

ABSTRACT OF THESIS

ADMINISTRATIVE PROBLEMS RELATING TO THE
ESTABLISHMENT AND MAINTENANCE
OF VOCATIONAL AGRICULTURE DEPARTMENTS
IN KANSAS HIGH SCHOOLS

Submitted by
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In partial fulfillment of the requirement
for the degree of Master of Arts
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ABSTRACT OF A THESIS

It has long been known that Kansas is an outstanding agriculture state, and affords unusual opportunities to develop an effective vocational agriculture program in all high schools within the agricultural areas of the state. These conditions should be a challenge to the administrators of the High Schools of Kansas for developing a more effective vocational agriculture program within the state.

The records and files in the office of the State Board of Vocational Education of Kansas show that there are 31 schools contemplating on establishing a department, 29 schools that have applied for establishment, 160 schools that now have a department, and 31 schools that have dropped the vocational agriculture department within the last ten year period, making a total of 251 schools. Two hundred-fifteen or 80 per cent of the schools responded to the questionnaire which furnished the data for this study.

This study has been made to determine what the administrative problems are in establishing a vocational agriculture department in the high schools of Kansas. The term "Administrative problems" is

broadly used to include both the administrative and supervisory problems.

The writer does not deal with the actual, factual data regarding the problems, but deals with the reactions, beliefs and experiences given by administrators and vocational agriculture teachers. These reactions, beliefs, and experiences may not be factually correct, but they represent an attitude, a feeling of difficulty, and result in the expression of a problem. It must be recognized that reactions, beliefs, and experiences are subjective and do not necessarily correspond with objective facts. They nevertheless are causes of action - they cause an administrator to apply for a department, to continue it, or to drop it. If for example, an administrator of a school that once had a department says that the relatively high salary of the vocational agriculture teacher prevented the school from maintaining the department, this is accepted as being his reaction or belief, and as such a factor influencing him to drop the department. It is not accepted as meaning that the salary was in fact too high.

Administrators in schools are greatly responsible for the establishment of vocational agriculture departments in schools, and the writer feels that, as an administrator, is sufficiently interested to make this study.

Method of procedure

A check list of administrative problems was compiled from the review of literature, and from interviews with superintendents, principals, and vocational agriculture teachers. As a final check this list, in questionnaire form, was discussed with state supervisors in Kansas and Nebraska, and the Assistant State Superintendent of Public Instruction of Kansas. This led to some minor changes before it was used.

From the files in the office of the State Board of Vocational Education, four lists of schools were compiled for the purpose of classifying the schools into the four following groups:

- Group A. Schools that have not established vocational agriculture departments but have contemplated it.
- Group B. Schools that have not established vocational agriculture departments but have made application for it.
- Group C. Schools that have vocational agriculture departments now in operation.
- Group D. Schools that have once had vocational agriculture departments but have dropped it within the last ten year period.

Data received from administrators in Groups A and B, will be referred to as anticipated problems.

Data received from administrators in Group C, will be considered as actual experiences, beliefs, or reactions regarding these problems.

Data received from administrators in Group D, will be considered as experiences, beliefs, or reactions which they had when the departments were dropped.

These groups were made in order to include all the high schools that could give reliable information concerning the problem, and in order to make comparative judgments concerning the seriousness of each problem. Administrators and agriculture teachers were, in effect asked, on the questionnaire, to state whether a problem was (a) no handicap, (b) a handicap only, or (c) a preventive handicap.

Procedure of data analysis

All data previously referred to were referred to tables for purposes of comparison and analysis. All data, either handicaps or preventive handicaps have been analyzed so as to compare the groups of schools on each separate problem. For each comparison the schools were grouped into four groups: group A, contemplating establishment; group B, applied for establishment; group C, now maintaining departments; group D, dropped departments.

Summary of the findings

A study of the findings of these administrative problems has shown that there are many "handicaps only" and "preventive handicaps" that exist in establishing and maintaining a vocational agriculture department in

the high schools of Kansas. By studying the seriousness of these problems it has been possible to find the most serious difficulties that exist in all groups of schools included in this study. The findings show that the problems in this study center around four major issues which will be summarized in the following paragraphs.

Salary.--The findings show clearly that administrators in schools included in this study believe that the present salary scale of the vocational agriculture teachers in general is higher than that of the other teachers. This is not understood to be an objective fact, and therefore, the writer does not attempt to prove that agriculture teachers actually get higher salaries, but merely presents the findings which show that 56.7 per cent of the administrators in schools now maintaining a department, 28.6 per cent of the administrators in schools that have applied for establishment of a department, believe that this problem is a "handicap only" in maintaining a department. It was also indicated that this problem operated as a "handicap only" in 33.7 per cent of the schools that dropped the department.

In connection with the above problem, the findings show that 30.3 per cent of the administrators in schools now maintaining a department, 28.4 per cent of the agriculture teachers, 11.1 per cent of the administrators in schools that have applied for establishment, and 23.8 per cent of the administrators in schools that contemplat-

ed on establishment, believe that the other teachers are not in sympathy with vocational agriculture. This problem was indicated as a definite handicap in maintaining the department in 22.2 per cent of the schools that found it necessary to drop vocational agriculture.

Teacher efficiency.--The findings show further that administrators have either found it difficult, or anticipate a difficulty to secure a well trained teacher to carry on the work in vocational agriculture. Thirty-five per cent of the administrators in schools now maintaining a department, 16.7 per cent of the administrators of the schools that have applied for establishment, and 28.6 per cent of the administrators in schools that contemplate establishment, have indicated this problem to be a "handicap only". Fifty-five percent of the administrators of schools that dropped the department showed that this was a "handicap only" in maintaining the department.

It is interesting to note that in connection with the problem just mentioned, that 41.7 per cent of the administrators in schools now maintaining a department, 16.7 per cent of the administrators in schools that have applied for establishment, 19 per cent of the administrators in schools contemplating establishment, believe that the ineffectively supervised summer program is a "handicap only". This problem has been a factor in causing departments to be dropped in 37 per cent of the cases.

Daily program.---A study of the findings show that 33.3 per cent of the administrators now maintaining a department, 17.6 per cent of the vocational agriculture teachers, 27.8 per cent of the administrators in schools that have applied for establishment, and 28.6 per cent of the administrators in schools contemplating establishment feel that the vocational agriculture activities often break into the school program and cause a difficulty to other departments.

Cost, enrollment, interest.---The findings show that the fourth major issue contains three closely related problems. The findings in these problems will be briefly summarized in the following order; opinions on the cost per pupil, size of enrollment, and lost of interest in the department.

The tables show that 45.4 per cent of the administrators and 15 per cent of the agriculture teachers in schools now maintaining a department, believe that the cost per pupil is too high, and that this operates as a "handicap only" in maintaining a department. The data for this problem represent the beliefs, reactions, and experiences of administrators which is a subjective fact concerning this problem. The writer does not attempt to accept or refute these beliefs and reactions expressed by administrators, and therefore, does not attempt to prove that the cost per pupil is in fact too high. Twenty-seven per cent of the administrators in schools that have applied for establishment, anticipate that they believe the cost per pupil

is too high. This problem operated as a "handicap only" in 22.2 per cent of the schools that dropped the department.

In the problem of enrollment it was found that 39.4 per cent of the administrators in schools now maintaining a department, 26.5 per cent of the instructors, and 11.1 per cent of the administrators in schools that have applied for establishment, believe that their enrollment is too small. This operates as a "handicap only" in establishing and maintaining a department. In 29.6 per cent of the cases this handicap influenced departments to be dropped.

The findings show further, that 47 per cent of the administrators in schools now maintaining a department, 43.1 per cent of the instructors, 27.8 per cent of the administrators in schools that have applied for establishment, and 9.5 per cent of the administrators in schools contemplating establishment, indicate that the loss of interest in vocational agriculture is due to crop failures. This handicap has operated in 22.2 per cent of the schools that dropped the department.

This study shows that, in general among the majority of schools, the greatest per cent of problems mentioned proved to operate as "handicaps only". There were none of the problems mentioned that proved to be grave "preventive handicaps" in all the schools surveyed. The problems that showed the highest per cent of "preventive handicaps" did not operate in more than one-third

Limitations and weaknesses

When we compare a large number of problems found to exist in a number of schools, we are apt to draw our conclusions upon those most apparent and most easily observed. The seriousness of some of the problems that were found to exist was easily determined, while in others it was not so easily determined.

Due to the fact that this study included 215 schools in Kansas that had some connection with a vocational agriculture department, the writer was somewhat limited in time and insufficient funds for making more personal interviews with administrators and vocational agriculture teachers. These personal interviews would have supplied much additional information.

The writer wishes to take this opportunity to point out several weaknesses that have presented themselves while making this study.

This study would have been strengthened if the writer had been able to compare the problems found to exist in vocational agriculture departments in Kansas with those of several other similar agricultural states.

The writer recognized that a weakness exists in the lack of objective factual data on the problems relating to the cost and maintenance of a department, and on the teacher salary problem.

The schools in this study might have been classified according to size in addition to the group classification used.

The writer also feels that administrators and instructors have permitted personal opinions to influence them in answering the questionnaire. This has probably introduced errors in comparing each factor.

Other problems for further study

This study is a fairly complete survey of the problems it attempted to study. There are, however, several more items which might be attached to these findings which would give a more complete picture of the administrative problems connected with a vocational agriculture department in the high schools of Kansas. Each of these items is a thesis in itself, and hence, beyond the reach of this study.

The following are several problems which the writer found that could be made in connection with this study:

1. A study of the activity program in vocational agriculture could be made to determine what administrative factors are involved in building a cooperative daily work schedule.
2. The cost per pupil in vocational agriculture as compared to the cost per pupil in other departments, particularly the cost per pupil borne by local taxpayers.

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COLORADO STATE COLLEGE

OF

AGRICULTURE AND MECHANIC ARTS

August 16, 1940

I HEREBY RECOMMEND THAT THE THESIS PREPARED UNDER MY

SUPERVISION BY Herbert E. Wiebe

ENTITLED Administrative Problems Relating to the Establishment and Maintenance of Vocational Agriculture Departments in Kansas High Schools

BE ACCEPTED AS FULFILLING THIS PART OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF Arts

MAJORING IN Administrative Education

CREDITS 3½

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This thesis, or any part of it, may not be published without the consent of the Committee on Graduate Work of the Colorado State College of Agriculture and Mechanic Arts

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Chapter I
INTRODUCTION

Kansas affords unusual opportunities to develop an effective vocational agriculture program in all the schools within the agriculture areas of the state. It is a known fact that many of the high schools that are within active agricultural areas do not have a vocational agriculture course in their curriculum of study.

In 1932, Wheeler (19:20) made a study in the state of Georgia and found that there were definite local factors which caused 56 departments to be dropped in that State. The writer feels that if there are factors which cause departments to be dropped in other states, Kansas must be similar in that also certain factors exist there, as they do elsewhere. The writer also believes that since there are comparatively few high schools in the State that have a department, certain problems must exist which operate in the establishing and maintaining of a vocational agriculture department. Administrators in schools are largely responsible for the establishment of vocational agriculture departments, and it should be their duty to study the administrative problems of such a department as well as of other departments. Hence, the

writer is sufficiently interested as an administrator to determine through a comprehensive study what problems are found to exist.

Why the study of this problem

The agricultural background of the state of Kansas challenges the schools for not having developed an effective vocational agriculture program in more of the high schools within the State. Administrators of high schools as well as the State Department of Public Instruction and the State Board of Vocational Education have not done their part in making agricultural education more vital to the people of Kansas. It is the sincere hope of the writer that this study will be helpful to all those interested in vocational agriculture.

The agricultural opportunities of the State should place a tremendous responsibility upon the high schools to train boys in the occupational fields that surround them. However, the files in the office of the State Board of Vocational Education show that vocational agriculture started in the second semester of the school year 1916-17. Six departments were then approved, and in the next year the number was increased to thirteen. There are only 160 high schools in the State that have vocational agriculture departments at the present time.

A study made by Crosby (1:471-82) showed that in the year of 1912 there were 93 high schools in Kansas receiving state aid for the teaching of agriculture and home economics. Our present investigation shows that in reality there are only 67 more high schools receiving state aid for teaching agriculture than in the year 1912. The records of the State Department further show that within the last ten-year period, 31 high schools have dropped the course, while only 29 schools have applied for the establishment of new departments. There are 31 high schools that indicated their desire to establish a department, but for some reason they have never made a definite application to the State Department, nor have they made any further noticeable plans.

In a report given by the Kansas State Board of Vocational Education (14:1) the enrollment in the vocational agriculture day schools, as of October 1st, 1937, as 4506 within the entire State, of which 3919 or 87 per cent were defined as farm boys. One hundred fifteen schools were large enough to have a full time teacher, while 25 schools were not given a full time teacher. It was also shown in this Report that the average number of years of the teacher in the same community has steadily declined in the past few years.

If we can determine what the various grave problems are, what cause them to exist, and which problems are preventable, we may be able to find a solution to the great many problems that administrators have in trying to establish and maintain the best vocational agriculture departments possible. When administrators in the high schools of Kansas can be sufficiently assured that many of the present existing problems can be overcome, they will unhesitatingly sell vocational agriculture to their schools and communities.

Statement of the problem

What are the administrative problems encountered in the establishment and maintenance of vocational agriculture departments in the high schools of Kansas?

Delimitations, definitions, and assumptions

There were 251 high schools included in this study which were generally scattered throughout the State. This included all the high schools in Kansas that could come under consideration of this problem during the year 1940 when this study was made. The following four groups of schools were considered:

- Group A. Schools contemplating establishment of a vocational agriculture department.
- Group B. Schools that have made application to establish a vocational agriculture department.
- Group C. Schools that now maintain a vocational agriculture department.

Group D. Schools that have dropped their vocational agriculture department within the last 10-year period.

Data received from administrators in Groups A and B will be referred to as anticipated problems.

Data received from administrators in Group C will be considered as actual experiences, beliefs, or reactions regarding these problems.

Data received from administrators in Group D will be considered as experiences, beliefs, or reactions which they held when the departments were dropped.

The term "Administrative problems" will be referred to as difficulties encountered by administrators in the establishment and maintenance of a department. Thus, the term is broadly used to include both the administrative and supervisory problems.

"Establishment" will refer to the organization of a new vocational agriculture department.

The writer assumes that a problem mentioned by administrators of high schools not having a department of vocational agriculture, but not mentioned by those maintaining a department, is a problem that can be overcome, because it has been overcome by the schools now maintaining such departments. On the other hand, a problem mentioned by all four groups of schools will be considered as a grave problem because it operates to prevent the establishment and maintenance of a department, and has also been a factor in causing departments to be

dropped.

The writer does not deal with the actual, factual data involved in the problems, but deals with the reactions, beliefs, and experiences given by administrators and vocational agriculture teachers. These reactions, beliefs, and experiences may not be factually correct, but they represent an attitude, a feeling of difficulty, and result in the expression of a problem. They, nevertheless, are causes of action--they cause an administrator to apply for a department, to continue one, or to drop one. If, for example, an administrator of a school that once had a department says that the relatively high salary of the agriculture teacher prevented the school from maintaining the department, this is accepted as being his belief or reaction, and as such a factor influencing him to drop the department. It is not accepted as meaning that the salary was in fact too high.

Chapter II

THE REVIEW OF LITERATURE

The problem as presented in Chapter I describes a situation common to many states and, therefore, various studies have been made of the problems and difficulties encountered in the operation of a vocational agriculture department. They have revealed factors that bear directly upon the administrative difficulties studied in this problem.

Research in agriculture education

Research in administrative problems in agricultural education is yet relatively undeveloped. Here and there an area has been moderately explored. If a scientific attitude is to be developed and maintained by teachers and other workers in the field, we must make every bit of research already done count for the most, both through its indication of what else needs most to be studied. This calls for facing the findings of research squarely, regardless of whether facts are pleasant or unpleasant in their immediate implications. The findings of research in agricultural education will continue most helpful to the training of farmers and future farmers if we face the unpleasant facts as indications of misdirect-

ed efforts in the past and challenge to more effective action in the future.

Attitude of administrators

It is generally agreed among educators that administrators must express an interest in the various departments and set up workable conditions for instructors. Fowlkes (5:66-7) in his article "An Educator Gives His Concept of School Administration," brings out the fact that most administrators have a fair knowledge of the social studies of education and the basic fields of academic instruction but that they lack knowledge of the basic educational materials dealt with in the special fields of instruction. This does not mean that an administrator must have training in every field of instruction that comes under his administrative supervision, but that he possess a fair understanding of the activities necessary for the best growth and development of each department under his administrative authority. It is necessary then, from this point of view, that each administrator, in whose school vocational agriculture is taught, acquaint himself more fully about the activities and general nature of the course.

One of the major problems of administrators in high schools is to integrate the various departments of his school to secure greater cooperation among teachers. In regard to vocational agriculture departments Hewitt

(8:7) made this statement:

It is only natural and human that each teacher in the high school system believes that his is the best organized department and that his method of teaching is superior to those of the other departments.

Further in his discussion, he states:

The nature of vocational agriculture work naturally draws greater attention of the general public than do the academic departments. Therefore, in order to create a cooperative spirit with other departments in school, the vocational agriculture teacher should not permit this to influence him to consider his department as the only ideal department in school.

Cubberly (2:510) points out that the well balanced and well prepared teacher lessens the administrative problems.

A very interesting study concerning the attitude of an administrator toward vocational agriculture was made in the state of Iowa, by Ekstrom (4:181) in 1934. He sent out a questionnaire that aimed to get the superintendents' responses to the adoption of a vocational agriculture program to the curricula of the school. Of the 106 schools maintaining vocational agriculture departments at the time the study was made in 1932-33, the requested data were supplied by 103 superintendents indicating interest in the problem, and giving a total of almost 100 per cent returns. The result of this study revealed that 54 of the superintendents said that the summer program for the vocational agriculture department was their greatest

problem. Forty-eight superintendents said that vocational agriculture teachers were poor in discipline. Eighteen superintendents indicated that vocational agriculture teachers did not cooperate with the superintendents. In an address, delivered in 1931 before the annual summer conference of Minnesota teachers of agriculture by Skinner, (15:68) Superintendent of the Owatonna, Minnesota Public Schools, he said: . . .

As an administrator I have heard criticism and dissatisfaction expressed more frequently concerning vocational agriculture than of any other course. There is no other subject in school which rests on so insecure a foundation, and whose continuance is so frequently threatened. Agriculture as a branch of education has as its greatest source of danger from internal causes which are under the control of people engaged in the work.

He also mentions in this report that he believes that the reason for the insecurity of this department is because the funds for its support come from state and federal sources under control of legislature remote from the points where these funds are put to use. This report may seem somewhat questionable as to the reliability of actual facts, but nevertheless it represents the opinion of an administrator dealing with vocational agriculture.

Weaknesses in the department

Weaknesses in supervision in a vocational agriculture department often become grave enough to be referred to the administrator as an administrative problem. Tenney (17:214) in 1939, made a survey among all the

state supervisors of agricultural education to determine the factors that affect the establishment of departments of vocational agriculture in the public high schools. Each supervisor was asked to give a rating of the listed factors as very important, important, and unimportant. Thirty-nine supervisors answered the questionnaire. Those factors that were marked as very important were as follows: Number of young men in the school area, checked by 36; attitude of principals and superintendents, checked by 33; attitude of local board, checked by 32; number of people engaged in farming, checked by 29; availability of funds, checked by 29; total number of farms, checked by 29. Morr (14:8) in 1936, also made a study of weaknesses of vocational agriculture departments in the state of Oklahoma. He found that teachers, as a general rule, found it difficult to motivate interest and gave the following reasons: parents do not permit pupil to have ownership of projects, pupils do not have specific purposes and objectives, lack of interest in general, lack of correlation between projects and class problems, and that the practice projects are too often odd jobs. These weaknesses were found to exist because the teacher does not devote enough time to various problems, and in many cases there are too many projects or problems in his calendar of work and hence, some work is poorly done. It was also found that parents in many cases had un-

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favorable attitudes and that they did not have confidence in the pupils, because pupils are too young to select definite projects.

The factors which caused some vocational agriculture departments to be discontinued in Georgia were studied by Wheeler (19:20) in 1932. He found that 56 departments had been discontinued from 1921 to 1931. The following were factors that influenced the discontinuing of the departments:

1. Some departments were located too near other active departments in the school.
2. The shift of boys from country to city.
3. Competition from factories and industries for boys eligible for vocational work.
4. The school enrollment too small in many cases.
5. Departments not established directly by the county board of education or the local school district, therefore, it would be more likely to be discontinued.
6. Absorption of departments by municipal districts reaching out into rural areas.
7. Removal of school superintendents or a change in the personnel in the county board.
8. Financial retrenchment.
9. The agriculture teacher's experience and training.
10. Failure to conduct evening class work with the adult farmers in the community.

Another interesting study concerning some reasons for dropping vocational agriculture departments

in the southern region was made by Thomas of North Carolina and Fitzgerald of Tennessee (18:198) in 1932. In their survey they found that 420 departments had been dropped from the school curricula. The most interesting figures in the result of this study indicated that in 110 cases the ineffective teacher was responsible, in 23 cases the attitude of the principal was responsible, and in 39 cases the pupils could not be interested. All the detailed results of the remainder of the findings need not be given here, but the conclusion was that the ineffective placement of the department in regard to other departments in school was also a very important factor and caused 49 per cent of the departments to be dropped. The ineffective teacher was responsible for 35 per cent of the "drop-outs," and 16 per cent due to other causes that in many cases could have been avoided.

State aid and relative cost

It is interesting to note that agriculture taught in the high schools of Kansas financially aided by the State is not a new thing. In 1913, Crosby (1:471-82) mentions that in the year of 1911, Kansas, Massachusetts, North Dakota, Texas, and Wisconsin were added to the list of states giving aid for the teaching of agriculture and related subjects. In Kansas \$25,000 was appropriated to enable the State Board of Education to give \$250 for the maintenance of a course in agricul-

ture and home economics in each high school having a normal training course. One hundred schools applied for the state aid at the opening of the year of 1912 and 93 of these schools qualified.

The cost of maintaining a vocational agriculture department was discussed by Howard (9:119) in 1933. He made a survey of the cost of instruction as an outgrowth of the question raised by several superintendents in regard to the cost of instruction in vocational agriculture compared with other subjects taught in school. He maintains that the cost of operation is a greater factor in discontent, however, in his study he found that the cost of operating a vocational agriculture department was much the same as the cost of instruction of science courses, and lower than the cost of operating a manual training department. However, adjustments are needed in the departments now in operation.

Need for vocational agriculture

Dickinson (3:54) in 1939 made a statement thus:

We have been wholeheartedly training boys for making a living on the farm but doing practical nothing in preparing them for living a life in the country.

Kennestrick (13:145), Ohio, in 1936, points out in a study why small high schools in the country should have vocational agriculture. The study includes an examination of 3033 cases of former all-day students of vocational agriculture in five counties leaving high school in the

period of 1918 to 1934, the more intensive study of 362 cases sampled from this group, and the comparison of both of these groups with a group of 987 all-day students in the same area enrolled during the year 1934-35 from which 689 cases were selected for more detailed study. The study revealed that of the 3033 former students 45.7 per cent were reported farming in 1935, 45.8 per cent were in other occupations. The remaining 7.1 per cent were not accounted for. The percentage of former students coming from farms was 85.4, while of the students from homes not on farms only 11.3 per cent were reported as farming, indicating that the former student of non-farm origin who becomes a farmer is the exceptional case. The report made by Dickinson (3:54) in 1936, agrees with what Mr. Kennestrick found in his study of the high percentage of youth that remain on the farm that were raised on the farm, but Mr. Dickinson maintains that our agriculture program, as it is today, neglects a great army of farm youth out of school between the ages of 14 and 26.

It is interesting to observe that the studies thus far made in agricultural education tend toward pointing out that actual problems exist which concern administrators as well as agriculture teachers and state supervisors. The majority of problems were of interest from the administrators point of view, and that so many had been reported by administrators which showed their

concern in this problem. There seems to be a definite need in Kansas as has been found to exist in other states for a deeper realization of the value that may come to a community and to an agricultural state from a well organized agriculture program in the public schools.

This review of literature seems, on the whole, to indicate an unfavorable attitude on the part of administrators more often than a favorable one. The writer, however, has reviewed all the references that are available, and if any selective force exists, it is wholly in the availability of material, not in the review itself.

Chapter III
METHODS AND PROCEDURE

Grouping of schools

In order that a comprehensive study might be made of this problem the writer divided the schools into four groups as already indicated in Chapter I. The four groups are as follows:

- Group A. Schools that have not established vocational agriculture departments but have contemplated it.
- Group B. Schools that have not established vocational agriculture departments but have made application for it.
- Group C. Schools that have vocational agriculture departments now in operation.
- Group D. Schools that have once had vocational agriculture departments but have dropped it within the last 10 year period.

These groupings were made in order to include all the high schools that could give reliable information concerning this problem. Each group of schools will have problems relative to their own experiences with vocational agriculture. Hence, the study should reveal problems encountered in establishing as well as in maintaining a department. The study will also include the problems encountered by those schools that have dropped their departments.

Methods of gathering data

The data for this problem were obtained from the files in the office of the State Board of Vocational Education; from information given by the Assistant State Superintendent of Public Instruction; by questionnaires sent to the high school superintendents, principals, and vocational agriculture teachers; and by personal interviews with superintendents, principals, and vocational agriculture teachers.

Records and files.--By reference to records and files in the office of the State Board of Vocational Education, and with the cooperation of this Department, representative schools of the four groups were selected. The records showed that there were 31 schools contemplating on establishing a department, 29 schools that have applied for establishing a department, 160 schools that now have a department, 31 schools that have dropped their vocational agriculture departments within the past 10 years, making a total of 251 schools. Two hundred-fifteen schools responded to the questionnaires which furnished the data for this study.

Personal interviews.--The writer desired to get all the information possible by personal interviews and therefore made a special effort to contact superintendents and principals of high schools as well as vocational agriculture teachers. It was impossible to personally

interview representatives of the 251 schools concerned in this problem. However, personal interviews were made with 3 vocational agriculture teachers of Oklahoma, 3 of Colorado, 1 of Nebraska, and 6 of Kansas. Twelve high school administrators of Kansas, 1 of Colorado, 1 of Oklahoma, and 8 classroom teachers from various high schools of Kansas were also interviewed. These interviews were informally made to obtain a list of administrative problems that were found to exist in high schools in other states as well as in Kansas. The writer also had a personal interview with the Director of Vocational Education of Nebraska, the Supervisor of Vocational Agriculture of Kansas, and the Assistant Superintendent of Public Instruction of Kansas.

The questionnaire.--The material obtained through the interviews was compiled and used as problems in a questionnaire to be sent to the high schools that were included in this study. This was done to determine whether the problems obtained through the personal interviews were general among the four classes of schools herein concerned.

The questionnaire in a tentative form was submitted to the Assistant State Superintendent of Public Instruction and to the State Supervisor of Vocational Agriculture of Kansas. These men were asked for their suggestions and only one question, No. 18 as given in the

questionnaire, was added by the State Supervisor. Neither of the two departments offered any other suggestions but gave their approval to proceed with the study. The State Supervisor of Vocational Agriculture and the Assistant Superintendent of Public Instruction each wrote a letter of recommendation and made sufficient copies in mimeograph form so that the writer could include one of each with every questionnaire sent to the superintendents, principals, and vocational agriculture teachers.

On the following page is a form of the questionnaire used, including a personal letter from the writer and the forms of recommendations as submitted by the state departments. A complete set of this material was sent to 251 high schools. One hundred sixty high schools of this group now have vocational agriculture departments and to these schools two sets of material were sent, one to the administrator and one to the vocational agriculture teacher.

The last section of the questionnaire was merely used as a device by which the returns were checked against the classification of schools as submitted by the State Supervisor of Vocational Education.

Dear Fellow School-man

Below are problems sometimes encountered in establishing and maintaining a department of vocational agriculture. Whether you now have such a department or not, will you please check the ones that you have experienced? Use the following symbols to indicate the seriousness of each problem you have encountered. Omit the problems that you have not encountered.

H - the problem is a handicap only.

P - the problem prevents the establishing or maintaining of a department.

encircle one

- 1. Unable to find a teacher with proper training and experience. H P
- 2. Teacher fails to sell the work to students and community. H P
- 3. Teacher incapable of dealing with adults in evening class work. H P
- 4. Salary of agriculture teacher is higher than that of other teachers. H P
- 5. Vocational agriculture teacher is not readily available for non-vocational subjects although his full time is not used in his department. H P
- 6. Vocational agriculture has too many fields within the subject for one instructor to handle properly. H P
- 7. The summer program is ineffective. H P
- 8. The vocational agriculture teacher sets up his course as the ideal course. H P
- 9. Lack of cooperation between the vocational agriculture teacher and the superintendent or principal. H P
- 10. Other teachers in the system are not sympathetic toward vocational agriculture. H P
- 11. Cost per pupil is too high. H P

- | | | | |
|-----|--|---|---|
| 12. | Cost of maintenance in building and equipment is too high. | H | P |
| 13. | Insufficient funds received from the state department. | H | P |
| 14. | Enrollment is too small. | H | P |
| 15. | Vocational agriculture is not popular with the students. | H | P |
| 16. | The student is required to spend too much time in the vocational agriculture course. | H | P |
| 17. | The parents are not interested in vocational agriculture. | H | P |
| 18. | Loss of interest in vocational agriculture because of crop failure. | H | P |
| 19. | Students taking vocational agriculture often fail in other subjects because vocational agriculture is too concentrated and the student is not able to budget his time. | H | P |
| 20. | Dangers connected with field trips and other travel. | H | P |
| 21. | Parents are not in favor of clubs, F. F. A. and other organizations in vocational agriculture. | H | P |
| 22. | Absorption of departments by municipal districts reaching into rural communities. | H | P |
| 23. | Superintendent or principal is not interested in vocational agriculture. | H | P |
| 24. | Superintendent or principal is not acquainted with the vocational agriculture program. | H | P |
| 25. | The vocational agriculture department is too much a department to itself or separate from local supervision. | H | P |

26. State supervision and local supervision often do not agree. H P
27. Vocational agriculture activities often break into the school program and cause friction between this department and other departments in school. H P
28. List any other problems (please specify) _____

(In the following please place an X on the line)

1. Do you now maintain a vocational agriculture department? _____
2. Have you once had a vocational agriculture department and have dropped it? _____
3. Had you contemplated establishing a vocational agricultural department? _____
4. Are you now planning to establish a vocational agriculture department? _____
5. Are you a superintendent of schools? _____
6. Are you a principal of a high school? _____
7. Are you an instructor of vocational agriculture? _____

I thank you very kindly for taking the time to answer this letter of inquiry.

This cooperative effort on the part of the state departments encouraged a fine spirit among those who answered the questionnaire. The questionnaire was followed up after two weeks with a post card as a reminder to all those who had not replied. A third and last attempt to get a reply was again made by sending a post card to those who had not replied by that time. The follow-up cards increased the returns in the questionnaire approximately 15 per cent.

Returns of the questionnaire

This same questionnaire was sent to 251 high schools within the state of which 75.3 per cent were returned. A questionnaire was sent to each of the 31 schools that were contemplating establishing a vocational agriculture department and of these 21 or 67.7 per cent were returned. There were 29 schools that had their applications pending to establish a vocational agriculture department and of these 18 or 62.6 percent were returned. The State of Kansas has 160 schools, each of which have a vocational agriculture department now in operation. Questionnaires were sent to the vocational agriculture teachers as well as to the school administrators. In this group 132 or 82.5 per cent were returned by the administrators and 102 or 63.7 per cent were returned by vocational agriculture teachers. There were 31 schools that dropped their vocational agriculture

department and of this group 27 or 87.9 per cent of the questionnaires were returned.

Procedure of data analysis

All data previously referred to were transferred to tables for purposes of comparison and analysis. All data, either handicaps or preventive handicaps have been analyzed so as to compare the groups of schools on each separate problem. For each comparison the schools were grouped into four groups: Group A, schools contemplating establishment; Group B, schools having applied for establishment; Group C, schools now maintaining departments; Group D, schools having dropped departments. These tables, and the discussion accompanying them, will be found in the following section.

Chapter IV

PRESENTATION AND DISCUSSION OF DATA

The discussion in this Chapter is based upon the reactions, beliefs, and experiences as given by administrators and vocational teachers representing four groups of schools. The four groups are as follows:

- Group A. Schools that have not established vocational agriculture departments but have contemplated it.
- Group B. Schools that have not established vocational agriculture departments but have made application for it.
- Group C. Schools that have vocational agriculture departments now in operation.
- Group D. Schools that have once had vocational agriculture departments but have dropped it within the last 10 year period.

The data received from administrators in groups A and B, will be referred to as anticipated problems, and those received from administrators in groups C and D, will be considered as based upon actual experiences, beliefs, or reactions regarding these problems.

In the discussion of these problems, the writer does not deal with objective, factual data, but with reactions, beliefs and experiences. They may not be factually correct, but they represent an attitude, a feeling of difficulty, and result in the expression of a

problem. It must be recognized that reactions, beliefs, and experiences are subjective facts and do not necessarily correspond with objective facts. They nevertheless are causes of action - they cause administrators to apply for a department, continue it, or drop it.

Reliability of data

Table 1A is presented to show the correlation between the answers given by administrators and vocational agriculture teachers of schools now maintaining a department. This is to show the reliability to the data. Data received from the administrators of the other groups of schools cannot be correlated with corresponding data from agriculture teachers and therefore, it is assumed that the data, even though they are not factually correct, will likewise be as reliable.

The writer assumes that the reactions, beliefs, and experiences related by those that answered the questionnaire can be depended upon as being their personal reactions regarding the problems in this study. However, in order to estimate the degree of reliability, the responses between the administrators of schools now maintaining a department and the agriculture teachers in this same group of schools, has been correlated.

Table 1A.--THE CORRELATION BETWEEN THE RESPONSES OF ADMINISTRATORS AND AGRICULTURE TEACHERS IN SCHOOLS NOW MAINTAINING A DEPARTMENT

Degree of handicap	Correlation coefficient	Standard error
No handicaps	.833	.05
Handicaps only	.600	.12
Preventive handicaps	.723	.09

The coefficient of correlation as shown in the above table illustrates how nearly the administrators in this group of schools have the same reactions, experiences, and beliefs as those related by instructors. The standard errors of the correlation coefficients are so small as to leave little doubt that the beliefs of the two groups have considerable community. Data received from the four groups of schools cannot be correlated with corresponding data from vocational agriculture teachers. It is therefore assumed that the correlation between two groups of administrators, or between two groups of agriculture teachers, is as high as that between administrators and agriculture teachers and consequently, that data are sufficiently reliable.

Presentation of data

First, the findings are presented as a whole in three tables. Table 1 shows the number of schools in each

group that found each of the problems mentioned as "no handicaps" in establishing and maintaining a department. Table 2 shows the number of schools in each group that experienced the problems mentioned as a "handicap only" in establishing and maintaining such a department. Table 3 shows the number of schools indicating that the problems mentioned proved to be "preventive handicaps" in establishing and maintaining a department.

Second, for the purpose of presenting comparisons of the handicaps experienced by the various groups of schools with the problems listed, the writer has grouped the problems on the basis of similarity, and their relation to particular phases of the vocational agriculture program.

One hundred and twenty-five, or 43 per cent of the questionnaires returned contained some additional problems or comments which indicated that there was a common interest for comparison of certain groups of problems. The writer used these suggestions as a basis for arranging the problems into groups. A comparison of experiences with each problem as indicated by administrators and vocational agriculture teachers is shown in tables and discussed in terms of "handicaps only" and "preventive handicaps".

The term "No handicap" is used in the discussion to indicate that the problems have not presented any difficulty.

The term "Handicap only" is used to indicate that the problem was a difficulty only--the difficulty lying somewhere between that which causes no concern and that which prevents a department from being established or maintained.

The term "Preventive handicap" is used to indicate that the problem presents a serious difficulty, and is considered by administrators and vocational agriculture teachers as preventive to the establishment and maintenance of a department.

General data.---Table 1 shows the per cent of schools in each group indicating that the problems mentioned in the questionnaire were "no handicaps" in the establishment and maintenance of a department of vocational agriculture. Seventy-nine per cent of the administrators in Group A, who represent schools that do not have a department now, contemplate "no handicaps" with these problems as compared to an average of 70.5 per cent of administrators in Group C, who are now maintaining a department. An average of 82.1 per cent of the administrators in Group B, who represent schools that have applied for establishment, anticipate that they will experience "no handicaps" after they have established a department, which compares very nearly to the average of 83.1 per cent of the vocational agriculture teachers who are now experiencing "no handicaps". Group C, which represents the dropped departments, shows that an average of 60.7

of the administrators experienced "no handicaps" with the problems mentioned.

Table 2 shows the per cent of schools in each of the four groups indicating the problems mentioned as "handicaps only". It shows that Groups A and B, which are schools that have not actually experienced the problems mentioned, agree very nearly in per cent of anticipated "handicaps only", showing a difference of an average of only 3.6 per cent. Group C, which are schools now maintaining a department, shows that an average of 27.7 per cent of the administrators are now experiencing these problems as "handicaps only" as compared to an average of 16.7 per cent of the instructors in this same group. An average of 22.8 per cent of the administrators in Group C, who represent the schools that have dropped the department, indicate that they experienced these problems as "handicaps only".

Table 3 shows the percent of schools in each of the four groups that have indicated the problems mentioned as "preventive handicaps" to the establishment and maintenance of a vocational agriculture department. Groups A and B, which represent the schools that plan on maintaining a department, indicate that an average of 5.4 per cent and 2.6 per cent of the administrators, respectively anticipate "preventive handicaps" with the problems mentioned. An average of only 1.8 per cent of the administrators in Group C now experience "preventive handicaps"

with the problems mentioned as compared with 2.4 per cent of the agriculture teachers in the same group. Group D, which represents the schools that have dropped the department, shows that an average of 14.8 per cent of the administrators in these schools experienced "preventive handicaps" with the problems mentioned.

Table 1.--SCHOOLS INDICATING THAT THEY HAD NO HANDICAPS

Group A			Group B		Group C				Group D	
No. of prob.	No. of sch.	Per cent	No. of sch.	Per cent	Admin-istr.		Instr.		No. of sch.	Per cent
					No. of sch.	Per cent	No. of sch.	Per cent		
1	13	61.9	15	83.3	80	60.6	80	74.4	9	33.3
2	15	71.4	16	88.9	75	56.7	78	76.5	8	28.9
3	16	76.2	17	94.5	102	77.3	89	87.3	12	44.5
4	12	57.2	11	61.1	51	38.1	64	62.8	12	44.5
5	15	71.4	13	72.2	82	61.8	91	89.2	15	55.6
6	17	81.0	16	88.9	98	74.2	62	60.8	16	59.3
7	16	76.2	15	83.3	75	56.8	87	85.3	10	37.1
8	18	85.7	16	88.9	94	71.2	95	93.1	14	51.9
9	20	95.2	18	100.0	95	71.7	80	78.4	18	66.7
10	15	71.4	16	88.9	89	67.4	69	67.6	19	70.4
11	16	76.2	12	66.7	70	52.7	82	80.4	11	48.2
12	15	71.4	13	72.2	94	71.2	85	83.3	16	59.3
13	19	90.5	15	83.3	113	85.6	96	94.1	19	70.4
14	14	66.7	16	88.9	76	57.6	69	67.7	10	37.1
15	17	81.0	18	100.0	106	80.3	97	95.1	15	55.6
16	18	85.7	12	66.7	100	75.8	85	83.3	16	59.3
17	18	85.7	17	94.5	104	78.8	83	81.4	15	55.6
18	18	85.7	12	66.7	67	50.8	50	49.0	12	44.5
19	17	81.0	18	100.0	113	85.6	94	92.2	18	66.7
20	18	85.7	18	100.0	91	69.0	81	80.4	22	81.5
21	20	95.2	18	100.0	122	92.4	87	85.3	21	77.8
22	20	95.2	16	88.9	123	93.2	96	94.1	24	88.9
23	19	90.5	18	100.0	121	91.7	79	77.5	21	77.8
24	17	81.0	18	100.0	117	88.7	71	69.6	22	81.5
25	17	81.0	16	89.9	76	57.5	88	86.3	19	70.4
26	15	71.4	16	88.9	98	73.5	80	78.4	19	70.4
27	15	71.4	13	72.2	84	63.7	83	81.4	14	51.9
Average	--	79.3	--	82.1	--	70.5	--	83.1	--	60.7

Table 2.--GROUPS OF SCHOOLS INDICATING HANDICAPS ONLY

Group A			Group B		Group C				Group D	
No. of prob.	No. of sch.	Per cent	No. of sch.	Per cent	Admin-istr.		Instr.		No. of sch.	Per cent
					No. of sch.	Per cent	No. of sch.	Per cent		
1	6	28.6	3	16.7	47	35.7	19	18.6	15	55.5
2	4	19.0	2	11.1	54	41.0	19	18.6	11	40.7
3	4	19.0	1	5.5	25	18.9	11	10.8	10	37.0
4	6	28.6	5	27.8	74	56.7	34	33.3	9	33.3
5	3	14.3	3	16.7	45	34.4	9	8.8	9	33.3
6	4	19.0	1	5.5	34	25.7	39	38.2	8	29.6
7	4	19.0	3	16.7	55	41.7	14	13.7	10	37.0
8	3	14.3	1	5.5	36	27.3	5	4.9	11	40.7
9	1	4.8	...	....	37	28.3	16	15.7	5	18.5
10	5	23.8	2	11.1	40	30.3	29	28.4	6	22.2
11	2	9.5	5	27.8	60	45.4	16	15.7	6	22.2
12	4	19.0	4	22.2	34	25.7	13	12.7	4	14.8
13	2	9.5	1	5.5	19	14.4	3	2.9	6	22.2
14	1	4.8	2	11.1	52	39.4	27	26.5	8	29.6
15	3	14.3	...	....	24	18.2	4	3.9	7	25.9
16	3	14.3	5	27.8	31	23.5	16	15.7	8	29.6
17	2	9.5	1	5.5	28	21.2	16	15.7	6	22.2
18	2	9.5	5	27.8	62	47.0	44	43.1	6	22.2
19	3	14.3	...	....	16	12.1	7	1.9	8	29.6
20	3	14.3	...	....	40	30.3	20	19.6	4	14.8
21	1	4.8	...	....	10	7.6	15	14.7	6	22.2
22	1	4.8	2	11.1	8	6.1	4	3.9	2	7.4
23	2	9.5	...	....	9	6.8	18	17.6	5	18.5
24	3	14.3	...	....	14	10.6	25	24.5	5	18.5
25	3	14.3	1	5.5	54	41.0	14	13.7	6	22.2
26	5	23.8	2	11.1	32	25.0	20	19.6	5	18.5
27	6	28.6	5	27.8	46	34.8	18	17.6	8	29.6
Average	...	15.1	...	11.5	...	27.7	...	16.7	...	22.8

Table 3.--GROUPS OF SCHOOLS INDICATING PREVENTIVE HANDICAPS

Group A			Group B		Group C				Group D	
No. of prob.	No. of sch.	Per cent	No. of sch.	Per cent	Admin-istr.		Instr.		No. of sch.	Per cent
					No. of sch.	Per cent	No. of sch.	Per cent		
1	2	9.5	...	....	5	3.8	2	2.0	3	11.1
2	2	9.5	...	....	3	2.3	5	4.9	8	29.6
3	1	4.8	...	....	5	3.8	2	2.0	5	18.5
4	3	14.3	2	11.1	7	5.3	4	3.9	6	22.2
5	3	14.3	2	11.1	5	3.8	2	2.0	3	11.1
6	...	....	1	5.5	...	...	1	1.0	3	11.1
7	1	4.8	...	....	2	1.5	1	1.0	7	25.9
8	...	....	1	5.5	2	1.5	2	2.0	2	7.4
9	...	....	...	....	...	...	6	5.9	4	14.8
10	1	4.8	...	....	3	2.3	4	3.9	2	7.4
11	3	14.3	1	5.5	2	1.9	4	3.9	8	29.6
12	2	9.5	1	5.5	4	3.0	4	3.9	7	25.9
13	...	....	2	11.1	...	...	3	2.9	2	7.4
14	6	28.6	...	....	4	3.0	6	5.9	9	33.3
15	1	4.8	...	....	2	1.5	1	1.0	5	18.5
16	...	....	1	5.5	1	.7	1	1.0	3	11.1
17	1	4.8	...	....	...	...	3	2.9	6	22.2
18	1	4.8	1	5.5	3	2.3	8	7.8	9	33.3
19	1	4.8	...	....	3	2.3	1	1.0	1	4.0
20	...	....	...	....	1	.7	1	1.0	1	4.0
21	...	....	...	....	...	...	...	...	...	....
22	...	....	...	....	1	.7	2	2.0	1	4.0
23	...	....	...	....	2	1.5	5	4.9	1	3.7
24	1	4.8	...	....	1	.7	6	5.9	...	....
25	1	4.8	1	5.5	2	1.5	...	...	4	14.8
26	1	4.8	...	....	2	1.5	2	2.0	3	11.1
27	...	....	...	....	2	1.5	1	2.0	5	18.5
Average	...	5.4	...	2.6	...	1.8	...	2.4	...	14.8

Teacher efficiency

A presentation of the per cent of administrators in each of the four groups of schools that have classified the problems mentioned as "handicaps only" or "preventive handicaps", is found in Table 4. The figures are not to be considered as objective facts, but represent the reactions, beliefs and experiences of those that answered the problems.

Table 4.--PROBLEMS RELATING TO TEACHER EFFICIENCY
IN VOCATIONAL AGRICULTURE DEPARTMENTS

Groups of schools and the way problems were indicated by administrators	Per cent of indications		
	Prob. 1 <u>a/</u>	Prob. 2 <u>b/</u>	Prob. 3 <u>c/</u>
A. Contemplating establishment			
Handicaps only	28.6	19.0	19.0
Preventive handicaps	9.5	9.5	4.8
B. Applied for establishment			
Handicaps only	16.7	11.1	5.5
Preventive handicaps	.....	.....	.....
C. Now maintaining a department			
Handicaps only	35.7	41.0	18.9
Preventive handicaps	3.8	2.3	3.8
D. Dropped departments			
Handicaps only	55.5	40.7	37.0
Preventive handicaps	11.1	29.6	18.5

a/ Problem 1: Unable to find a teacher with proper training and experience.

b/ Problem 2: Teacher fails to sell the work to the students and community.

c/ Problem 3: Teacher incapable of dealing with adults in evening class work.

The group of questions referred to in this Table relate to the efficiency of the teacher of vocational agriculture. The same questionnaire was sent to the teachers of agriculture as was sent to the administrators, but due to the probability of error arising from self-interest, the responses made by the teachers on this particular group of questions will not be considered in this comparison. However, in all other tables that follow, the per cent of responses made on each problem by the instructors will serve as very valuable information for comparison.

This table shows that 28.6 per cent of the administrators in schools contemplating establishment anticipated difficulty in getting a teacher with proper training, which would tend to operate as a "handicap only" in establishing and maintaining a department, while only 9.5 per cent of the administrators of this same group of schools indicate that this problem will operate to prevent establishing and maintaining such a department. One hundred per cent of the administrators in schools that have applied for establishment of a department, feel reasonably certain that the problem of finding a teacher with proper training and experience will be no "preventive handicap" for them in building up a department. However, 16.7 per cent of the administrators in this same group anticipate a difficulty in finding teachers that have the proper training and experience.

In the group of schools now maintaining a department 35.7 per cent of the administrators have experienced the problem of finding a teacher that has proper training and experience as a handicap to establishing and maintaining of a department, while only a small per cent (3.8) of the administrators in this group feel that this handicap prevents establishment and maintenance of such a department.

Fifty-five per cent of the administrators in schools that have dropped their department show that the problem of finding a teacher that has proper training and experience is a handicap which they have actually encountered, and that in 11.1 per cent of cases this problem has become a "preventive handicap", and has caused departments to be dropped.

The table shows further that the problem of the teacher failing to sell the work to the students and community is anticipated by 19 per cent of the administrators in schools contemplating establishment of a department, and that 9.6 per cent of the administrators of this group consider the problem serious enough to expect it to operate as a "preventive handicap" in establishing and maintaining a department. Administrators in schools that have applied for establishment of a department believe that this problem should not present a "preventive handicap" whatever, and only 11.1 per cent of the admin-

istrators in this group anticipated this problem to be a "handicap only".

In the schools now maintaining a department, it is found that 41 per cent of the administrators are experiencing this problem as a "handicap only", that a very small per cent (2.3) operate as a "preventive handicap". Also 40.7 per cent of the administrators in schools that dropped the department were found to have experienced this problem as "handicaps only", but on the other hand, showed that 26.3 per cent more administrators indicated that this problem was a "preventive handicap". This "preventive handicap" was 27.3 per cent more serious among schools that dropped their departments than was found in schools now maintaining a department.

Administrators in schools contemplating establishment of a vocational agriculture department are just as seriously concerned about the problem of finding a teacher that will be able to deal with adults in evening class work as they are in finding a teacher who sells the work to the students and community. Nineteen per cent of the administrators anticipated this problem as a "handicap only" against only 5.5 per cent of administrators in schools having applied for a department. Administrators having applied for a department feel that this problem will not present a handicap in the operation of a department.

Eight per cent of the administrators in the schools now maintaining a department are experiencing this problem as a "handicap only" as compared with 37 per cent of administrators in schools that have dropped the department. Eighteen per cent of the administrators in schools that dropped the department indicated this problem to be a "preventive handicap" in maintaining their department.

In general, the table shows that schools now maintaining a department quite definitely encounter the problem of finding an efficient teacher for vocational agriculture. If schools that dropped their department found the inefficient teacher to be a "preventive handicap" in 29 per cent of the cases, the problem is serious enough to warn schools that plan to establish a department, as well as those now operating a department, to guard against getting teachers that they believe are not properly trained. It is quite evident that administrators feel that it is better not to have a teacher at all than to have a poor one. The Kansas State Board of Vocational Education (11:110) reports that teachers are not sent out to teach much better prepared. Cubberly (2:510) maintains that good teachers lessen the administrative load.

Professional interest

Table 5 shows a comparison of professional interest expressed for vocational agriculture by administra-

tors and instructors of the various groups of schools. In the discussion of this table it should be kept in mind that administrators and teachers are expressing their beliefs, and reactions; they are not necessarily giving facts.

Table 5.--PROBLEMS RELATING TO THE INTEREST EXPRESSED BY ADMINISTRATORS FOR VOCATIONAL AGRICULTURE

Groups of schools and the way problems were indicated by administrators and vocational agr. teachers	Per cent of indications		
	Prob. 4 a/	Prob. 23 b/	Prob. 24 c/
A. Contemplating establishment			
Handicaps only	28.6	9.5	14.3
Preventive handicaps	14.3	....	4.8
B. Applied for establishment			
Handicaps only	16.7	....	....
Preventive handicaps	11.1	....	....
C. Now maintaining a department			
Administrators only - - -			
Handicaps only	56.7	6.8	10.6
Preventive handicaps	5.3	1.5	.7
Instructors - - - - -			
Handicaps only	33.3	17.6	24.5
Preventive handicaps	3.9	4.9	5.9
D. Dropped departments			
Handicaps only	33.3	18.5	18.5
Preventive handicaps	22.2	3.7	....

a/ Problem 4: Salary of vocational agriculture teacher is higher than that of other teachers.

b/ Problem 23: Superintendent and principal are not interested in vocational agriculture.

c/ Problem 24: Superintendent and principal are not acquainted with vocational agriculture program.

It is interesting to note that a general opinion prevails in 28.6 per cent of the schools contemplating establishment of a department, and in 16.7 per cent of the schools that have applied for establishment, that the salary of the agriculture teacher is expected to be higher in comparison to the salary scale of other teachers. Administrators do not indicate whether the salary is considered upon a monthly basis or upon the total year of service. In 56 per cent of the schools now maintaining a department, administrators show that the vocational agriculture teacher's salary is higher than that received by other teachers in the same system, which results in definite handicaps if compared with the number of other teachers in the system who have not expressed a sympathetic attitude toward this department as shown in Table 8. Thirty-three per cent of the vocational agriculture teachers indicate that their salary is higher than that received by other fellow teachers, and it is again shown that in 33.3 per cent of the schools that have dropped their departments, this problem was a definite handicap to the maintaining of a department and caused 22.2 per cent of the schools to drop their departments.

Apparently the salary problem has no anticipated effect upon the interest displayed by the administrators in schools that do not have a department now, and

in schools that have applied for establishment, show that very nearly 100 per cent of the administrators display an interest in this type of a program. But administrators in 14.3 per cent of the schools contemplating establishment of a department show that they are not well acquainted with the program. Ten per cent of the administrators in schools that now have a department indicate that they are not adequately acquainted with the program in their own schools, while only 6 per cent in this group show that they are not interested.

Instructors feel that in 17.6 per cent of cases administrators do not show an interest in their work, and that 24.5 per cent of the administrators in schools now maintaining a department do not understand the operation of the department. This picture as presented by the instructors when compared with the indications made by administrators on these same problems, shows that instructors have a tendency to feel neglected in their department.

This Table 5 definitely shows that departments have not been dropped because of lack of interest on the part of the administrators, although this problem existed in 18.5 per cent of the schools, which is an indication, no doubt, that it has influenced to some degree the discontinuance of the department.

The writer believes from the study of Table 5 that the salaries received by vocational agriculture

teachers are higher than that received by other teachers. The data are not able to prove on a factual basis, that the beliefs expressed here are based upon the salary per month or upon the total salary for a year of service. This problem has been indicated as a "handicap only" by administrators in 56.7 per cent of schools now maintaining a department, 16.7 per cent of schools that have applied for establishment, 28.6 per cent of the schools contemplating establishment, and 33.3 per cent of the schools that have dropped the department. A comment made by an administrator on a questionnaire returned read as follows:

This problem of teacher salary could be solved, and should be solved by raising the salary of the other teachers to meet the salary of the vocational agriculture teacher, then all would be happy.

Table 5 shows that there is some evidence that administrators in schools now maintaining a department have not done their part in building up their interest in this department by attempting to become better acquainted with its program. Tenney (17:214) in 1939, made a survey among 39 state supervisors and found that 33 reported that the interest displayed by superintendent and principals was one definite factor affecting the establishment of a department.

Daily program of work

The two problems in this table have no particular mutual relationship, and will probably not be found to exist in the same schools. However, it represents the attitudes of administrators for comparative purposes.

Table 6.--PROBLEMS RELATING TO THE DAILY PROGRAM OF WORK FOR VOCATIONAL AGRICULTURE TEACHERS

Groups of schools and the way problems were indicated by administrators and vocational agr. teachers	Per cent of indications	
	Prob. 5 a/	Prob. 6 b/
A. Contemplating establishment		
Handicaps only	14.3	19.0
Preventive handicaps	14.3	....
B. Applied for establishment		
Handicaps only	16.7	5.5
Preventive handicaps	11.1	5.5
C. Now maintaining a department		
Administrators - - - - -		
Handicaps only	34.4	25.7
Preventive handicaps	3.8	....
Instructors - - - - -		
Handicaps only	8.8	32.2
Preventive handicaps	2.0	1.0
D. Dropped departments		
Handicaps only	33.3	29.6
Preventive handicaps	11.1	11.1

a/ Problem 5: The vocational agriculture teacher is not readily available for non-vocational subjects although his full time is not used by his department.

[It is to be understood that vocational agriculture teachers are permitted to teach other courses if proper adjustments are made for state remuneration.]

b/ Problem 6: Vocational agriculture has too many fields within the subject for one instructor to handle properly.

The administrators in schools contemplating establishment seem to indicate that the problem of not having the vocational agriculture teacher readily available to teach non-vocational subjects, proved to be a "handicap only" in 14.3 per cent of the cases, and this same group of administrators also anticipated that in 14.3 per cent of the cases this problem would be a "preventive handicap" to the establishment and maintenance of a department. In schools that have applied for establishment of a department 16.7 per cent of the administrators anticipated "handicaps only", and 11.1 per cent thought that this problem would be preventive to the operation of a department.

In schools now maintaining a department, 34.4 per cent of the cases showed that when vocational agriculture teachers were not readily available for non-vocational subjects, except only after readjusting his connections with the state, proved to be a "handicap only" to the department. However, this problem represented only 3.8 per cent of "preventive handicaps", which shows that the problem clearly exists as beliefs among administrators, but not as a "preventive handicap" in schools now maintaining a department. The instructors in this same group of schools indicated that few handicaps existed because of this problem and therefore, does not deserve consideration.

Schools that dropped the department found as many handicaps to exist in the above mentioned problem as were indicated by administrators in schools now maintaining a department. However, the schools that dropped the department found this problem to operate as a "preventive handicap" in 11.1 per cent of the cases. It is interesting to note that the schools anticipating establishment of a department also indicate 11.1 per cent of "preventive handicaps". This is to be considered only as an indication of belief that if the agriculture teacher would not be readily available to teach other classes that a difficulty would exist.

Administrators contemplating establishment of a department believe that in 19 per cent of the cases, the vocational agriculture teacher would have too many fields of instruction within the subject to handle it properly. They however, do not anticipate this to be a serious handicap to the operation of a department. The schools that have applied for establishment of a department anticipate no difficulties whatever because of this problem.

In schools now maintaining a department 25 per cent of the administrators feel that the field of instruction in vocational agriculture is too broad for one teacher, and operates as a "handicap only" to the proper performance of the job. As a comparison to the administrators of the group of schools just mentioned, 38 per cent, or 12.5 per cent more of the instructors show that

this is a "handicap only" in carrying on effective work. Comments made by instructors indicate that their greatest problem is the proper allotment of time for the great variety of fields in which instruction is required. Twenty-nine per cent of the schools that dropped the department found this problem a "handicap only", and in 11.1 per cent of the cases the many fields of instruction within the subject operated as a "preventive handicap" and caused departments to be dropped.

Administrators believe a "handicap only" exists if the agriculture teacher cannot be easily shifted to another class. The writer wishes to state here that this is possible if the proper arrangement is made with both local and state sources of remuneration. Attention is also directed to the desirability of organizing part-time and evening classes.

The results of the findings indicate that in schools where full-time departments are in operation it would be far better if administrators would not expect extra-curricular activities or any additional work be taken care of by the agriculture teacher. It is quite well agreed among administrators, as can be seen in Table 6, that the teacher's load is already too heavy where full time departments are in operation.

Parent interest

The following table shows a comparison of the ineffectiveness of the summer program and crop failure in relationship to the interest in vocational agriculture expressed by parents.

Table 7.--PROBLEMS RELATING TO PARENT INTEREST IN THE VOCATIONAL AGRICULTURE PROGRAM

Group of schools and the way problems were indicated by administrators and vocational agri. teachers	Per cent of indications		
	Prob. 7 a/	Prob. 17 b/	Prob. 18 c/
A. Contemplating establishment			
Handicaps only	19.0	9.5	9.5
Preventive handicaps	4.8	4.8	4.8
B. Applied for establishment			
Handicaps only	16.7	5.5	27.8
Preventive handicaps	....	....	5.5
C. Now maintaining a department			
Administrators - - - - -			
Handicaps only	41.7	21.2	47.0
Preventive handicaps	1.5	....	2.3
Instructors - - - - -			
Handicaps only	13.7	15.7	43.1
Preventive handicaps	1.0	2.9	7.8
D. Dropped departments			
Handicaps only	37.0	22.2	22.2
Preventive handicaps	25.9	22.2	33.3

a/ Problem 7: The summer program is ineffective.

b/ Problem 17: Parents are not interested in vocational agriculture.

c/ Problem 18: Loss of interest in vocational agriculture because of crop failure.

Table 7 shows that 19 per cent of the schools contemplating establishment, and 16.7 per cent of the schools already having applied for establishment anticipate a difficulty in maintaining an effective summer program in vocational agriculture. In the group of schools now maintaining a department 41 per cent of the administrators indicate this problem to operate as a "handicap only" as compared to 13 per cent of cases indicated by the instructor in the same group of schools. Thirty-seven per cent of the administrators in schools that dropped the department, indicate that the summer program is ineffective, and in 25 per cent of the cases has caused departments to be dropped.

The two groups of schools not having a department at present show that a very small per cent of the parents are not interested. There is an implication however, that parents in these communities may not be acquainted with the program because the Table shows that 27 per cent of the parents are not interested in vocational agriculture in communities where a department is in actual operation. While 22 per cent of the administrators in schools that have dropped the department show no interest of the parents, and also in 22 per cent of the cases this lack of parent interest has proved to be a "preventive handicap" and caused departments to be dropped.

Schools contemplating the establishment of a department anticipate very few cases in which the interest

would be lost because of crop failure, while in cases where schools have already applied for establishment this problem is anticipated as a "handicap only" in 27 per cent of the schools.

Schools now maintaining a department show that in 47 per cent of the cases, interest has been lost in vocational agriculture because of crop failure. A study of the map of Kansas shows that 70 per cent of the schools maintaining a department which responded to this questionnaire are located in the eastern half of the State. Crop failures have mostly been confined to the western half of the State, and yet schools that have dropped the department are quite evenly scattered over the State. In the eastern half 17 schools have dropped the department and 14 schools in the western half have also dropped the department. It is interesting to note however, that in only 2.3 per cent of the cases in schools now maintaining a department does the lack of interest because of crop failure tend to operate as a "preventive handicap" to the maintaining of a department. Thirty-three per cent of the schools that have dropped the department show that interest has been lost in vocational agriculture, and has caused departments to be dropped.

It seems to be the general belief that in this parent interest relationship the efficiency of the instructor is the greatest single deciding factor. It is evident that the summer program is a very integral part

of the vocational agriculture program, and if this work is ineffectively supervised the parent interest will be definitely affected. This calls for good organization of projects on the part of the instructor, especially where he needs to cope with crop failures. Ekstrom (4:181) in 1937 found as a result of a survey made among 106 superintendents, that 54 indicated the summer program to be their greatest problem.

Cooperation with other departments

A presentation of the problems relating to the cooperation of vocational agriculture department with that of other departments in school is shown in Table 8.

Table 8.--PROBLEMS RELATING TO COOPERATION OF THE
VOCATIONAL AGRICULTURE DEPARTMENT WITH OTHER
DEPARTMENTS IN SCHOOL

Group of schools and the way problems were indicated by administrators and vocational agr. teachers	Per cent of indications			
	Prob.8 a/	Prob.9 b/	Prob.10 c/	Prob.27 d/
A. Contemplating establishment				
Handicaps only	14.3	4.8	23.8	28.6
Preventive handicaps	....	....	4.8	....
B. Applied for establishment				
Handicaps only	5.5	....	11.1	27.8
Preventive handicaps	5.5	....	....	....
C. Now maintaining a department				
Administrators - - - -				
Handicaps only	27.3	28.3	30.3	34.8
Preventive handicaps	1.5	....	2.3	1.5
Instructors - - - -				
Handicaps only	4.9	15.7	28.4	17.6
Preventive handicaps	2.0	5.9	3.9	2.0
D. Dropped departments				
Handicaps only	40.7	18.5	22.2	29.6
Preventive handicaps	7.4	14.8	7.4	18.5

a/ Problem 8: Vocational agriculture teacher gets up his course as the ideal course.

b/ Problem 9: Lack of cooperation between vocational agriculture teacher and the administrator.

c/ Problem 10: Other teachers are not sympathetic with vocational agriculture.

d/ Problem 27: Vocational agriculture activities often break into the school program and cause misunderstanding between this department and other departments in school.

It is interesting to note how the responses vary as given by the administrators and instructors of the various groups of schools represented in this Table. The findings show that administrators believe that this department, like all other good departments, has a tendency to set up its course as the ideal course. The administrators in schools contemplating establishment of a department anticipate that in 14 per cent of the cases the vocational agriculture teacher sets up his course as the ideal course. Administrators of schools that have applied for establishment anticipate no difficulty with this problem, while 27.3 per cent of the administrators in schools now maintaining a department show that this problem has become a "handicap only", but that this handicap is not a serious "preventive handicap" in the establishing and maintaining of such a department. Forty per cent of the administrators that have dropped the department indicate that they experienced this difficulty but caused only 7.4 per cent of the schools to drop their departments.

The schools that experienced a large per cent of "handicaps only" because the teacher considered his course ideal and disparaged other courses, invariably show a high per cent of difficulties because of a lack of cooperation between the administration and the vocational agriculture department. For example: schools in the two groups not maintaining a department anticipate

no handicaps whatever because they have had no experience with a vocational agriculture teacher. However, in the schools now maintaining a department 28.3 per cent of the administrators indicate a lack of cooperation among departments partly due to the 27 per cent of cases indicated where the teacher sets up his course as the ideal course to the disparagement of other courses. One situation naturally influences the other. The table shows that 15 per cent of the instructors also feel that there is a lack of proper cooperation among superintendents and vocational agriculture teachers, and in 28.3 per cent of the cases the instructors show that teachers of other departments are not sympathetic toward the vocational agriculture department. The schools contemplating establishment indicate that in 23 per cent of cases they anticipate that other teachers will not be in sympathy with a vocational agriculture program for their school.

Administrators of the schools that have dropped the department show that in 40.7 per cent of the schools, vocational agriculture teachers have disparaged other departments causing 7.4 per cent to become "preventive handicaps" to the maintaining of a department. Eighteen per cent of the administrators in this group indicated difficulty in establishing the proper cooperation with the department and found that in 22 per cent of the cases, other teachers were not sympathetic toward vocational agricul-

ture. This lack of sympathy was largely due to the 29 per cent of cases showing that vocational agriculture activities conflicted too often with the regular school program and caused unsatisfactory situations among the departments.

Administrators in the schools contemplating establishment show that in 28.6 per cent of the cases "handicaps only" are anticipated because of the improper time allotments for activities necessary in such a department. This again is emphasized by 27.8 per cent of the schools that have applied for establishment, and 34.8 per cent of the schools now maintaining a department show a definite concern about this problem. Twenty-nine per cent of the administrators experienced that vocational agriculture activities broke into the regular school program and caused 18.5 per cent of these schools to drop their department.

The writer believes that it is quite evident from the study of these problems that schools now maintaining a vocational agriculture department are experiencing difficulties which are, no doubt, due to the different personalities in the teaching force in different departments within the same system.

Cost and maintenance

The following table shows a comparison of problems as indicated by administrators and vocational agriculture teachers relative to the cost and maintenance of a department of vocational agriculture. The figures in this table represent the attitudes and beliefs of administrators and agriculture teachers. They are considered as subjective data and therefore do not prove in fact that the cost is too high.

Table 9.--PROBLEMS RELATING TO COST AND MAINTENANCE
OF A VOCATIONAL AGRICULTURE DEPARTMENT

Group of schools and the way problems were indicated by administrators and vocational agr. teachers	Per cent of indications		
	Prob. 11 a/	Prob. 12 b/	Prob. 13 c/
A. Contemplating establishment			
Handicaps only	9.5	19.0	9.5
Preventive handicaps	14.3	9.5	....
B. Applied for establishment			
Handicaps only	27.8	22.2	5.5
Preventive handicaps	5.5	5.5	11.1
C. Now maintaining a department			
Administrators - - - - -			
Handicaps only	45.4	25.7	14.4
Preventive handicaps	1.9	3.0	....
Instructors - - - - -			
Handicaps only	15.7	12.7	2.9
Preventive handicaps	3.9	3.9	2.9
D. Dropped departments			
Handicaps only	22.2	14.8	22.2
Preventive handicaps	29.6	25.9	7.4

a/ Problem 11: Cost per pupil too high.

b/ Problem 12: Cost and maintenance in building and equipment too high.

c/ Problem 13: Insufficient funds received from the state department. [It is not inferred here that these funds are necessary in all cases where a vocational agriculture department is maintained.]

Administrators of schools now contemplating the establishment of a department anticipate that the cost per pupil will be too high, and that this factor definitely operates as a "preventive handicap" in establishing such a department in 14.3 per cent of the schools in this group. The administrators in schools that have applied for establishment of a department show that in 27.8 per cent of cases they anticipate that the cost per pupil will be too high. To support the reactions given by administrators in schools that plan a department, administrators in schools now maintaining a department indicate that the cost per pupil is too high in 45.4 per cent of the schools. Many comments were made by administrators on the questionnaire returned and the general thought was that the cost per pupil was too high in comparison to non-vocational agriculture students. The data do not present actual costs per pupil and therefore, this datum does not prove that the cost in fact is too high. The percentages represent reactions and beliefs as given by those that answered the questionnaire.

In contrast to the opinions given by the administrators, the instructors of vocational agriculture indicate that the cost per pupil was only too high in 15.7 per cent of the cases, which is only one-third as large a group as was shown by administrators of schools in this same group. Administrators in schools that have dropped their departments showed that 25.9 per cent of

the departments were dropped because the cost per pupil was definitely a "preventive handicap" to the maintenance of the department.

Schools contemplating a department show that only a small per cent (9.5) of the administrators in this group indicate that the cost and maintenance of a building and equipment is preventing them from establishing a department. In 22.2 per cent of the schools that have applied for establishment, it is anticipated that the cost of maintenance in building and equipment will be too high. It is interesting to note that 11 per cent of the administrators in this group believe that the state funds are insufficient to the extent that it may prove a "preventive handicap", while 14.4 per cent of the administrators in schools now maintaining a department have experienced that the funds received are not as adequate as they would desire, but that the funds are sufficient to prevent them from dropping the department.

Twenty-five per cent of the administrators of schools that have departments maintain that the cost of maintenance in building and equipment is too high. However, there was no indication by administrators in this group that state funds were insufficient. The biggest difficulty experienced by instructors of vocational agriculture departments as was mentioned on the questionnaires returned, is sufficient building space and equipment which is necessary for the proper development and func-

tioning of such a department, and 12.7 per cent of the instructors believe that the cost of building and equipment is too high.

A study of the findings of this table show that there seems to be the general belief among administrators that the cost of operating a vocational agriculture department proves a definite "handicap only" in all groups of schools but not a "preventive handicap" except in only 14.3 per cent of the schools contemplating establishment and in schools that have dropped the department. Howard (9:119) in 1933, made an interesting study of the cost of operating a vocational agriculture department. He found that the cost of operating a department was much the same as that of science courses and lower than the cost of operating a manual training department. It is also concluded that the financial aid received from the state department is quite adequate in the majority of cases, which would not be a "preventive handicap". The findings do not present factual data to prove that the state aid received is sufficient, or that state aid is necessary to operate a department. The findings merely show the reactions and beliefs expressed by administrators.

Local factors affecting continuance

Table 10 represents a comparison of the problems as related to local conditions affecting the continuance of a vocational agriculture department.

Table 10.--PROBLEMS RELATING TO THE LOCAL FACTORS AFFECTING THE CONTINUANCE OF A DEPARTMENT

Groups of schools and the way problems were indicated by administrators and vocational agr. teachers	Per cent of indications		
	Prob.14 a/	Prob.15 b/	Prob.22 c/
A. Contemplating establishment			
Handicaps only	4.8	14.3	4.8
Preventive handicaps	28.6	4.8	....
B. Applied for establishment			
Handicaps only	11.1	....	11.1
Preventive handicaps	....	....	....
C. Now maintaining a department			
Administrators - - - -			
Handicaps only	39.4	18.2	6.1
Preventive handicaps	3.0	1.5	.7
Instructors - - - -			
Handicaps only	26.5	3.9	3.9
Preventive handicaps	5.9	1.0	2.0
D. Dropped departments			
Handicaps only	29.6	25.9	7.4
Preventive handicaps	33.3	18.5	4.0

a/ Problem 14: Enrollment is too small.

b/ Problem 15: Vocational agriculture is not popular with the student.

c/ Problem 22: Absorption of departments by municipal districts reaching into rural communities.

Administrators of schools contemplating establishment of a department show that in 28.6 per cent of the cases the small anticipated enrollment will definitely operate as a "preventive handicap", while 14.3 per cent of the administrators in this group anticipate that the vocational agriculture program will not be popular with the students. However, 81 per cent of the administrators believe that the problem of popularity can be overcome.

Schools that have applied for establishment show that in 11.1 per cent of the cases it is anticipated that the enrollment will be too small. Eleven per cent of the administrators in this group anticipate that the enrollment will be affected because near-by districts are drawing students out of their community.

In schools that now have a department, 39.4 per cent of the administrators show that the enrollment is too small but presents itself as a "handicap only", while in all but three per cent of the schools this handicap does not prevent the maintenance of a department. However, 26.5 per cent of the instructors indicate that they feel that the enrollment is too small which operates as a "handicap only" in properly maintaining a department.

The administrators in schools that have dropped the department show that in 29.6 per cent of the cases the enrollment was believed to be too small. This belief

definitely operated as a "handicap only" that prevented maintaining the department.

In 25.9 per cent of the schools that dropped the department it was stated that vocational agriculture was not popular with the students, and this belief (rightly or wrongly) was one of the factors that caused 18.5 per cent of the schools in this group to discontinue the department. The writer makes no attempt to refute or defend the propriety of letting the popularity of this course among students influence the establishment and maintenance of a department. He merely finds this to be a matter of concern to administrators who have dropped departments and is presenting his findings.

This table shows that "large municipal districts drawing students away from smaller districts" is anticipated only in 11.1 per cent of the schools that have applied for establishment. This would evidently mean that these schools are somewhat fearful that if they had a department, it would suffer because other large municipal districts are near which would draw students away from their department.

The general reactions as expressed by administrators seem to indicate that the small enrollment is keeping many schools from establishing a department, and that in schools now maintaining a department this operates as a definite "handicap only", but also does not prevent them from maintaining a department. The findings show

that small schools located near large municipal districts invariably find that their departments suffer because students are drawn from their district.

Allotment of time for the course

Table 11 shows a comparison of the problems relating to the allotment of time for students in vocational agriculture.

Table 11.--PROBLEMS RELATING TO STUDENT ALLOTMENT OF TIME FOR VOCATIONAL AGRICULTURE

Group of schools and the way problems were indicated by administrators and vocational agr. teachers	Per cent of indications	
	Prob. 16 a/	Prob. 19 b/
A. Contemplating establishment		
Handicaps only	14.3	14.3
Preventive handicaps	....	4.8
B. Applied for establishment		
Handicaps only	27.8	....
Preventive handicaps	5.5	....
C. Now maintaining a department		
Administrators - - - -		
Handicaps only	23.5	12.1
Preventive handicaps	.7	2.3
Instructors		
Handicaps only	15.7	1.9
Preventive handicaps	1.0	1.0
D. Dropped departments		
Handicaps only	29.6	29.6
Preventive handicaps	11.1	4.0

a/ Problem 16: The student is required to spend too much time in the vocational agriculture course.

b/ Problem 19: Students taking vocational agriculture often fail in other subjects because vocational work is too concentrated and the student is not able to budget his time.

The problem involved in this study as indicated in the table show quite clearly that administrators believe that the allotment of a student's time in one course will affect his work in another course. Administrators of 14.3 per cent of the schools that are contemplating on establishing a department anticipate that a course in vocational agriculture will require too much of the student's time and therefore, feel that in 14.3 per cent of the cases they will fail in other courses because their time will be limited for preparation. However, there are only 4.8 per cent of the administrators in this group who believe that this would be a "preventive handicap" in establishing and maintaining a department.

Twenty-seven of the administrators in schools that have applied, anticipate that students will have to spend too much time, but not any have indicated that students are expected to fail in other courses because they are required to spend too much time in vocational agriculture.

Administrators in schools now maintaining a department show that in 23.5 per cent of the cases the student is required to spend too much time in vocational agriculture, and also show that in 12 per cent of the cases students fail because of this, in other courses. Vocational agriculture teachers indicate that in 15.7 per cent of the cases students are required to spend too much time but only 1.9 per cent of these instructors believe that

this is the cause for students to fail in other courses.

Twenty-nine per cent of the administrators in schools that have dropped the department show that students had to spend too much time in this course and caused failures in other courses taken by these students. In this group, 11 per cent of the schools were influenced to drop their department because students were required to spend too much time in it. However, only in schools that dropped the department were these problems found to operate as "preventive handicaps". Schools not operating a department anticipated no difficulty with these problems.

Class activities

The following table shows by comparison the per cent of administrators and agriculture teachers that checked the problems relating to the activities in vocational agriculture outside of the regular classroom work.

Table 12.--PROBLEMS RELATING TO OUT-OF-CLASS
ACTIVITIES IN A VOCATIONAL AGRICULTURE
PROGRAM

Group of schools and the way problems were indicated by administrators and vocational agr. teacher	Per cent of indications	
	Prob. 20 a/	Prob. 21 b/
A. Contemplating establishment		
Handicaps only	14.3	4.8
Preventive handicaps	....	....
B. Applied for establishment		
Handicaps only	....	....
Preventive handicaps	....	....
C. Now maintaining a department		
Administrators - - - -		
Handicaps only	30.3	7.6
Preventive handicaps	.7	....
Instructors - - - -		
Handicaps only	19.6	14.7
Preventive handicaps	1.0	....
D. Dropped departments		
Handicaps only	14.8	22.2
Preventive handicaps	4.0	....

a/ Problem 20: Dangers connected with field trips and other travel.

b/ Problem 21: Parents are not in favor of clubs, F. F. A. and other organizations in vocational agriculture.

This table shows that the schools contemplating establishing a vocational agriculture department anticipate that in 14.3 per cent of the cases the dangers connected with the field trips and other travel necessary to carry out the activities of this department, will be a

handicap to the establishing and maintaining of such a department. In contrast, the schools that have applied for establishing a department do not anticipate any dangers mentioned in these problems. However, we find that 30.3 per cent of the administrators in schools now maintaining a department have experienced some difficulty on trips made by vocational agriculture students, but no difficulty encountered proved serious enough to be classified as a "preventive handicap" in maintaining a department. The data of this study do not show upon what facts the administrators have based their beliefs and reactions, but the findings present this problem to be a concern among administrators. Nineteen per cent of the instructors have experienced difficulties on trips but none were serious.

The two groups of schools, those contemplating establishment and those that have applied for establishment of a department, do not anticipate that parents will not be in favor of clubs, F. F. A., and other organizations in vocational agriculture. However, in schools now maintaining a department, agriculture teachers indicate that in 14.7 per cent of the cases parents are not interested in club work for the boys, while administrators indicate that only 7.6 per cent of the parents are not interested. Twenty-two per cent of the schools that dropped the department, indicated that the parents had not been interested in the club activities of the vocational agriculture department.

The writer feels that these two problems do not show a particularly great relationship toward each other, but that they present two definite pictures. However, the figures in this table show first, that criticisms regarding dangers in field trips and other travel are brought to the attention of administrators more frequently than to the instructors. This is substantiated by the fact that administrators reported that this problem operated as a "handicap only" in 30.3 per cent of the cases as compared to 19.6 per cent reported by the instructors. Second, on the other hand, the instructors experience more frequently how the work in clubs and other organizations is handicapped when parents are not in favor of this type of activity.

The figures in this table indicate that the general reaction among administrators is that these handicaps are not serious and do not prevent the establishing and maintaining of a department.

Local and state supervision

Table 13 shows the comparison of handicaps and preventive handicaps as were indicated by administrators and vocational agriculture teachers regarding the problems that relate to local and state supervision of vocational agriculture departments.

Table 13.--PROBLEMS RELATING TO LOCAL AND STATE
SUPERVISION OF VOCATIONAL AGRICULTURE

Group of schools and the way problems were indicated by administrators and vocational agr. teachers	Per cent of indications	
	Prob. 25 a/	Prob. 26 b/
A. Contemplating establishment		
Handicaps only	14.3	23.8
Preventive handicaps	4.8	4.8
B. Applied for establishment		
Handicaps only	5.5	11.1
Preventive handicaps	5.5	....
C. Now maintaining a department		
Administrators - - - -		
Handicaps only	41.0	25.0
Preventive handicaps	1.5	1.5
Instructors - - - -		
Handicaps only	13.7	19.6
Preventive handicaps	....	2.0
D. Dropped departments		
Handicaps only	22.2	18.5
Preventive handicaps	14.8	11.1

a/ Problem 25: Vocational agriculture is too much a department to itself or separate from local supervision.
b/ Problem 26: State and local supervision often do not agree.

This table shows that administrators vary in beliefs and experiences in regards to the supervisory arrangement between the state and local departments. It is interesting to note that 14.3 per cent of the schools contemplating establishment of a department feel that

such a department would be too much to itself or separate from local supervision. This, in all probability, is the reason why 23.8 per cent of the administrators in this same group indicated that they do not agree with the state supervisory program. However, only 4.8 per cent of these cases are classified as "preventive handicaps" to the establishment and maintenance of a vocational agriculture department.

The supervisory difficulties anticipated by schools that have applied for establishment of a department are negligible, indicating that only 11 per cent of the administrators in this group of schools believe that local and state supervision would not agree, and therefore this problem operates as a "handicap only".

Forty-one percent of the administrators in schools now maintaining vocational agriculture believe that the department is too much to itself or separate from local supervision, and that in 25 per cent of the cases the local and state supervisory agencies often do not agree. Thirteen percent of the instructors show that the department is too far separated from local supervision which causes frequent disagreement between the local and state supervision in 19.6 percent of the cases in the schools maintaining a department. In the group of schools that dropped the department 14.8 per cent of the administrators indicated that they believed that the department was too much to itself or separate from local supervision,

and 11.1 per cent believed that departments were dropped because the state and local supervision did not agree.

The findings in this table seem to indicate that administrators in schools now having a department feel that handicaps exist in local supervision of the department due to two supervisory agencies which are in many cases too far apart for immediate consultation. It is evident that each department, in various parts of the state, has its own local problems about which administrators were evidently concerned when they answered the questionnaire for this study. However, it is quite evident that these difficulties are "handicaps only" and that in all except in 1.5 per cent of the cases, they were overcome.

From the results in this table one may also safely estimate that not more than 1.5 per cent, if any, departments need to be dropped because of handicaps due to the combined local and state supervision.

Chapter V

SUMMARY AND LIMITATIONS

It has long been known that Kansas is an outstanding agriculture state, and affords unusual opportunities to develop an effective vocational agriculture program in all high schools within the agricultural areas of the state. These conditions should be a challenge to the administrators of the high schools in Kansas for developing a more effective agriculture program within the state.

The records and files in the office of the State Board of Vocational Education of Kansas show that there are 31 schools contemplating establishing a department, 29 schools that have applied for establishing a department, 160 schools that now have a department, 31 schools that have dropped the vocational agriculture department within the last ten years, making a total of 251 schools. Two hundred-fifteen or 80 per cent of the schools responded to the questionnaire which furnished the data for this study.

This study has been made to determine what the administrative problems are in establishing and maintaining a vocational agriculture department in the high schools of Kansas. The term "administrative problems" is

broadly used to include both the administrative and supervisory problems.

Methods and procedure

A check list of such problems was compiled from a review of literature, and from interviews with superintendents, principals, and vocational agriculture teachers. As a final check, this list, in questionnaire form, was discussed with the state supervisors in Kansas and Nebraska, and the Assistant State Superintendent of Public Instruction of Kansas. This led to some minor changes before it was used.

From the files in the office of the State Board of Vocational Education, four lists of schools were compiled for the purpose of classifying the schools into the following groups:

- Group A. Schools that have not established vocational agriculture departments but have contemplated it.
- Group B. Schools that have not established vocational agriculture departments but have made application for it.
- Group C. Schools that have vocational agriculture departments now in operation.
- Group D. Schools that have once had vocational agriculture departments but have dropped them in the past ten years.

Data received from administrators in Groups A and B will be referred to as anticipated problems.

Data received from administrators in Group C

will be considered as actual experiences, beliefs, or reactions regarding these problems.

Data received from administrators in Group D will be considered as experiences, beliefs, or reactions which they had when the departments were dropped.

These groups were made in order to include all the high schools that could give reliable information concerning the problem, and in order to make comparative judgments concerning the seriousness of each problem. Administrators and agriculture teachers were, in effect, asked on the questionnaire, to state whether a problem was (a) no handicap, (b) a handicap only, or (c) a preventive handicap.

Summary of the findings

A study of the findings of these administrative problems has shown that there are many handicaps and "preventive handicaps" that exist in establishing and maintaining a vocational agriculture department in the high schools of Kansas. By studying the seriousness of these problems it has been possible to find the most serious difficulties that exist in all groups of schools included in this study. The findings show that the problems in this study center around four major issues which will be summarized in the following paragraphs.

Salary.--The findings show clearly that administrators in schools included in this study, believe that

the present salary scale of the vocational agriculture teachers in general is higher than that of the other teachers. This is not understood to be an objective fact, and therefore, the writer does not attempt to prove that agriculture teachers actually get higher salaries, but merely presents the findings which show that 56.7 per cent of the administrators in schools now maintaining a department, 28.6 per cent of the administrators in schools contemplating a department, and 27.8 per cent of the administrators in schools that have applied for establishment of a department, believe that this problem presents a difficulty. It was also indicated that this problem operated as a "handicap only" in 33.7 per cent of the schools that dropped the department.

In connection with the above problem, the findings show that 30.3 per cent of the administrators in schools now maintaining a department, 28.4 per cent of the agriculture teachers, 11.1 per cent of the administrators in schools that have applied for establishment, and 23.8 per cent of the administrators in schools that contemplated establishment, believe that the other teachers in the system are not in sympathy with vocational agriculture. This problem was indicated as a "handicap only" in maintaining the department in 22.2 per cent of the schools that found it necessary to drop vocational agriculture.

Teacher efficiency.-- The findings show further that administrators have either found it difficult, or anticipate a difficulty in securing a well trained teacher to carry on the work in vocational agriculture. Thirty-five per cent of the administrators in schools now maintaining a department, 16.7 per cent of the administrators of the schools that have applied for establishment, and 28.6 per cent of the administrators in schools that contemplate establishment, have indicated this problem to be a "handicap only". Fifty-five per cent of the administrators of schools that dropped the department showed that this was a "handicap only" in maintaining the department.

It is interesting to note that in connection with the problem just mentioned that 41.7 per cent of the administrators in schools now maintaining a department, 16.7 per cent of the administrators in schools that have applied for establishment, 19 per cent of the administrators in schools contemplating establishment, believe that the ineffectively supervised summer program is a "handicap only". Administrators have expressed their belief that this problem has been a factor in causing departments to be dropped in 37 per cent of the cases.

Daily program.--A study of the findings show that 33.3 per cent of the administrators now maintaining a department, 17.6 per cent of the vocational agriculture teachers, 27.8 per cent of the administrators in schools

that have applied for establishment, and 28.6 per cent of the administrators in schools contemplating establishment feel that the vocational agriculture activities often break into the school program and cause a difficulty to other departments in school.

Cost, enrollment, interest.-- The findings show that the fourth major issue contains three closely related problems. The findings in these problems will be briefly summarized in the following order: reactions on the cost per pupil, size of enrollment, and loss of interest in the department.

The tables show that 45.4 per cent of the administrators, and 15 per cent of the agriculture teachers in schools now maintaining a department believe that the cost per pupil is too high, and that this operates as a "handicap only" in maintaining a department. The data for this problem represent the beliefs, reactions, and experiences of administrators which is a subjective fact concerning this problem. The writer does not attempt to accept or refute these beliefs and reactions expressed by administrators, and therefore, does not attempt to prove that the cost per pupil is in fact too high. Twenty-seven per cent of the administrators in schools that have applied for establishment anticipate that they believe the cost per pupil will be too high. This problem operated as a "handicap only" in 22.2 per cent of the schools that dropped the department.

In the problem of enrollment it was found that 39.4 per cent of the administrators in schools now maintaining a department, 26.5 per cent of the instructors, and 11.1 per cent of the administrators in schools that have applied for establishment, believe that their enrollment is too small. This operates as a "handicap only" in establishing and maintaining a department. In 29.6 per cent of the cases this handicap influenced departments to be dropped.

The findings show further, that 47 per cent of the administrators in schools now maintaining a department, 43.1 per cent of the instructors, 27.8 per cent of the administrators in schools that have applied for establishment, and 9.5 per cent of the administrators in schools contemplating establishment, indicate that the loss of interest in vocational agriculture is due to crop failures. This handicap has operated in 22.2 per cent of the schools that dropped the department.

This study shows that, in general among the majority of schools, the greatest per cent of problems mentioned proved to operate as "handicaps only". There were none of the problems mentioned that proved to be grave "preventive handicaps" in all the schools surveyed. The problems that showed the highest per cent of "preventive handicaps" did not operate in more than one-third of the schools that dropped the departments.

Limitations and weaknesses

When we compare a large number of problems found to exist in a number of schools, we are apt to draw our conclusions upon those most apparent and most easily observed. The seriousness of some of the problems that were found to exist was easily determined, while in others it was not so easily determined.

Due to the fact that this study included 215 schools in Kansas that had some connection with a vocational agriculture department, the writer was somewhat limited in time and insufficient funds for making more personal interviews with administrators and vocational agriculture teachers. These personal interviews would have supplied much additional information.

The writer wishes to take this opportunity to point out several weaknesses that have presented themselves while making this study.

This study would have been strengthened if the writer had been able to compare the problems found to exist in vocational agriculture departments in Kansas with those of several other similar agricultural states.

The writer recognized that a weakness exists in the lack of objective factual data on the problems relating to the cost and maintenance of a department, and on the teacher salary problem.

The schools in this study might have been classified according to size in addition to the group classification used.

The writer also feels that administrators and instructors have permitted personal opinions to influence them in answering the questionnaire. This has probably introduced errors in comparing and studying each factor.

Other problems for further study

This study is a fairly complete survey of the problems it attempted to study. There are, however, several more items which might be attached to these findings which would give a more complete picture of the administrative problems connected with a vocational agriculture department in the high schools of Kansas. Each of these items is a thesis in itself, and hence, beyond the reach of this study.

The following are several problems which the writer found that could be made in connection with this study:

1. A study of the activity program in vocational agriculture could be made to determine what administrators factors are involved in building a cooperative daily work schedule.
2. The cost per pupil in vocational agriculture as compared to the cost per pupil in other departments, particularly the cost per pupil borne by local taxpayers.

APPENDIX

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The following is a list of schools that were
included in this study

Group A. Schools contemplating establishment of a vocational agriculture department.

- | | |
|-----------------------|----------------------|
| 1. Almena H. S. | 12. Hamilton H. S. |
| 2. Anthony H. S. | 13. Hamlin H. S. |
| 3. Ashland H. S. | 14. Kirwin H. S. |
| 4. Beeler H. S. | 15. Lenora H. S. |
| 5. Belle Plaine H. S. | 16. Lewis H. S. |
| 6. Blue mound H. S. | 17. Otis R. H. S. |
| 7. Brownell H. S. | 18. Spivey H. S. |
| 8. Burns R. H. S. | 19. Whitewater H. S. |
| 9. Cheney H. S. | 20. Eureka H. S. |
| 10. Claflin R. H. S. | 21. Moline R. H. S. |
| 11. Denison R. H. S. | |

Group B. Schools that have applied for establishment of a department.

- | | |
|-----------------------|-------------------------|
| 1. Baldwin City H. S. | 10. Herndon H. S. |
| 2. Bison R. H. S. | 11. Hiawatha H. S. |
| 3. Centralia H. S. | 12. Isabel R. H. S. |
| 4. Cimarron H. S. | 13. Kismet R. H. S. |
| 5. Clayton H. S. | 14. Morland R. H. S. |
| 6. Dodge City H. S. | 15. Mt. Hope R. H. S. |
| 7. Elk City R. H. S. | 16. Neosho Rapids H. S. |
| 8. Eskridge R. H. S. | 17. Ness City H. S. |
| 9. Garnett H. S. | 18. Sharon H. S. |

Group C. Schools now maintaining a department.

- | | |
|--------------------------|--------------------------|
| 1. Abilene H. S. | 14. Beloit H. S. |
| 2. Alma H. S. | 15. Benedict Com. H. S. |
| 3. Labette Co. Com. H.S. | 16. Berryton R. H. S. |
| 4. Alta Vista H. S. | 17. Beverly R. H. S. |
| 5. Alton R. H. S. | 18. Bird City R. H. S. |
| 6. Argonia R. H. S. | 19. Blue Rapids H. S. |
| 7. Arkansas City H. S. | 20. Bonner Springs H. S. |
| 8. Attica H. S. | 21. Buhler R. H. S. |
| 9. Rawlins Co. Com. H.S. | 22. Burlington H. S. |
| 10. Auburn R. H. S. | 23. Byers R. H. S. |
| 11. Barnes H. S. | 24. Carbondale R. H. S. |
| 12. Bazine R. H. S. | 25. Chanute Trade School |
| 13. Belleville H. S. | 26. Cherryvale H. S. |

- 27. Clifton R. H. S.
- 28. Clay Co. Com. H.S.
- 29. Coats R. H. S.
- 30. Thomas Co. H. S.
- 31. Coldwater H. S.
- 32. Concordia H. S.
- 33. Chase Co. Com. H.S.
- 34. Council Grove H. S.
- 35. Delphos H. S.
- 36. Lane Co. Com. H. S.
- 37. Downs H. S.
- 38. Atchison Co. Com. H.S.
- 39. Eldorado Sr. H. S.
- 40. Ellis H. S.
- 41. Emporia H. S.
- 42. Fairview R. H. S.
- 43. Frankfort H. S.
- 44. Fredonia H. S.
- 45. Garden City H. S.
- 46. Gardner H. S.
- 47. Glasco H. S.
- 48. Sherman Co. Com. H.S.
- 49. Great Bend H. S.
- 50. Greenleaf H. S.
- 51. Grinnell R. H. S.
- 52. Haddam R. H. S.
- 53. Hannover R. H. S.
- 54. Harper H. S.
- 55. Harvey R. H. S.
- 56. Haven R. H. S.
- 57. Havensville R. H. S.
- 58. Hays H. S.
- 59. Hill City R. H. S.
- 60. Holcomb Com. H. S.
- 61. Holton H. S.
- 62. Hope R. H. S.
- 63. Horton H. S.
- 64. Howard H. S.
- 65. Hoyt R. H. S.
- 66. Inman R. H. S.
- 67. Iola H. S.
- 68. Kensington H. S.
- 69. Kingman H. S.
- 70. Kiowa H. S.
- 71. LaCrosse R. H. S.
- 72. LaCygne R. H. S.
- 73. Lawrence H. S.
- 74. Lebanon H. S.
- 75. Leon R. H. S.
- 76. LeoRoy H. S.
- 77. Little River H. S.
- 78. Longford R. H. S.
- 79. Manhattan H. S.
- 80. Marysville H. S.
- 81. Mayetta H. S.
- 82. McCune H. S.
- 83. McDonald H. S.
- 84. McPherson H. S.
- 85. Medicine Lodge H. S.
- 86. Melvern R. H. S.
- 87. Meriden R. H. S.
- 88. Shawnee Mission R.H.S.
- 89. Miltonvale R. H. S.
- 90. Morrowville R. H. S.
- 91. Mound City H. S.
- 92. Moundridge H. S.
- 93. Mulvane H. S.
- 94. Neodesha H. S.
- 95. Newton H. S.
- 96. Norcatour R. H. S.
- 97. Seaman R. H. S.
- 98. Norton Co. Com. H. S.
- 99. Norwich R. H. S.
- 100. Decatur Co. Com. H. S.
- 101. Olathe H. S.
- 102. Onaga R. H. S.
- 103. Osberne H. S.
- 104. Ottawa H. S.
- 105. Overbrook R. H. S.
- 106. Oxford R. H. S.
- 107. Paola H. S.
- 108. Parker H. S.
- 109. Parsons H. S.
- 110. Paxico R. H. S.
- 111. Phillipsburg H. S.
- 112. Pleasanton H. S.
- 113. Powhattan R. H. S.
- 114. Pratt H. S.
- 115. Quinter R. H. S.
- 116. Ramona R. H. S.
- 117. Randolph R. H. S.
- 118. Reading R. H. S.
- 119. Sabetha H. S.
- 120. Toledo Twp. H. S.
- 121. Silver Lake R. H. S.
- 122. Simpson R. H. S.
- 123. Smith Center H. S.
- 124. Soldier R. H. S.
- 125. Solomon R. H. S.
- 126. South Haven R. H. S.
- 127. Spearville H. S.
- 128. Stafford H. S.
- 129. Cheyenne Co. Com. H. S.
- 130. St. George R. H. S.

- | | |
|--------------------------------------|----------------------------|
| 131. Stocton H. S. | 139. Wakefield R. H. S. |
| 132. Syracuse H. S. | 140. Wagemego R. H. S. |
| 133. Tampa R. H. S. | 141. Washington H. S. |
| 134. Tonganoxie R. H. S. | 142. Waterville H. S. |
| 135. Highland Park H. S.
(Topeka) | 143. Webster R. H. S. |
| 136. Washburn R. H. S.
(Topeka) | 144. Wellsville H. S. |
| 137. Trego Co. Com. H.S. | 145. Westmoreland R. H. S. |
| 138. Valley Falls H. S. | 146. Williamsburg R. H. S. |
| | 147. Winfield H. S. |
| | 148. Woodston R. H. S. |

Group D. Have dropped the department.

- | | |
|----------------------|---------------------------|
| 1. Americus H. S. | 15. McLouth R. H. S. |
| 2. Augusta H. S. | 16. Mullinsville H. S. |
| 3. Brewster H. S. | 17. Nickerson H. S. |
| 4. Cleburne H. S. | 18. Okley Com. H. S. |
| 5. Clyde H. S. | 19. Oskaloosa R. H. S. |
| 6. Copeland H. S. | 20. Oswego H. S. |
| 7. Crawford H. S. | 21. Preston H. S. |
| 8. Ft. Scott H. S. | 22. Protection H. S. |
| 9. Girard H. S. | 23. Rolla R. H. S. |
| 10. Goff H. S. | 24. Scott City Com. H. S. |
| 11. Hardtner H. S. | 25. Sharon Springs H. S. |
| 12. Jewel City H. S. | 26. Whiting H. S. |
| 13. Lincoln H. S. | 27. Winona H. S. |
| 14. Mankato H. S. | |

My Dear Fellow School - man,

I am conducting a survey of the high schools of Kansas for the purpose of determining the administrative problems encountered in establishing and maintaining a vocational agriculture department. This is being done by a letter of inquiry which you will find enclosed.

Needless to say, superintendents and principals are concerned about the problems and difficulties that arise in different departments in school, and it is my opinion that through a study of these problems a better cooperation and understanding can be established.

This letter of inquiry, from which data will be compiled, and when completed will become a part of a Masters Thesis. I shall be glad to mail you a summary of my findings if you would desire to have it.

Respectfully,

Herbert E. Wiebe

STATE BOARD FOR VOCATIONAL EDUCATION
TOPEKA, KANSAS

November 25, 1939

To High School Administrators of Kansas.

Dear Fellow Worker:

Mr. Herbert E. Wiebe of Hillsboro, Kansas, in pursuing a graduate course at Colorado State College, desires to study the administrative problems encountered in establishing and maintaining Vocational Agriculture departments in Kansas High Schools. The office of the State Board for Vocational Education has promised him such help and cooperation as it is able to give. It is also the sincere hope of this office that Mr. Wiebe will have the hearty cooperation of school administrators of Kansas.

There is every reason to believe that the findings of such studies as Mr. Wiebe is making will be a worthwhile contribution for those schools offering Vocational Agriculture, as well as those contemplating such a course.

Sincerely yours,

Lester B. Pollom

Lester B. Pollom,
State Supervisor, Vocational Agriculture

LP:R
Enc.

DEPARTMENT OF EDUCATION

GEO. L. McCLENNY
SUPERINTENDENT OF PUBLIC INSTRUCTION

W. A. STACEY, ASSISTANT
TOPEKA

TO SCHOOL ADMINISTRATORS OF KANSAS:

Mr. Herbert E. Wiebe of Hillsboro, Kansas, has been in consultation with several members of this department concerning a piece of work he is undertaking in connection with Vocational Agriculture in the schools of the state. We are of the opinion that Mr. Wiebe is undertaking a very useful and interesting piece of work, and that he is approaching it in the proper spirit and with adequate preparation. Among the many inquiries which are constantly before school people for information, we believe that this one of Mr. Wiebe's is worthy of your serious and professional attention. We so recommend it.

Very truly yours,

W. A. Stacey

W. A. Stacey
Assistant State Superintendent

COMMENTS ON QUESTIONNAIRE

Verbatim comments made by administrators and agriculture teachers on problems. (Comments were not solicited but some were given.)

Problem 1.--Unable to find a teacher with proper training and experience.

Admn. Group B

I believe that the success and failure of a vocational agriculture department depends almost entirely on the teacher. More so than in any other field of work. On the average I think that it requires a higher type of teacher than most other classroom subjects.

To get a good teacher one must be willing to pay the price.

Admn. Group C

Vocational agriculture depends more upon the teacher than anything else. A good teacher will put over a good job. When you get a poor one the course fails. I have had both.

The vocational agriculture teacher invariably disregards discipline.

School discipline is harder for a vocational agriculture teacher.

Vocational agriculture teacher lacks cultural background of other educated people. (This was given by a superintendent who had been a former vocational agriculture teacher.)

Voc. Agr. Teacher Group C

Teachers are especially lacking in farming.

Problem 2.--Teacher fails to sell the work to the students and community.

No comments given.

Problem 3.--Teacher incapable of dealing with adults in evening classes.

No comments given.

Problem 4.--Salary of the agriculture teacher is higher than that of other teachers.

Adm. Group C

This is a sore spot.

Could best be solved by raising the salary of other teachers to meet that of the vocational agriculture teachers, and all would be happy.

Voc. Agr. Teachers Group C

Less per hour of work or with government aid deducted.

Teacher is not willing to work hard enough to justify extra pay.

Sometimes the agriculture teacher's salary is too near that received by the superintendent's salary, causing jealousy and friction.

I am getting \$1750.

Due to twelve checks chiefly.

Problem 5.--Vocational agriculture teacher is not available for non-vocational subjects although his full time is not used in his department.

Adm. Group C

My experience is that vocational agriculture teachers are inclined to ignore all problems of discipline or any work except strictly agriculture. If asked to be at school at 8:15 in the morning to look after discipline in the halls, or sponsor a class, it is almost invariably the answer - Mr. Pollom says that we shall do nothing but agriculture.

Vocational agriculture teacher directs band.

Voc. Agr. Teacher Group C

I am not expected to do another teacher's work.

Problem 6.--Vocational agriculture teacher has too many fields within the subject for one instructor to handle.

Voc. Agr. Teacher Group C

This gives the teacher a chance to apply material from other courses.

The greatest problem is to find enough time to do all the things I feel should be done.

Problem 7.--The summer program is ineffective.

Adm. Group A

Not in this part of the state during the past seven years.

Adm. Group C

Has not been very effective.

Voc. Agr. Teacher Group C

Hard for boys to cooperate during summer work on the farm.

Problem 8.--The vocational agriculture teacher sets up his course as the ideal course to the disparagement of other courses.

Adm. Group C

Most good teachers have this tendency.

Teachers over-emphasize the importance of their department.

Would be if permitted by the principal.

Problem 9.--Lack of cooperation between the vocational agriculture teacher and the superintendent.

Adm. Group C

Agriculture teacher is pretty independent.

Agriculture teachers complain that administrators fail to cooperate, don't give enough time for F. F. A., sales meetings, etc.

Too many agriculture teachers complain about everything.

Vocational agriculture teachers often give the impression that they are under state supervision only. They fail to appreciate local supervision.

Set-up tends toward this if permitted.

Voc. Agr. Teacher Group C

Schools with highly paid and capable superintendents and principals have no vocational agriculture problems.

There should be no friction with the school administration. Difficulties come with an unwillingness to try to see and understand the viewpoint of the other person.

Problem 10.--Other teachers are not sympathetic toward vocational agriculture.

Adm. Group C

There is unrest among teachers because of salary.

Not too much sympathy.

Except for the higher salary and less students.

Problem 11.--Cost per pupil is too high.

Adm. Group B

In comparison with other departments.

In proportion to non-vocational agriculture students.

About \$50.00 per pupil per year.

Problem 12.--Cost of maintenance in building and equipment is too high.

Adm. Group B

Too much emphasis is placed on high powered equipment for vocational agriculture in comparison with other departments.

Voc. Agr. Teachers Group C

Insufficient funds set aside for shop equipment by local school. The teacher is held too much responsible for loans given by bank on production credit. There is a tendency of the school board to keep the teacher in question on the matter.

Insufficient appropriations made to maintain a vocational agriculture department.

Not enough money-low evaluation.

Insufficient buildings and equipment to carry on the work properly.

It is sometimes hard to keep up interest because of crop failures, and therefore, the school board does not feel like putting much money into the department for shop. We need a new building very badly. The school is not built for vocational agriculture.

Problem 13.--Insufficient funds received from state department.

No comments given.

Problem 14.--Enrollment is too small.

Adm. Group A

We have a good building with classroom and shop with most of the equipment. We have mechanical drawing, manual training, general farm shop, and auto mechanics. The state department however,

considers our enrollment too small to warrant vocational agriculture. It is probably true. Too small a group would cause a good teacher to desire to move soon. A poor teacher --- no good.

Adm. