have referred to the fact that only one out of 4 graduates go directly into farming as an occupation. Bradley reported that 25 per cent of the graduating seniors of 1959 were farming in 1963.²

¹Raymond J. Agan, "Opinion of Administrators Who Oversee Successful Departments of Vocational Agriculture in Kansas" Non-Thesis study, Kansas State University, Manhattan, Kansas.

²Howard R. Bradley, "Occupational Status of The 1959 Kansas High School Graduates Majoring in Vocational Agriculture" Non-Thesis study, Kansas State University, Manhattan, Kansas.

Definitions of Terms Used

Opinion. The term "opinion" may be defined as an effectively toned idea or group of ideas predisposing a person to action with reference to a specific object.

Administrator. The term "administrator" is a person who has the responsibility of organization, function of the educational program, and directly responsible to a board of education.

Vocational. The term "vocational" as used in this study refers to vocational education program in the secondary schools which are approved for federal reimbursement by the Kansas State Board for Vocational Education.

Adult Farmer Classes. Classes of farmers who are established in the farming business and who are interested in increasing their farming proficiency through attending regular instructional sessions. Such classes are of short term duration, often held in the evenings, and usually centered around one enterprise or unit of interest.

Young Farmer Classes. Groups of farmers (usually between 16 and 25 years of age) not otherwise enrolled in school, who are taught by regular or special teachers of vocational agriculture to aid them in becoming satisfactorily established in farming.

Rounded Number. All fractions below .50 were dropped for purpose of this report and all fraction of .50 and above were increased to the next whole number.

Didn't Know. The term "did not know" is used in this study as meaning there was no answer or the person did not know for sure.

Vocational Agriculture. A systematic program of instruction for

prospective and established farmers, organized for the purpose of improving farm methods and rural living. Objectives are to develop abilities to; make a beginning and advance in farming, produce farm commodities efficiently, market them advantageously, conserve soil and other resources, manage a farm business, and maintain a favorable environment. Also develop specific skills, knowledges, and information which enables the learner to prepare for or to be more efficient in his chosen trade or occupation.

Supervised Farming Program. A combination of farming activities carried on by a student in vocational agriculture on his own home farm or other farm, under the direction of the instructor, for the purpose of making a beginning in farming.

Farm-Related Occupations. Classroom and laboratory courses designed to increase knowledge, understanding, and ability to solve technical and theoretical problems concerned with a particular occupation directly related to farming.

Agri-Business. The sum total of operations involved in the manufacturing and distribution of farm supplies; production operation on the farm; and the storing, processing, and distribution of farm commodities and items made from them; and providing services to farms in the production operation on the farm.

Purpose Of Study

The purpose of this study was to gather information about vocational training and the experience of school administrators in South Central Kansas schools as well as their opinions regarding (1) curriculum, (2) subject matter, (3) organization of classes,

(4) teachers, (5) student development, and (6) use and financing for vocational agriculture. The study also proposed to determine if there were definite patterns of opinions toward vocational agriculture held by the selected administrators.

It was believed by the author that a study of this type would provide an excellent background of information for new teachers of vocational agriculture. It was further assumed that such a study would help the teacher to understand the administrator and develop improved teacher-administrator relationships.

Review of Literature

Of the reference material listed in the Education Index of the Kansas State University library, no studies were found which were identical in nature to this particular study. There were noted some studies conducted in other states that covered portions of the subject for which this study was chosen. One study was conducted in Kansas that directly relative to this subject.

Agan, in a study of principles relating to the administration of the program of vocational education, dealt specifically with the activities and characteristics that make instruction in vocational education a success in the local community.¹

Bentley, in a study of administrators in Indiana, found that viewpoints of administrators were very important in determining if a school would have vocational education and the success of the program.

¹Raymond J. Agan, "Opinion of Administrators Who Oversee Successful Departments of Vocational Agriculture in Kansas" Non-Thesis study, Kansas State University, Manhattan, Kansas.

Opportunities for vocational education were believed to be an important responsibility of secondary education by 91 per cent of school administrators in Indiana. They believed that education for earning a living was as important as education for social living and that vocational education courses deserve credit equal to the academic courses. Sixty-nine per cent of the administrators believed that there should be a future farmer program in every school that maintains a department of vocational agriculture.¹

Procedure

The information for this report was obtained by personal interviews with administrators in the South Central Kansas schools that had vocational agriculture departments at the time of the study. The schools were within a ninety mile radius of Preston, Kansas.² This limitation was made in order to study more specifically the opinions of the administrators in one area of the state and also allow for the personal interview technique to be used.

The original plan of the study included an interview with twenty-five administrators. Dates were set for interviews at each of the administrator's convenience by a letter. A self-addressed post card was included for his response suggesting a date and time for the interview, subject to his approval. Telephone calls were made, when necessary, to arrange final dates for interviews. The total number of interviews

¹Ralph R. Bentley and Frank J. Worerdehoff, "The Viewpoints of Indiana School Administrators Regarding Vocational Education" Study in Education, Purdue University, Lafayette, Indiana.

²See Appendix.

completed was twenty-two. Due to conflicting dates and time three administrators were not interviewed as planned.

Interviews were conducted after school hours on week days and on Saturdays. The interviews were all held in the administrator's office with a prepared check list¹ of questions which were previously approved by the advisor, Professor Raymond J. Agan, and the education department. The administrator was asked to refrain from discussion concerning the points on the check list beyond clarification when necessary until after all responses to the questions were completed. The questions were discussed following the interview at the pleasure of the school administrator. The answers were tabulated by the author during the interview.

