

A STUDY OF THE ACTIVITIES OF EXPERIENCED TEACHERS OF
VOCATIONAL AGRICULTURE IN TWENTY-SEVEN STATES

by

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INTRODUCTION

Vocational agriculture, as inaugurated under the Smith-Rugles Act of 1917, has spread rapidly over the United States and its possessions until this phase of vocational work is taught in every state of the Union, Hawaii, and Porto Rico. Each high school department of vocational agriculture must meet the needs of the community in which it is located and be adaptable to the high school in which it is offered. These requirements have resulted in a variable instructional load for vocational agriculture teachers throughout the states.

In seeking to determine the place of the agricultural teacher in the school and community, a survey was made of the activities of 125 experienced teachers in 27 states of the agricultural belt (as given by the state supervisor in each state).

Many differences in organization and supervision exist throughout the states. As it was impossible to have personal interviews with the teacher and citizens of each community having a high school vocational agriculture department, the questionnaire method was used.

By consulting a vocational directory the names of the state supervisors of vocational agriculture were secured. Each supervisor was asked to name ten representative men within his state with ten or more years' teaching experience. In a few instances, the names of less than ten men with the qualified experience and the names of men with less years' experience were submitted.

PROCEDURE

In order that teacher responsibility might be objectively determined, 28 areas of activity to be inventoried were built into the questionnaire by the author in cooperation with field supervisors, itinerant teacher trainers, resident teacher training staff, and experienced teachers in Kansas.

The questionnaire was framed with three ideas in mind: first, to secure the maximum amount of pertinent information on the question; second, to keep the subjective element reduced to the minimum both in the answering of the questions and in the interpretation of the answers; and third, to keep the questions easy to answer and easy to tabulate.

To secure a representative sampling of teachers and their work in the community, four questionnaires were sent

to men selected from the list of ten names given by the state supervisor of twenty-seven states. At a later date 17 additional questionnaires were sent to the six states whose agriculture most closely resembled that of Kansas. The object in sending from three to eight questionnaires to each state sampled was to secure reliable information by checking the replies of one teacher with those of other teachers within the same state.

The questionnaire was sent to a total of 125 teachers and answered by 104 teachers. A copy of this questionnaire is submitted so that the reader may have a clear conception of the nature of this survey.

LINN HIGH SCHOOL
DEPARTMENT OF VOCATIONAL AGRICULTURE
LINN, KANSAS

ACTIVITIES OF THE VOCATIONAL TEACHER

1. How many years have you taught vocational agriculture up to August 1, 1937? _____
2. How many months are there in your school term? _____
3. Are you given a vacation? _____
If so, for how many weeks in a year? _____
4. Do you teach any subjects other than agriculture during school hours? _____
If so, please list the subjects taught last year. _____

5. How many minutes per day do you offer instruction in vocational agriculture, including time spent in shop and classroom? _____
6. Do you supervise study halls? _____
If so, for how many minutes per day? _____
7. Do you teach an evening course? _____
If so, how many evenings instruction do you give in one course? _____
How many courses do you offer in one year? _____
8. Do you teach a part-time school? _____
If so, how many lessons do you offer in each school? _____
How many part-time schools do you teach per year? _____
9. Do you coach athletics? _____
If so, do your teams practice outside of school hours? _____
What is the length of practice? _____
How often do they practice outside of school hours during the average school week? _____
10. Do you accompany athletic teams on trips outside of school hours? _____
11. Do you coach agricultural judging teams? _____
If so, do you practice outside of school hours? _____
How often per week? _____
12. Do you have a class project? _____

If so, estimate the amount of your time it requires outside of school hours per week? _____

13. How many boys do you have in your agricultural classes? _____

14. How often during the year do you visit each boy's projects? _____

15. Do you advise an F.F.A. Chapter? _____

If so, how often does it meet per month? _____

16. Do you assist with school or youth organizations other than the F.F.A., such as Hi-Y, 4-H, sponsor a class, Boy Scouts etc.? _____

If so, name the organizations you sponsor. _____

17. Do you assist with dramatics, band, orchestra, chorus, etc.? _____

18. Do you build booths and other educational exhibits? _____

If so, how many such exhibits do you average per year? _____

19. Do you engage in community service work outside of school hours such as culling, castrating, vaccinating, terracing, pruning, testing soil, etc.? _____

20. To what organizations do you belong: church, clubs, lodge, civic organizations, etc.? _____

21. What per cent of the meetings in the above organizations do you attend? _____

22. How frequently does the above organization, to which you belong, meet? _____

23. Do you hold an official position in any of the above organizations? _____

If so, what position do you hold? _____

- 6
24. Are you married or single? _____
25. How many evenings do you average away from home per week in agricultural activities? _____
26. Do you live in a county seat town? _____
27. Do you supervise any school land? _____
28. Are you engaged in any other activities which would be of interest to other agricultural teachers? _____
- If so, name the activity and the number hours spent per week. _____

Name _____

Address _____

The following is a list of the states from which replies were received and the number that reported from each state: Alabama 4, Arkansas 4, California 4, Colorado 4, Florida 4, Georgia 3, Illinois 5, Indiana 8, Iowa 5, Kentucky 2, Kansas 6, Louisiana 4, Maryland 3, Massachusetts 3, Missouri 6, Minnesota 4, Montana 2, Nebraska 6, New York 4, Ohio 3, Oklahoma 3, Oregon 3, Pennsylvania 3, Texas 3, Wisconsin 4, West Virginia 4, and Wyoming 2.

Five great areas of activities of the vocational agriculture teacher were covered in this survey: day school teaching, agricultural work outside of school hours, community service, and membership in business, religious,

and social organizations and his participation in these organizations.

The findings of this questionnaire survey were grouped for convenience under the following heads:

Background of the teacher

Classroom teaching activities

Extra curricular activities

Supervisory activities

Participation in the business and social life of the community

This classification is not an arbitrary one as the writer realizes that an entirely different grouping could well be formed and that some overlapping occurs between questions and groups. However, this classification was used to divide the material into suitable groups for separate treatment.

Response to Questionnaire

Many of the men who replied failed to answer one or more of the 28 questions. Therefore, the percentage as given in the findings is frequently based on a lesser number than 104 (the number of replies received from the 125 questionnaires). The table below gives the number of replies to each question.

Table 1. Response to questionnaire

Question number	Number of replies
1-----	100
2-----	104
3-----	102
4-----	104
5-----	103
6-----	104
7-----	104
8-----	101
9-----	104
10-----	91
11-----	101
12-----	101
13-----	102
14-----	102
15-----	103
16-----	101
17-----	100
18-----	102
19-----	99
20-----	98
21-----	98
22-----	93
23-----	96
24-----	99
25-----	98
26-----	99
27-----	98
28-----	80

FINDINGS

Background of the Teacher

Teaching Experience. The mean number of years in teaching vocational agriculture was 14.84. The high mean in number of years as recorded in the table below is the result of selecting the men to whom this questionnaire would be sent on the basis of experience.

Table 2. Experience in teaching vocational agriculture

No. of years teaching experience	No. of men reporting
20	7
19	6
18	11
17	9
16	12
15	2
14	7
13	7
12	7
11	7
10	8
9	3
8	6
7	4
6	3
2	1

Mean 14.84

The object in selecting experienced men was to secure accurate information as to the representative activities of vocational agriculture teachers who had chosen, to a great extent, the activities that had produced desirable results. Five of the men had been teaching since the Smith-Rugles Act was passed in 1917.

Length of School Term. Approximately 75 per cent of the teachers reported teaching in a school operating on the nine month basis. Although the nine month term is by far the most common length, the mean is 9.23 months. It was interesting to note that several states, as indicated by their reports, do not operate their school on the nine month basis. Three replies from Massachusetts, two from Indiana, and one from Arkansas indicate a school term of eight months. Three replies each from California, New York, and one reply each from Illinois, Maryland, and Wisconsin indicate a school term of ten months in length. One reply from Ohio, two each from Colorado and Maryland indicate a school term of nine and one-half months. One reply each from Wisconsin, New York, Illinois and Oklahoma, and two from Missouri indicate a school term of twelve months.

In the writer's opinion there was some confusion among the men who reported as to what was meant by the question, "How many months are there in your school term?" Consequently some of the men reported the length of time their contracts required them to work in the community instead of the number of months school was actually in session.

The replies as to the length of school term varied from state to state and also within a state. Replies received which indicated school terms other than nine months are as follows:

Table 3. Variation in length of school term

State	Number reporting	Number of months
Wisconsin-----	1-----	10
-----	1-----	12
Arkansas-----	1-----	8
California-----	1-----	10
New York-----	3-----	10
-----	1-----	12
Ohio-----	1-----	9½
Massachusetts-----	1-----	8
Illinois-----	1-----	10
-----	1-----	12
Maryland-----	1-----	9½
-----	1-----	10
Indiana-----	1-----	8

From the data given above one may conclude that the length of school term varies within a state. Massachusetts was the only state which reported a uniformity

of eight months in the school term. The four replies from New York all indicate ten months or more of school.

Summer Vacations. All except three of the 102 men reporting were granted a vacation in addition to the regular school holidays during the term such as Thanksgiving, Christmas, and Easter vacations. The length of vacation they were given varied from two weeks to six weeks as shown by table 4. Only one teacher, however, reported the maximum as given and only one, the minimum. Thirty-six were granted a four weeks vacation. The mean length of vacation was 2.65 weeks.

Table 4. Length of summer vacation

Number of weeks	Number of replies
6-----	1
5-----	1
4-----	36
3-----	6
2-----	55
0-----	3
Mean 2.65	

In general, the schools within the various states differed in length of vacation given the vocational agriculture teacher, but all the replies from the states of Massachusetts, Ohio, Colorado, and California indicated a

four weeks vacation, whereas all the replies from West Virginia, Georgia, Alabama, Louisiana, Arkansas, and Iowa indicated a two weeks vacation. There appeared to be little if any correlation between the type of farming conducted within the states granting a four weeks vacation. There was a pronounced tendency for the states along the southern border of United States to grant only a two weeks vacation. The continuous farming operations carried on the in the southern states may be the cause of the short vacation period granted.

Per Cent Married. Data collected upon marriage showed 93.3 per cent of the men who reported were married. One of the 6.7 per cent recorded as single explained that he was a widower. Since the average age of the teachers was probably in excess of thirty-five years, based on the fact that the mean teaching experience was more than thirteen years, it was not surprising that so large a proportion were married men. The objective in this inquiry was to determine the extent of home responsibilities resting on the vocational agriculture instructor.

Evening Agricultural Meetings. The mean number of evenings spent away from home per week in agricultural activities, as estimated by the men who reported, was 2.18 evenings spent away from home for each of the agricultural

teachers. The distribution is shown in table 5.

Table 5. Evenings spent in agricultural meetings

Number evenings per week	Number of replies
5-----	5
4-----	9
3-----	24
2-----	30
1-----	31
0-----	1

Mean 2.18

Locations of Schools. Forty-five men who replied to the question, "Do you live in a county seat town?" answered affirmatively while 54 answered negatively. Such a large proportion of county seat towns with vocational agriculture departments is in line with the trend of replacement of, or addition to the college preparatory courses with vocational subjects. This trend occurred in the larger towns first and gradually spread to the smaller towns and villages. The size of the county seats in comparison with the other towns of the county would probably result in its being able to draw a larger number of rural pupils, and, therefore, would create a greater need for vocational agriculture department.

Among thirty-one teachers who assist with 4-H club work fifteen lived in county seat towns while sixteen did not live in county seats.

Classroom Teaching Activities

Subjects Other Than Agriculture Taught in the High School. Fifty-one¹ of the 103 vocational agriculture teachers who reported, offered one or more courses other than agriculture during the school hours. In the table below is a list of the subjects other than agriculture listed in the order of frequency with which they are offered.

Table 6. Teachers offering subjects other than agriculture

Subject	Number of teachers
Biology-----	7
General Science-----	3
Physiology-----	2
Economics-----	2
Chemistry-----	2
Industrial Arts-----	2
Normal Training-----	2
Algebra-----	2
Forestry-----	2
Geography-----	1
Educational Guidance-----	1
General Mathematics-----	1
Physical Education-----	1
International Relations-----	1
History-----	1

¹ Twenty-one indicated teaching subjects other than agriculture but did not name the subject.

In general the sciences closely related to agriculture are taught by the agriculture teacher. His college training in agriculture and related sciences would no doubt serve as adequate preparation for the teaching of these courses but in very few cases would the vocational teacher be adequately prepared to teach such subjects as history and international relations.

Perhaps the offering of related courses is justifiable in small schools but there is a question in the mind of the writer as to whether communities having an agricultural population large enough to support a vocational agriculture department could not use the time of the teacher to better advantage by offering evening courses, part-time schools or promoting cooperative community enterprises.

Time Spent in Day School Instruction. The mean spent each day in vocational agriculture instruction including the time spent in the shop is approximately 270 minutes.

The wide variation in number of minutes per day spent in agriculture teaching may be accounted for by the fact that nearly fifty per cent of the teachers operate on a full-time basis while the other fifty per cent operate on a part-time basis and teach classes other than agriculture. The minimum of ninety minutes probably represents one class

in a half-time department while the maximum of seven hours' instruction probably included a part-time or evening school in addition to the all day school instruction.

Table 7. Time spent in day school instruction

Number minutes per day	Number teachers reporting
420-----	2
395-----	1
360-----	8
355-----	1
345-----	2
330-----	4
315-----	2
300-----	12
285-----	1
282-----	1
280-----	1
270-----	26
255-----	1
249-----	1
240-----	13
235-----	1
225-----	2
210-----	2
208-----	1
100-----	10
160-----	1
150-----	1
90-----	2

Mean 270

Supervision of Study Halls. Thirty-three teachers reported supervising study halls during the course of the course of the day for a mean of 46.9 minutes.

Table 8. Time distribution in study hall supervision among agriculture teachers

Minutes spent in supervision	Number of replies
8-----	1
9-----	1
14-----	1
15-----	2
16-----	1
20-----	2
22 ¹ -----	1
30-----	2
35-----	1
40-----	1
45-----	0
50-----	2
55-----	1
57-----	1
60-----	2
90-----	2
120-----	3

Mean 46.9

Most schools do not expect the agriculture instructor to share in this responsibility since seventy-one of them do not supervise study hall. This is usually taken care of by a teacher not so technically trained or one less highly paid than the vocational agriculture instructor.

Number of Day School Pupils Per Teacher. There was a mean of 47 boys enrolled in day school agriculture classes for each teacher who replied. See Table 9.

Table 9. Distribution of day school pupils per teacher

Number pupils per teacher	Number of teachers
17-----	1
20-----	1
23-----	2
24-----	1
25-----	1
26-----	1
27-----	1
28-----	2
29-----	1
30-----	5
32-----	3
33-----	6
34-----	2
35-----	4
36-----	6
37-----	1
40-----	5
41-----	2
42-----	6
43-----	3
44-----	1
45-----	4
46-----	1
47-----	1
48-----	2
50-----	1
54-----	1
55-----	4
56-----	7
57-----	2
58-----	1
60-----	4
62-----	2
64-----	2
66-----	2
68-----	3
69-----	2
70-----	2
72-----	1
75-----	1

Table 9 (concl.)

Number pupils per teacher	Number of teachers
79-----	1
81-----	1
83-----	1
84-----	1
87-----	1
96-----	1
Mean 47	

This figure was rather high when compared with the United States' average of 36.7 (as derived from the figures published in the Digest of Annual Reports to State Boards for Vocational Education for the year ending June 30, 1937). The reason for this pronounced difference in pupils per teacher may be due to the fact that the teachers in this report were experienced men, who, in general, were employed in larger schools with greater enrollment.

Evening Schools. Over three-fourths of the vocational agriculture instructors reported that they conducted evening courses for an average of eleven lessons per course. See table 10.

Table 10. Number of lessons offered per evening course

Number of lessons per course	Number of men who offered
1-----	1
6-----	2
7-8-----	1
10-----	38
11-----	5
12-----	9
12-13-----	4
13-----	1
13-14-----	4
14-----	1
15-----	5
16-----	1
17-----	2
20-----	2

Mean 11

When the number of lessons per course was estimated, as from seven to eight, the average of the two figures was used.

They offered a mean of 1.57 courses per year as shown in table 11.

Table 11. Number of evening school courses offered per year

Number of courses per year	Number of men who offered
0-1-----	2
1-----	35
1-2-----	15
2-----	13
2-3-----	1
3-----	5
3-4-----	1
4-----	2
5-----	1

Mean 1.57

When the number of courses indicated, varied as from one to two, the average of the two figures was used in determining the means.

These instructors average 1.2 part-time schools each year. See table 13.

Table 13. Number of part-time courses offered per year by per teacher

Number of courses per year	Number of teachers
1-----	35
1-2-----	3
2-----	2
3-----	1
Mean 1.2	

When the number of part-time courses reported, vary as from one to two, the average of the two figures is used in determining the means.

This type of work is not required in most communities but is commonly offered by the teacher because of the need in his community for training boys or young men in agriculture who have not availed themselves of the opportunity to study vocational agriculture, or who felt a need of more agricultural instruction.

In part-time schools courses are offered pupils who are from fourteen to twenty-five years of age. One-half of the time may be in fields not directly related to agriculture when two hours or more of instruction are given per meeting. Twenty meetings of two hours each are required if the school is to receive federal reimbursement for the course.

Extra Curricular Activities

Coaching Athletics. Only 12 men reported coaching athletic teams in addition to teaching their classes in agriculture. This combination is often made necessary by the scarcity of men teachers in the small school systems. Unfortunately the duties as an athletic coach take time which should be devoted to class or individual projects or to the development of judging teams or the taking of field trips. If the combined agriculture teacher and coach does not neglect his agricultural teaching then the athletics must be neglected as men cannot be in both places working efficiently at the same time.

These twelve men average teaching as many minutes in vocational agriculture classes as do the other instructors who do not coach athletics; however, a smaller percentage of them teach other classes than do the non-athletic coaching instructors and a smaller per cent teach evening school and part-time classes.

Table 14. Length of athletic practice

Length of practice session in min.:	Number of men using ¹
40-----	1
45-----	1
60-----	2
90-----	5
120-----	3

Mean 84

The average teacher-coach practices his athletic teams for a mean of one hour and twenty-four minutes for a mean of four and one-fourth times per week outside of school hours as shown in table 15.

Table 15. Number of practices held per week

Number of practices	Number of men using ¹
3-----	2
4-----	2
5-----	4

Mean 4.25

¹ The number of men who coach school athletic teams is rather small and several of those who coach failed to give the length of practice session and the number of practices held per week.

Perhaps this is a case in which the community, the administration, or both feel that the agriculture teacher will be worth more to them devoting his time to furthering the athletic interests of the district than in developing projects, and furthering the agricultural status of the community.

Athletic Trips. Only one-third of the vocational agriculture teachers are expected to regularly accompany athletic teams on trips. The scarcity of men teachers in the small high school, however, frequently necessitates an exchange of assistance in carrying out many school activities. The fact that the agriculture teacher has an available car and generally is an experienced driver are reasons for his selection as a faculty member to accompany athletic teams on trips. Because of the difficulty in getting to hard-surfaced highways in rural communities, country people are sometimes unable to use their cars during maddy or snowy weather and that fact tends to limit the number of drivers who can be depended upon throughout the school year.

Participation in Music and Dramatics. Of the vocational agriculture teachers who reported in this survey 12.8 per cent assist with dramatics, band, orchestra, etc.

in their schools. While this is an unusual combination it is indeed fortunate for them to be able to do this type of work which will doubtless make for more interesting meetings in their F.F.A.¹ and club work. These abilities, although not common, are quite valuable to the teacher or anyone engaged in public service. Practically the same per cent of these men conduct evening courses as does the general group of those who do not assist with dramatics, band or orchestra.

The percentage, as given above, indicates that education and employment in a type of work which involves training in earning a living through agricultural pursuits, has not caused a total lack of appreciation of the arts of music and dramatics on the part of vocational agriculture teachers.

Teachers Advising Future Farmer Chapters. Ninety-six per cent of the instructors reported that they advise an F.F.A. chapter while only 4 per cent do not. These Future Farmers of America chapters have a mean of 2.1 meetings per month as shown in table 16 during the calendar year.

1 F.F.A. is the abbreviation for the national organization called the Future Farmers of America.

Table 16. Number of F.F.A. chapter meetings held per month

Number of meetings per month	Number of chapters
1-----	22
1-2-----	5
2-----	45
3-----	6
4-----	15
5-----	1

Mean 2.1

The fact that so large a proportion of experienced teachers have active working chapters proves their esteem of this farm boy organization. These figures prove that the Future Farmer Organization fills a need that is felt by experienced teachers; the organization had its first annual convention only ten years ago, (1928) and has gradually been accepted until at present only four per cent of the departments of vocational agriculture, as shown in this survey, have not established an F.F.A. chapter.

Supervisory Activities

Coaching Agricultural Judging Teams. Ninety-four of the teachers report coaching agricultural judging teams as a much stressed activity; and seventy-five per cent conduct practice outside of school hours.

It is obvious, therefore, that the coaching of agricultural judging teams is a necessary part of the agriculture teacher's work since only six per cent of the teachers reporting do not coach judging teams. It is also apparent that teachers feel either more time is required to coach a successful judging team than the curriculum allows or that judging is not sufficiently important to justify taking the amount of class time necessary to develop proficiency in judging.

Class Projects. Thirty-six of the teachers who reported have class projects to which they devote an average of four hours per week in supervision. The fact that more than one-third of these experienced men conduct class projects is rather conclusive proof that the class project is an important teaching device. Since the majority of experienced teachers did not use the class project, it is evident they felt that their time could be used to better advantage in other activities or were unwilling to make the sacrifices necessary for the successful operation of a class project.

Farm Project Supervision. Ninety-three instructors average 6.9 visits to each boy's project per year as shown in table 17.

Table 17. Number of times per year farm projects are supervised

Number of supervision trip per project	Number men reporting
1-----	2
2-----	2
3-----	9
3-4-----	7
4-----	11
4-5-----	6
5-----	7
6-----	20
7-----	3
8-----	3
8-9-----	1
9-----	2
10-----	7
12-----	9
13-----	1
17-----	2
18-----	1
24-----	1
28-----	1

When the number of supervision trips per project varied as from three to four, the average of the two numbers is used in determining the mean.

On these visits the vocational agriculture teacher makes sure of the method of procedure used by the boy in caring for his project. He advises him of future developments and sees that the boy is keeping a record of receipts and disbursements together with time and labor costs of production. The teacher also learns more about the home environment of each boy than it would be possible for him to know from his classroom associations.

This knowledge is essential to the teacher in planning with the student for farming programs which may extend for three or four years in advance. In some cases the information gained by the teacher by project visitation causes a more sympathetic understanding of the problems the boy is forced to face because of his home environment.

Youth Organizations. Sixty-six of the vocational agricultural teachers assist with youth organizations other than the Future Farmers of America, such as 4-H Clubs, Boy Scouts, Hi-Y, etc. as shown in table 18.

Table 18. Assistance in youth organizations

Organization	Number of teachers assisting
4-H Club-----	33
Boy Scouts-----	29
Class Sponsor-----	15
Sunday School Teacher-----	3
Boys' Honor Society-----	1
Hi-Y-----	1
Jr. Safety Council-----	1

The fact that approximately two-thirds of the teachers take time to lead youth organizations outside of their regular field of activities is rather significant because of the assertions that vocational education will result in a population having less appreciation for

the so-called finer things of life. Yet the majority of these experienced vocational teachers are devoting a considerable share of their out-of-school time to leading these organizations which emphasize health, citizenship, courtesy, and religion.

The technical training of the vocational agriculture teacher together with his experience in dealing with boys should furnish ideal preparation for 4-H Club leadership. He should also be able to lead other youth organizations to good advantage. The agriculture teacher can be of helpful service to the community in assisting with youth organizations. However, the work in teaching, supervision, F.F.A., evening school and part-time work in many cases demands so much of his energy that it would be an injustice to expect him to take over complete control of these additional responsibilities.

Building of Booths and Exhibits. The building of booths and other educational exhibits is practiced by over eighty per cent of the men in this survey. This is one of the methods by which the general public is made acquainted with the work of the department. These exhibits are usually brought into use in community, county, and state fairs where they give the students an opportunity to display and compare their work with that of other

schools and organizations. When such exhibits are entered competitively they are quite frequently judged on the basis of attractiveness, timeliness, teaching value, and how well it portrays the work of the vocational agriculture department.

Supervision of School Land. Twenty-four of the eighty-four teachers who reported on the question, "Do you supervise any school land?" replied affirmatively. Six hundred and eighty-nine acres are supervised by the twenty-four men for an average of 28.7 acres per man. Such land is used by the vocational agriculture department for experimentation and demonstration of agricultural practices. Such demonstrations may be carried out in the form of class projects and if properly conducted may have inestimable teaching value for the pupils in the agricultural classes and also the adults of the community. By owning the land the school can make such improvements as may be necessary. The teacher who is operating school owned land has the advantage of long time project planning over the teacher who operates class projects on leased property.

The disadvantages of requiring the vocational agriculture teacher to operate school land are: the school

must increase its capital outlay and the vocational teacher already has access to experimental data from the state agricultural college which is secured in a more scientific manner than the local set-up will usually permit. Unless the school owns a rather extensive tract of land it is uneconomical to secure the necessary equipment to farm the land satisfactorily. If the farming equipment must be leased there is danger of being unable to use the leased equipment at the most advantageous time for the owner will in all probability be using his equipment on his own property. The vocational instructor is generally a busy man without having the additional duties of supervising school land. There is also danger that this additional load may result in lessened efficiency along other lines. If the vocational agriculture instructor is required to teach subjects other than agriculture during the school day it is difficult for him to be dressed suitably for the various classes he must meet during the day.

Participation in the Business and Social
Life of the Community

Community Service Activities. The replies to the question regarding community service work such as culling, castrating, vaccination, terracing, pruning, testing soil, etc., indicate that these services are commonly rendered by vocational agriculture teachers. Ninety-four, or 92.6 per cent of the teachers engage in such activities outside of school hours for a mean of 4.12 hours per week as shown in table 19.

Table 19. Number of hours per week devoted to
community service activities

No. hrs. per week in community service	No. men reporting ¹
0-----	11
1-----	12
1-2-----	1
2-----	18
2-3-----	2
3-----	6
4-----	6
5-----	10
7-----	2
8-----	1

¹ Thirteen of the 94 teachers who participated in community service failed to give the number of hours per week devoted to such activities.

Table 19 (concl.)

No. hrs. per week in community service ; No. men reporting

10-----	3
11-----	2
12-----	2
15-----	2
16-----	1
18-----	1
20-----	1

Mean 4.12

When the number of hours per week varied as from one to two, the average of the two figures is used in determining the mean.

This time, if figured for the year, would be equivalent to 26.78, eight hour days in community service.

While it would be impossible for the vocational agriculture teacher and his boys to carry out all such technical tasks in the community it is an opportunity for the enterprising teacher to demonstrate many worth while practices in the course of a year. By starting the farmers of a community in such improved practices, it is possible to exert an important influence upon the betterment of agriculture. Especially is this true if the teacher continues to demonstrate and supervise the execution of improved practices over a period of years.

Community Organizations and Membership. In reply to

the question, "To what organizations do you belong?" many replied that they were members of a farmers' organization, lodge, church or commercial club. There were thirty-six, however, who gave the particular farmers' organization to which they belonged. The comparative membership in the farmers' organization is shown in table 20.

Table 20. Membership in farmer organizations

Organizations	Number of members
Grange-----	17
Farm Bureau-----	13
Farmers Union-----	2
Community Cooperatives-----	2
Garden Club-----	2

As is shown in the table the Grange is the most popular of the farmer's organizations among the vocational agricultural teachers but is closely followed in membership by the Farm Bureau.

Fraternal Organizations. Fifty-five per cent of the men who reported indicated membership in one or more of the fraternal organizations. The Masonic Order was by far the most popular of the six orders represented.

Table 21. Membership distribution in fraternal orders

Organizations	Number of Members
Masons-----	42
Eastern Star-----	5
Elks-----	3
Brotherhood-----	3
I.O.O.F.-----	2
Woodman of the World-----	1

Religious Organizations. Eighty-one of the men who reported indicated membership in church, however, only twenty-one gave the name of the particular denomination to which he belonged. The number is not sufficient to make any definite statement as to the church preference of the group but the Methodist church was named much more frequently than any other when the denomination was given.

In general it may be said that vocational agriculture teachers are very active in church work, fraternal organizations and commercial clubs but are apparently uninterested in recreational organizations or feel they lack the time that a membership in a recreational organization would require. Membership in the kinds of organizations preferred by vocational agriculture teachers should provide a means of securing knowledge of the social and business life of the community. The other members of the organizations should benefit from the technical training of the

vocational teacher and his knowledge of rural conditions. Membership in these organizations is a splendid indication of community interest for many of these organizations have rather high membership dues and require considerable time and energy.

Community and Civic Organizations. The vocational agriculture teachers are quite well represented in the following organizations which work for some phase of community welfare. In some cases one man holds membership in two or more of the following organizations.

Table 22. Membership in community and civic organizations

Organization	Number of Members
Chamber of Commerce-----	15
American Legion-----	11
P.T.A.-----	9
Lions Club-----	9
Rotary Club-----	8
Kiwanis-----	3
Young Men's Business Club-----	2
National Guard-----	2

Recreational Clubs. The vocational agriculture teachers evidently do not belong to recreational clubs or are reluctant to admit membership in such organizations as only six men of the one hundred who answered this question indicated membership in any kind of recreational

organization as shown in table 23.

Table 23. Membership in recreational clubs

Name of Club	Number of Members
Country Club-----	5
Bridge Club-----	1

Per Cent of Meetings Attended. The organizations to which the vocational agriculture teachers belong have been listed. In reply to the question, "What per cent of the meetings in the above organization do you attend?" there were eighty-nine answers. The mean attendance as estimated by the teachers was 67.1.

Number of Meetings Per Month. There was a mean of 6.26 meetings of organizations to which vocational agriculture teachers belonged as shown in table 24. If the teacher attended 67 per cent of the meetings held, as is indicated on the following table, the mean attendance per week at organizations meetings would be 1.56 times.

Table 24. Number of meetings per month

Number of Meetings	Number of Replies
1-----	5
2-----	3
3-----	2
4-----	11
5-----	15
6-----	11
7-----	4
8-----	10
9-----	5
10-----	5
11-----	1
12-----	3
15-----	2

Mean 6.26

Offices Held in Organizations. Fifty-three of the 92 men who answered the question, "Do you hold an official position in any of the above organizations replied affirmatively while 39 replied negatively. Those who replied affirmatively were asked to state the official position held. Thus, it was found that the fifty-three men held 89 positions or an average of 1.68 positions per man. Many of the men stated that they had previously held offices in all the organizations to which they belonged but held no official position at present. Since one may hold positions at one time and not at another, an average of the total number of positions held by each of the 92

men may give a better picture of the group. If the total number of men who reported is divided into the total number of positions held, there would be one office each for all except three men.

Table 25. Offices held in organizations

Offices held per man	Number of replies
1-----	23
2-----	24
3-----	6
Mean 1.68	

Miscellaneous Activities. Forty-nine of the teachers were engaged in miscellaneous activities of interest as listed below.

- Operate Farms. Thirteen vocational agriculture teachers operated farms.
- Critic Teachers. Three were critic teachers.
- Show Cattle and Hogs. Two showed hogs or cattle at fairs.
- F.F.A. Advisors. Three were F.F.A. advisors for the county or district.
- Offices in Local Politics, Business Enterprises and Educational Systems.
- Game Refugee Board Member.
- Building and Loan Director.

Credit Union Treasurer.
Cooperative Spraying Ring Manager.
Limestone Quarry Director.
Principal of High School.
Assistant Principal.
Two Community Cannery Supervisors.
Special Types of Educational Activities.
Conduct Fertilizer Experiments.
Read and Pass on Books.
Coordinator for Trade and Industry Cooperative Class.
County 4-H Club Committee.
Write Agricultural Column for Local Paper.
Conduct Rural Forum.
Community Agricultural Club.
Conduct Lecture Course in Education and Woodworking.
Show Vocational Agriculture Film Strip.
Plan Nature Study Trips.
In Charge of Vocational Guidance.
Special Types of Agricultural Activity.
Test Milk of Seventy-five Cows.
Produce Hybrid Seed Corn.
Raise Purebred Shropshire Sheep.
Raise Purebred Hogs.

It is evident from the list of activities given that the vocational agriculture teachers are taking an active part in the public and private enterprises of their communities and in many cases are engaged in special work to improve the quality of livestock and crops. In four cases the vocational agriculture teacher occupies an executive position in a local business enterprise.

SUMMARY

The community school systems are almost unanimous in granting a summer vacation to the vocational agriculture teacher. The most common length of summer vacation is two weeks, although a four week vacation was given one-third of the teachers who reported.

The typical agricultural teacher with thirteen years' experience is married, and takes an active part in evening agricultural meetings. More than one-third of these men live in county seat towns.

Nearly one-half of the men who reported in this survey, teach classes other than agriculture.

School athletic teams are not commonly coached by agriculture teachers.

Maintaining an active F.F.A. chapter is definitely a part of the vocational agricultural program.

Coaching of agricultural judging teams is considered a necessary part of the agriculture teacher's work.

Conducting class projects and supervising school land are not essential to the success of the vocational agriculture program.

Project supervision requires a large portion of the teacher's time.

The vocational agriculture teacher is expected to assist with youth organizations other than the F.P.A.

Community service work is generally practiced by vocational agriculture teachers.

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