The twenty-two administrators that were interviewed, were in schools with enrollment that ranged from sixty-two to 1125. Generally speaking the larger schools had the smaller per cent of their total enrollment in vocational agriculture with a higher per cent of the total enrollment in vocational agriculture found in the smaller schools. The per cent enrolled in vocational agriculture ranged from 3 per cent in a school with the total of sixty-two (see Table 1). However, this variation was not proportional. The lowest number of enrollment in agriculture was eighteen in a school of seventy-nine, the highest fifty-seven students in a school of 412.

Approximately, 10 per cent of all students in the twenty-two schools in this study was enrolled in vocational agriculture. The average number of students in the departments of vocational agriculture

¹See Appendix.

was thirty-four. The average number of students enrolled in these schools was 320.

TABLE I
STUDENTS IN VOCATIONAL AGRICULTURE

School Identification Number	Students		
	In Vocational Agriculture N	%	In School Total N
1	52	35	147
2	21	10	208
3	20	24	85
4	34	27	128
5	33	3	1119
6	40	10	404
7	57	13	412
8	23	9	269
9	18	23	79
10	42	10	432
11	52	12	170
12	36	7	550
13	28	45	62
14	30	13	225
15	28	12	237
16	26	4	724
17	30	21	141
18	26	22	114
19	25	20	123
20	28	16	173
21	51	5	1125
22	44	38	115

In Kansas at the time of the study there was approximately 16 per cent of the total population engaged in the business of farming while 10 per cent of the students were being educated in the business of farming, in South Central Kansas. Of this 10 per cent, approximately 37 per cent had customarily gone into the business of farming and related occupations, and 20 per cent had gone into non-farm related occupations.¹

¹Howard R. Bradley, "Occupational Status of The 1959 Kansas High School Graduates Majoring in Vocational Agriculture" Non-Thesis study, Kansas State University, Manhattan, Kansas.

THE CHARACTERISTICS OF THE ADMINISTRATOR

The administrators' experience and training in vocational education varied from a few that had formal training in this area to a majority that had no training in vocational education. In Table 2, it is shown that 18 per cent of the administrators had training in vocational education. The amount of college hours varied from three hours to 48 hours. This training was in the field of vocational education, industrial arts, and agriculture. Eighty-two per cent had no training in vocational education.

When asked, as a part of the interview, if they felt that they should have preparation in this phase of education, 59 per cent of the administrators felt that they should have had special vocational preparation. There was 41 per cent that answered they should not have had special vocational preparation. However, 22 per cent of those that felt they should not have vocational training, had previous vocational education courses. There was 14 per cent of the administrators that had taught vocational courses. The courses taught previously by administrators were; two, industrial arts; one, general shop and industrial arts. Two administrators that had vocational education felt that they should have further courses in the vocational phase of education to be effective administrators.

TABLE II
 ADMINISTRATORS' FORMAL TRAINING
 IN VOCATIONAL EDUCATION

Status Of Administrators	N***	%
Had training in vocational education	4*	18
Felt that they should have more preparation in vocational education	13**	59
Had taught vocational courses	3	14

NOTE: Percentages were rounded out to nearest whole number.

* Two administrators answered they should have more preparation in this field; one with 20 hours; one with 3 hours.

** Two more administrators who did not feel the need had training in vocational courses; one had 48 hours; one had 30 hours.

*** Total number of administrators responding was twenty-two.

In Table 3, is shown the tenure of the administrators included in the study. The administrators averaged 6.13 years at their present positions. The average tenure for administrators with vocational subjects was 10.9 years. The average number of years tenure for administration with vocational agriculture in their schools was 10.18 years. Most frequently taught vocational subject was vocational agriculture (see Table 4). Eleven of the administrators had been at their present position for one to 3 years. Of these six had no present experience in vocational education.

TABLE III
ADMINISTRATIVE TENURE WITH
VOCATIONAL EDUCATION

Years Of Service	Number Of Administrators*		
	At Present Position	Where Vocational Subjects Taught	Where Vocational Agriculture Taught
1-3	11	5	5
4-6	5	4	4
7-9	-	4	5
10-12	3	2	2
13-15	1	-	-
16-18	-	2	2
19-21	-	1	1
22-24	2	1	1
25-27	-	1	-
28-30	-	2	2
Average Years**	6.13	10.9	10.18

* Number of total administrators is 22.

** The average is not the average of the column.

A listing was made of the vocational subjects taught where the administrators were employed (see Table 4). Twenty-two indicated vocational agriculture was being taught; ten, vocational homemaking; four, industrial arts; two, distributive education; two, office practice; one, printing; and one, night school. It was not questioned whether these programs were approved by the Kansas State Board for Vocational Education. If the administrator classified the course as vocational it was recorded as such the interviewer.

TABLE IV

VOCATIONAL SUBJECTS TAUGHT WHERE THE
ADMINISTRATORS* HELD POSITIONS

Subjects	N	%
Vocational Agriculture	22	100
Vocational Homemaking	10	45
Industrial Arts	4	18
Distributive Education	2	9
Office Practice	2	9
Printing	1	5
Night School	1	5

* Total number equals 22.

THE OPINIONS OF THE ADMINISTRATORS

The administrators were asked their opinion concerning nine objectives for vocational agriculture. They were asked to select those which should be the specific objectives of a vocational agriculture department in the secondary school (see Table 5).

TABLE V
SPECIFIC OBJECTIVES FOR VOCATIONAL AGRICULTURE

Objectives	Administrators* Who Favored The Objective	
	N	%
Provide training which is vocational in nature dealing with both the "how" and "why" of activities essential for job competency in skills, understanding, and attitudes.	21	95
Provide training that is necessary to allow people to adjust to the changes and scientific advancements in Agri-Business.	21	95
Provide training in agriculture and related occupations.	21	95
Develop ability to be a good citizen.	19	86
Develop ability to participate in rural leadership activities.	18	82
Develop effective ability of a youth to make a beginning and advance in farming.	18	82
Provide guidance functions, both educational and occupational.	17	77
Provide training and education for adult who are out of school and in agriculture occupations.	16	73
Provide a medium for improving school and community relationship.	16	73

*Total number equals 22.

The author recorded the replies of the administrators as they responded to the ones that in their opinion should be a specific objective. In Table 5 is shown the responses of the administrators to the objectives. Some of these objectives were considered more favorable for vocational agriculture than others. The desirability varied from 73 per cent of the administrators favoring the objective to 95 per cent. No objective was selected by all the administrators. Twenty-one of the 22 administrators selected three objectives as being desirable.

Teachers of vocational agriculture are taught that vocational agriculture is an integral part of the public school program. Some teachers in Kansas have expressed a feeling to the author that administrators of schools do not feel that vocational agriculture is an integral part of the total school program.

The majority of the administrators interviewed in this study believed there should be some type of vocational education for both boys and girls. As shown in Table 6, 86 per cent of the administrators felt that vocational agriculture was an integral part of a public school, while 5 per cent felt that it was not a part. There was 9 per cent who replied that they did not know whether or not it should be a part.

TABLE VI

 ADMINISTRATORS* OPINIONS CONCERNING
 VOCATIONAL AGRICULTURE PROGRAM

General Policies	Favored the Policies		: Didn't Know	
	N	%	N	%
Felt that vocational agriculture is an integral part of the public school.	19	86	2	9
Felt that young farmer and adult program is an integral part of the total school program.	16	72	3	14
Have an active future farmer program and contacts in the summer.	20	91	-	-
Provide for adult and young farmer work in the summer.	5	23	-	-
Required a course of study.	11	50	-	-
Felt that there should be a minimum and maximum size class. **	16***	72	3	14
Felt that teaching vocational agriculture is a full-time responsibility for one teacher.	16	72	2	9

NOTE: Percentages are rounded to the nearest whole number.

* Total number equals 22.

** See Table 7.

*** One thought should be a maximum but did not know about a minimum, answered no.

The per cent of administrators who felt that young farmers and adult program should be an integral part of the total school program was 72 per cent. The number of administrators who felt that it was not a part or did not know, was 14 per cent each (total 28 per cent). Of the 72 per cent of administrators who felt that a young farmer and adult program was part of a school program, 23 per cent provided for adult and young farmer work in the summer. Fifty per cent of the administrators felt that there should be a course of study submitted to them by the teachers of vocational agriculture each fall.

Seventy-two per cent (sixteen) of the administrators who were studied in the South Central Kansas schools felt that there should be a minimum and maximum size for the classes in vocational agriculture (see Table 7). A few of them qualified their opinions with such remarks as it really depended on the size of school; and the conditions present in the community. Nineteen per cent felt that there should not be a minimum and maximum size class, 14 per cent replied that they did not know. Seventy-two per cent of the administrators felt that vocational agriculture teaching is a full-time responsibility, 9 per cent replied that they did not know.

The minimum and maximum sizes of classes for vocational agriculture that sixteen administrators felt that should prevail ranged from the minimum of five to the maximum of thirty.

TABLE VII
OPINIONS AS TO CLASS SIZE IN
VOCATIONAL AGRICULTURE

School Identification Number	Range In Class Size	
	Minimum	Maximum
1	-*	20
2	6	16
3	5	20
4	10	20
5	10	20
6	20	30
7	6	24
8	10	25
9	5	15
10	5	15
11	6	12
12	5	20
13	6	20
14	5	15
15	12	20
16	10	30**
Average	8.07	20.12

* Many conditions, preferred not answer, not included in the average.

** The administrator felt Vocational Agriculture I could handle 30; Vocational Agriculture II, 20; Vocational Agriculture III, IV maximum of 10.

One of the sixteen, felt that there should be a maximum but the minimum was affected by many conditions and preferred not to give an answer (see number 1 in Table 7). The average of the remaining fifteen answers was eight students for a minimum. The average of the sixteen replies for the maximum size of class was twenty students. One admini-

strator felt that Vocational Agriculture I could handle thirty students, Vocational Agriculture II - twenty students, Vocational Agriculture III and IV a maximum of ten each. The minimum for Vocational Agriculture I and II classes should be ten according to this administrator.

There seemed to be a trend among the administrators toward a so called "modern concept" of vocational agriculture. The modern concept of vocational agriculture as used in this report was defined as vocational agriculture that teaches farm related occupations, shop skills, and general agricultural knowledge. As shown in Table 8, 55 per cent of the administrators felt that teaching three-fifths of the time in classroom work and two-fifths of the time in farm mechanics was too much time spent in the classroom. Forty-six per cent felt that it was not too much time spent in the classroom. However, during the interviews it was evident that two administrators would have answered that it was too much time in the classroom, if this was not the recommendation of the state department. The teacher-education staff at Kansas State University and the state supervisor for vocational agriculture of the Kansas State Board for vocational education has recommended that three-fifths of the time be spent in the classroom and two-fifths of the time spent in shop for teaching farm mechanics.¹

¹C.C. Eustace, "Requirements for Re-imbusement" Newsletter, Kansas State Board for Vocational Education, Topeka, Kansas.

TABLE VIII

 ADMINISTRATORS' OPINIONS AS TO SUBJECT MATTER
 IN VOCATIONAL AGRICULTURE

Subject Matter Policies	Favored The Policy		Didn't Know	
	N	%	N	%
Felt that three-fifth classroom and tow-fifth farm mechanics is too much time spent in the classroom.	12*	55	-	-
Felt that more time should be spent for farm mechanics.	15	68	1**	5
Felt that more farm management subjects should be taught.	8	36	2	9
Felt that Agri-Business subject should be taught in vocational agriculture.	21	95	-	-
Felt that other courses offered teaches Agri-Business just as effectively, as vocational agriculture.	1***	5	4	19

NOTE: Per cent rounded to nearest whole number.

* One administrator felt that it should be a flexible program.

** One administrator felt it depended on the teacher.

*** One administrator felt that other courses such as, Agricultural Occupations course; courses relative to Related-Occupations.

In finding out their opinions as to what should be the changes in vocational agriculture 68 per cent felt that there should be more time spent for farm mechanics, so it could include the marginal boys who needed to work with their hands and learn skills. One administrator replied that he did not know and felt that it depended upon the teacher and his ability. There was 36 per cent of the administrators who felt that more farm management subjects should be taught. Nine per cent replied that they did not know. There was 95 per cent of the administrators who felt that Agri-Business subjects should be taught in vocational agriculture and provisions be made whereby the non-farm boy who was interested in agriculture could take the program, without the penalties of a supervised farming program. Several of the administrators expressed a feeling that the supervised farming program was a penalty for the non-farm boys who desired to take vocational agriculture. Five per cent felt that Agri-Business should not be taught in vocational agriculture.

One administrator who felt that other courses offered in the school would teach Agri-Business just as effectively as vocational agriculture. The courses that were named by the administrator were: (1) Agricultural Occupations, (2) Farm Related Occupations, and (3) any course that imparted knowledge relative to related occupations currently in the school. Seventy-seven per cent felt that other courses did not teach Agri-Business as effective as vocational agriculture, 19 per cent replied that they did not know.

A common complaint found among teachers of vocational agriculture has been that vocational agriculture classes tend to be used

for a "dumping ground" for low ability and problem students. This may have been the case in actual practice, however this practice does not coincide with the opinions of school administrators.¹ Seventy-seven per cent felt that vocational agriculture developed in the students with the ability to think and study, 14 per cent felt it did not develop the students in these aspects. Nine per cent replied that they did not know. There was 86 per cent who felt that vocational agriculture developed students in the ability to solve problems. Five per cent felt that it did not, 9 per cent replied that they did not know (see Table 9).

There has been some debate among school personnel as to whether vocational agriculture should be a required subject or an elective. There was 23 per cent of the administrators who encouraged low academic students to take vocational agriculture. Nine per cent of the administrators required all students to take some vocational agriculture. Ninety-one per cent of the administrators did not have any students taking vocational agriculture as a requirement. Two administrators encouraged students to take vocational agriculture because they felt it was a necessity for the student to work with their hands. One encouraged students to take vocational agriculture so they could learn the skills that were offered. There was 72 per cent who did not encourage student to take vocational agriculture.

Fourteen per cent of administrators discouraged high academic

¹Ralph R. Bentley and Frank J. Worerdehoff, "The Viewpoints of Indiana School Administrators Regarding Vocational Education" Study in Education, Purdue University, Lafayette, Indiana.

students from taking agriculture. One administrator expressed a feeling that there would be no discouragement of the student if he indicated an interest in a field that was in agriculture. Eighty-six per cent did not discourage high academic students from taking vocational agriculture.

As indicated in Table 9, there was 82 per cent of administrators who felt that a college bound student should take vocational agriculture if interested in agriculture. Nine per cent felt that college bound students should not take vocational agriculture. One of these administrators felt that students could take vocational agriculture to the extent that they did not limit other courses required for college, nine per cent replied that they did not know.

TABLE IX

 ADMINISTRATORS' & OPINIONS TOWARD COUNSELING
 AND GUIDANCE OF STUDENTS

Counseling and Guidance Policies	Favored the Policy		Didn't Know	
	N	%	N	%
Vocational agriculture develop students to think and study.	17	77	2*	9
Vocational Agriculture develop students in ability to solve problems.	19	86	2***	9
Require students to take agriculture.	2	9	-	-
Require students to have farming program.	12	55	-	-
Encourage low academic students to take vocational agriculture.	5!	23	-	-
Discourage high academic students from taking vocational agriculture.	3!!	14	-	-
Felt that college bound students should take vocational agriculture if interested in agriculture.	18#	82	9	9

* One administrator; depends on the teachers' ability.

** One administrator; depends on the teachers' ability.

! Two of the administrators (yes on required students to take agriculture) answered Yes on this one. Two felt that it was necessity to put students to work with their hands; no place to put them. One administrator --- to learn skills that are offered.

!! One; if the student does not indicate a field in agriculture.

Yes, to the extent that he does not limit other basic courses for college.

& N equals 22.

The administrators' opinions were obtained as to who should order the supplies for the vocational agriculture program.

TABLE X

ADMINISTRATORS' OPINIONS AS TO WHO SHOULD ORDER
SUPPLIES FOR VOCATIONAL AGRICULTURE

Policy For Ordering Supplies	Method Favored	
	N	%
Teacher orders after conference with administrators.	21	95
Teacher orders.	3	14
Administrator orders.	1	5
Board orders.	-	-
Others.	-	-

NOTE: One administrator answered the first three items to indicate a variable arrangement.

A majority of the administrators felt that the teacher knew more about the supplies and materials that would be needed. Ninety-five per cent favored the teachers ordering after a conference with the administrator, 14 per cent favored the teacher ordering without such conference. The latter group operated on a restricted budget. Five per cent favored the administrators making the orders. One administrator favored the use of three of the above categories. Three of the administrators had a policy that the teacher could buy material worth up to \$50 without conference before buying. Eleven indicated an amount

less than \$50. This was to save time and money on buying trips to such places as the Surplus Property Warehouse.

There has been a general implication that the cost of facilities per student in vocational agriculture would be lower if the facilities could be used by a greater number of people. However, 45 per cent of the administrators expressed a feeling that students and adults classes were the only ones who should be allowed to use the facilities. The students referred to vocational agriculture students. There was 18 per cent who felt that students only should be allowed; 27 per cent included students, janitors, other teachers and adult classes. One administrator indicated that the facilities were used only when supervised and permitted by the vocational agriculture teacher and the activity had to be supervised. One answered, anyone interested in using the facilities and as the school board directs.

TABLE XI

OPINIONS OF THE ADMINISTRATORS*' AS TO WHO IS
ALLOWED TO USE THE AGRICULTURE FACILITIES

Policy For Use Of Facilities	Policy Favored	
	N	%
Students and adult classes only.	10	45
Students only.	4	18
Students, janitors, other teachers, adult classes.	6*	27
Anyone interested in using the facilities.	4**	18

* One, as supervised and permitted by the teacher.

** One, as the school board directs.

*' N equals 22.

The administrators were interviewed as to who should be responsible for the housekeeping and maintenance in vocational agriculture (see Table 12). Seventy-seven per cent answered that the students and the teacher were responsible, 59 per cent answered that janitors should be responsible and 9 per cent replied that only the teachers should be responsible. However, several of the administrators stated that the janitors had only the responsibility for rest rooms and classrooms. Several felt that this should be a cooperative working arrangement.

TABLE XII

ADMINISTRATORS' * OPINION AS TO WHO IS RESPONSIBLE
FOR THE HOUSEKEEPING AND MAINTENANCE

Policy For Responsibility	Policy Favored	
	N	%
Students and teachers.	17	77
Janitors.	13	59
Teachers.	2	9
No one has the responsibility.	-	-

NOTE: More than one answers per administrator.

* N equals 22.

Eighty-six per cent of the administrators felt that the vocational agriculture departments met the needs of the community (see Table 13). Fourteen per cent felt that the department of vocational agriculture did not meet the needs of the community.

There has customarily been, in the operation of a vocational agriculture program, a large amount of expenditures for which the school is reimbursed by the students. Seventy-seven per cent of the departments (seventeen) had budget for operation, while 23 per cent did not have a budget. Eighty-six per cent of the administrators felt that vocational agriculture should have such a budget for operation while 14 per cent felt that it should not have such a budget. There was not justification given by the administrators for not having a budget, although the 86 per cent who had a budget did give justification for it.

TABLE XIII

ADMINISTRATORS' OPINIONS AS TO THE FINANCIAL
OPERATION OF VOCATIONAL AGRICULTURE

Policy For Financial Operation	Favored This Policy	
	N	%
Vocational agriculture meets the needs of the community.	19	86
Felt that vocational agriculture should have a budget for operation.	19	86
Felt that vocational agriculture program is a costly program.	16*	73
*Felt that teaching and development of students justify the expenses.	11**	69
**Felt that vocational agriculture was not more expensive than other shop courses.	14	88

** One additional administrator felt that it could be justified but not under the present situation.

It was presumed in the study that a vocational agriculture program is a costly program. Seventy-three per cent of the administrators agreed that it was a costly program. However, 73 per cent of these administrators, 69 per cent felt that the teaching and the development of students justified the expense. Forty-seven per cent of the administrators felt that the vocational agriculture program was not a costly program. Eighty-eight per cent, of the 73 per cent of administrators, who felt that the program was costly also felt that vocational agriculture was not more expensive than other shop courses. One administrator very definitely stressed a belief that vocational agriculture was the lowest in cost of all shop courses and wished the other shop courses could operate on cost.

Of the 73 per cent who felt the program to be costly there was 31 per cent of these administrators who felt that the development of the students did not justify the expenses. Two administrators felt it could be justified, but not under the present conditions in their school. Twelve per cent of the administrators felt that other shop courses and vocational agriculture were equal. A part of the cost if the farm shop was justified by some of the administrators through the use of the shop for other purposes. Nine per cent of the administrators stated that the vocational agriculture shop was used for storage other than vocational agriculture materials. One of these administrators stated that it was used only at night, for the driver education car.

It is a federal policy¹ that the teacher of vocational agriculture be employed on a twelve month basis.

¹Federal Security Agency, Office Education, Administration Of Vocational Education Bulletin No. 1, General Series No. 1, PP. 41-42.

In Table 14, 95 per cent of the administrators were in agreement with this policy and 5 per cent were not in agreement. Fourteen per cent, felt that the vocational agriculture teacher worked as hard during the summer as in the winter. A majority, 82 per cent, felt that the teacher did not work as hard during the summer as in the winter. Five per cent did not agree. A majority of administrators, 86 per cent were kept informed of the summer program, while 14 per cent was not informed.

As indicated in Table 14, 77 per cent of the administrators in the South Central Kansas schools felt that teachers spent sufficient time on professional improvement during the summer, 9 per cent did not agree, 14 per cent of the administrators replied that they did not know. Ninety-one per cent of the schools had provisions for professional improvement courses, while 9 per cent did not have such provisions. Ninety per cent of the schools that provided for summer improvement courses had provisions for the teacher to attend summer sessions in a school of higher learning. Eighteen per cent did not have provisions for summer sessions of college for their teachers of vocational agriculture. One definite reason for a lack of provision for summer sessions of college, for the teacher of vocational agriculture, was due to the State Board of Vocational Education requirement that teachers of vocational agriculture obtain a leave of absence¹ if away from the community more than 4 weeks in total over the period of one year.

There was 14 per cent of the administrators in this study who did not have a board policy for vocational agriculture teachers' vacation and 86 per cent did have such a policy for the vacation time.

¹Kansas State Board for Vocational Education, Policy Statements For Local Schools, P. 8.

Eighty-two per cent of the 86 per cent who had a vacation time policy felt that the responsibilities of the teacher of vocational agriculture was an integral part of the summer school program and this was considered in the policy. Fourteen per cent felt that it was not a part of the summer school program, five per cent did not wish to answer.

There was 69 per cent of the vocational agriculture teachers who were paid on the same base rate per month as other teachers and 32 per cent who was not paid on the same rate per month. Three teachers were paid more per month than other teachers in the same system. In cases where the teacher of vocational agriculture was not paid on the same rate per month as other teachers the reasons were varied. The reasons given by the administrators were as follows: (1) the work load is lighter in the summer than the winter, (2) the teacher of vocational agriculture is considered as a special teacher, (3) the policy is a board decision, (4) the school has a salary schedule (\$450 for two months plus \$400 above schedule), (5) the supply and demand of teachers affects the salary, (6) there is jealousy of salary, from the other teachers in the school system.

TABLE XIV

ADMINISTRATORS' * ATTITUDE TOWARD THE TEACHER:
OF VOCATIONAL AGRICULTURE

Attitudes Or Opinions	Administrators		Didn't Know	
	N	%	N	%
Teacher should be hired on twelve months basis.	21	95	-	-
Teacher works as hard during the summer as winter.	3	14	1	5
Teachers strengthen community relationships.	21	95	-	-
Teacher spends sufficient time in professional improvement during the summer.	17	77	3	14
Administrator and teacher cooperatively plans summer program.	18**	81	-	-
Administrator is kept informed of summer program.	19	86	-	-
Provisions for professional improvement courses are made.	20	91	-	-
Provisions for teacher to attend summer sessions are made.	18	81	-	-
There is a Board policy for teachers' vacation time.	19	86	-	-
Summer responsibilities of teacher are an integral part of summer school program.	18	81	1	5
Teacher is paid on the same base rate per month as other teachers.	15	68	-	-

* N equals 22.

** One additional administrator felt that this was the instructor's own business.

The study attempted to determine whether the administrators and teachers cooperatively plan the summer program. As shown in Table 14, 82 per cent indicated that the summer program was planned cooperatively. Eighteen per cent of the administrators did not plan cooperatively with the teacher. One administrator very definitely felt that the summer program planning was none of the administrators' business, but the vocational agriculture teachers' own business.

TABLE XV

THE ADMINISTRATORS OPINIONS AS TO THE FACTORS WHICH
DETERMINE THE WORK LOAD IN VOCATIONAL AGRICULTURE

Factors Given By The Administrators	Frequency
Enrollment.	18
Extra curricular activities.	6
Total program.	3
Facilities.	4
Number of classes.	6
Community interest.	3
Number of summer programs.	3
Community demands.	3
Adult classes.	2
Creative ability of instructor.	2
Nature of work.	2
Length of periods.	2
Temperament of individual.	1
Training.	1
Salary.	1
Organization require time outside.	1
Materials.	1
Objectives of course.	1
State Recommendations.	1
Student attitudes.	1
Amount of maintenance.	1
High pay and less students.	1

The factors that administrators used to determine the vocational agriculture teachers' work load varied considerably and are listed in Table 15. Frequency of usage by the twenty-two administrators is numbered.

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APPENDIX

CHECK LIST FOR INTERVIEWER

Have the administrator had college courses in Vocational Education? Yes No

If Yes; Hours _____ Field _____

Does the administrator feel that he should have had more preparation in the area of Vocational Education? Yes No

Has the administrator taught vocational courses? Yes No

If yes; What courses; _____

How many years has the administrator been at the present position? _____

How many years has the administrator been where vocational subjects were taught? _____

If there were vocational subjects taught, List; _____

How many years has the administrator been where there was a vocational agriculture department? _____

Which of the following do the administrator think should be a Specific Objective of a vocational agriculture department in the high school? Check as many as are desirable.

1. Provide training which is vocational in nature, dealing with both the "how" and "why" of activities essential for job competency in skills, understanding, and attitudes.
2. Develop effective ability of a youth to make a beginning and advance in farming.
3. Provide training that is necessary to allow people to adjust to the changes and scientific advancements in Agri-Business.
4. Provide training in agriculture and related occupations.
5. Provide guidance functions, both educational and occupational.
6. Provide training and education for who are out of school and in agricultural occupations.
7. Provide a medium for improving school and community relationships.

8. Develop ability to participate in rural leadership activities.

9. Develop ability to be a good citizen.

How many students are in the department of vocational agriculture? _____

Total school enrollment? _____

CURRICULUM:

Yes No

Does the administrator feel that vocational agriculture is an integral part of a public-school education and contributes to the general objectives of education?

Does the administrator feel that young farmers and adult program should be an integral part of the total school program?

Does the administrator feel that the school should provide for adult and young farmer work during the summer?

Does the administrator feel that the school should have an active future farmer program and including contacts with the farmers in the summer?

Does the administrator feel that there should be a required course of study and lesson plans before school starts in the fall?

Does the administrator feel there should be a minimum and a maximum size of class that should be in the vocational agriculture department? If Yes;

Minimum _____ Maximum _____

Does the administrator feel that teaching vocational agriculture should be a full-time responsibility for one teacher?

Does the administrator feel 3/5 classroom and 2/5 farm mechanics (shop) is too much time spent in the classroom?

Should there be more time spent for the farm mechanics?

Should there be more time in the classroom and more farm management subjects taught?

CURRICULUM: (cont'd)

Does the administrator feel that Agri-Business should be taught in vocational agriculture?

Yes No

Does the administrator feel that other courses offered, teach Agri-Business just as effective or more effectively as vocational agriculture? If Yes; List courses.

STUDENT:

Does the administrator feel that vocational agriculture education contributes to the development in students to think and study?

Does vocational agriculture help develop students in the ability to solve problems efficiently?

Does the administrator think that students should be required to take vocational agriculture? If Yes; Why?

Does the administration require all the students enrolled in vocational agriculture to have a supervised farming program?

Does the administrator encourage low academic students to take vocational agriculture? If Yes; Why?

Does the administrator discourage high academic students to not take vocational agriculture; If Yes; Why?

Does the administrator feel that college-bound students who are interested in agriculture should take vocational agriculture in high school?

Didn't

Yes No Know

ORGANIZATION:

Who does the administrator feel should be able to order supplies for the vocational agriculture department?

- a. Teacher
- b. Administrator
- c. Teacher after conference with administrator
- d. Others

Who does the administrator feel should be allowed to use the agriculture facilities?

- a. Students only
- b. Students and adult classes only
- c. Students, janitors, other teachers, adult classes
- d. Any one interested in using the facilities

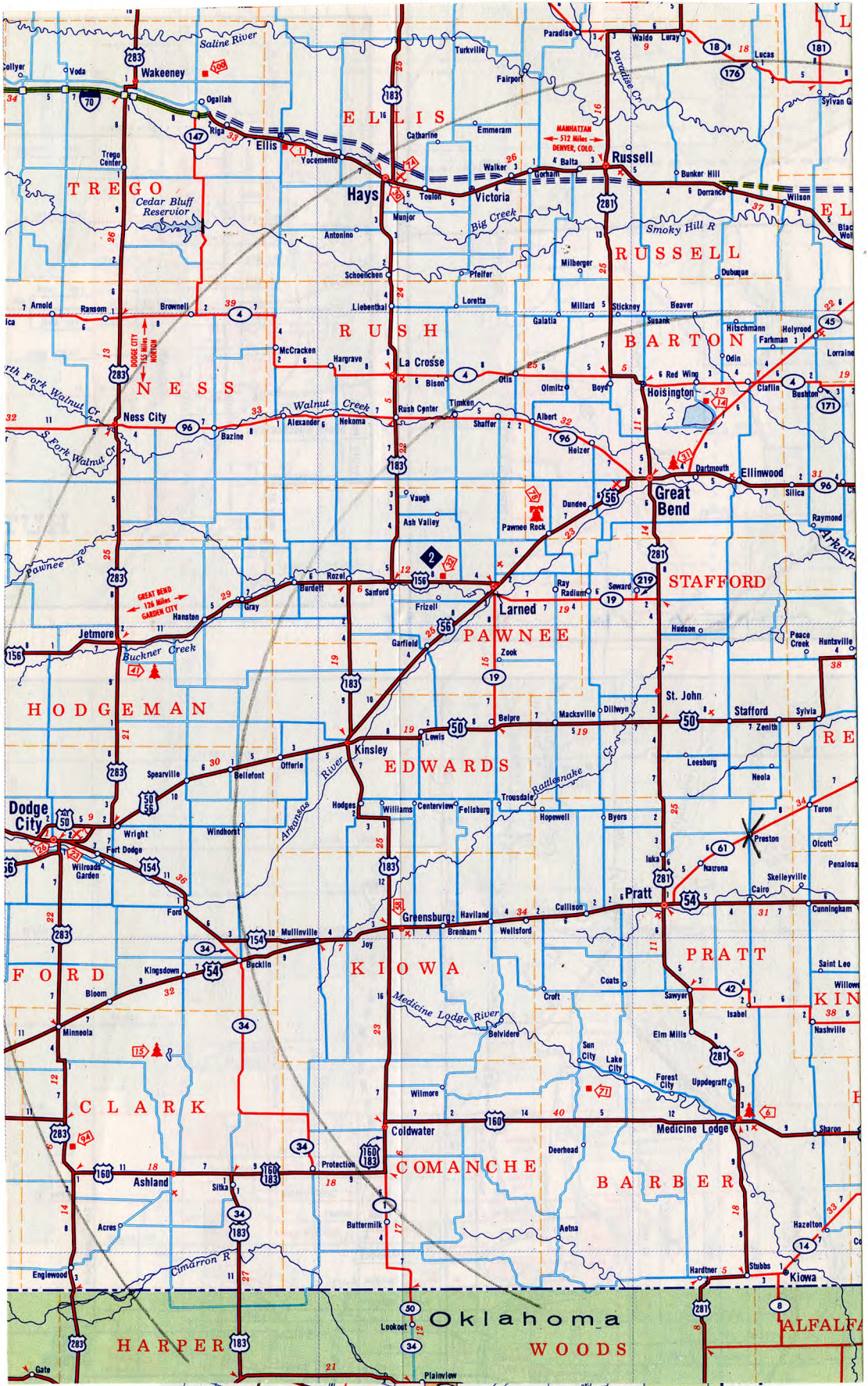
Who does the administrator feel that should have the responsibilities for housekeeping and maintenance of the facilities?

- a. Students and teacher
- b. Teacher only
- c. Janitors
- d. No one has the responsibility

	Yes	No
Does the administrator feel that the vocational agriculture shop should be used for storage other than agricultural materials?		
Does the administrator feel that the vocational agriculture department meets the needs of the community?		
Does the administrator feel that the vocational agriculture department in his school should have a budget for operation? If not; Why? _____		
Does the administrator feel that vocational agriculture departments should have a budget?		
Does the administrator feel that vocational agriculture is a costly program to administer?		
If Yes; (above) Does the teaching and development of students in vocational agriculture justify the expenses for vocational agriculture?		
Does the administrator feel that vocational agriculture is as expensive as other shop courses?		

TEACHER:

	Yes	No	Didn't Know
To achieve the objectives of a vocational agriculture program, should the vocational agriculture teacher be employed on the twelve months basis?			
Does vocational agriculture teachers work as hard during the summer as during the winter?			
Is the agriculture teacher effective in strengthening community relationships during the summer?			
Is the administrator kept informed of the summer program?			
Is the summer program worth the cost of travel and salary?			
Is the agriculture teacher spending sufficient time on professional improvement during the summer?			
Does the administrator and teacher cooperatively plan the summer program?			
Should there be provisions for the agriculture teacher to attend professional improvement courses?			
Should there be provisions for the teacher to attend regular summer session of school?			
Should there be a board policy for the teacher of agriculture vacation time?			
Should the summer responsibilities of the agriculture teacher be an integral part of the summer school program?			
Should the agriculture teacher be paid on the same base rate per month as other teachers? If not; Why? _____			
What factors determines the agriculture teacher's work load?			
a. _____			
b. _____			
c. _____			
d. _____			



ADMINISTRATORS' OPINIONS REGARDING SELECTED POLICIES
FOR VOCATIONAL AGRICULTURE

by

JOHN GARLAND AKERS

B. S., Kansas State University, 1957

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

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MASTER OF SCIENCE

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KANSAS STATE UNIVERSITY
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Approved by:

Major Professor

ABSTRACT

An administrator should be an educational leader of the community within which he works. It is presumed that the opinions held by the administrator are important factors in determining the organization and function of the school's curriculum. Administrators are in a position to influence the design of the curriculum of the school.

The scientific push for space and the farm situation caused administrators to economize the school budget. Vocational education cost per pupil being high causes administrators to look at the cost seriously.

This study of interviews was with administrators in South Central Kansas to determine their opinions regarding: (1) curriculum, (2) subject matter, (3) organization of classes, (4) teachers, (5) student development, and (6) use and financing for vocational agriculture.

It was planned that twenty-five personal interviews would be made, twenty-two were completed. A check list that covered the above six areas was developed and used by the author during the interviews. These administrators were all within a ninety mile radius of Preston, Kansas.

Eighty-two per cent of the administrators in the study had no formal training in vocational education. Fifty-nine of the 82 per cent felt that they should have had special vocational education, while 14 per cent had taught vocational subjects. Formal training ranged from three semester hours to 48 hours. These administrators' experience with vocational education varied from one year to 26 years. Average tenure at the present position was 6.13 years.

Administrators felt that vocational agriculture should have specific objectives for the department. The school enrollment ranged from sixty-two to 1125. Approximately, 10 per cent of all students enrolled in these schools were enrolled in vocational agriculture.

Eighty-six per cent of the administrators felt that vocational agriculture was an integral part of the secondary school program. Seventy-two per cent of the administrators felt that young farmer and adult program was an integral part of the total school program. Sixty-eight per cent of the administrators felt that there should be a minimum and a maximum size class in vocational agriculture. The average for the minimum was 8 students and the maximum was 20 students.

Seventy-two per cent of the administrators felt that teaching vocational agriculture should be a full-time responsibility for one person, 50 per cent felt that there should be a required course of study outline in the fall.

A majority of the administrators felt that vocational agriculture helped students to think, study, and develop ability to solve problems. They did not require students to take vocational agriculture, and a majority felt that college bound students should take vocational agriculture if interested in agriculture.

It was the opinion of a majority of the administrators that the teachers, after a conference with their administrators, should order supplies for the vocational agriculture program. It was also believed that agriculture facilities were to be used by only students and adult classes in a majority of the schools in South Central Kansas.

The responsibility for housekeeping was felt to be the teachers' and students' with cooperative help from the janitors, in the rest rooms and classrooms by a majority of the administrators.

It was believed by the administrators that a majority of the vocational agriculture departments meet the needs of the community and need a budget for operation. The administrators felt that vocational agriculture was a costly program, but the development and teaching of students justified the high cost. A majority felt that it did not cost any more than other shop programs.

Ninety-five per cent of the administrators felt that the vocational agriculture teacher should be hired on the twelve months basis with time off for vacation and summer session in colleges. Administrators felt that the teacher strengthens the school-community relationships, but did not work as hard during the summer as in the winter.

Administrators felt that teachers in vocational agriculture should be paid on the same base rate per month as other teachers. A majority of the schools had a policy that governed the teacher's vacation time.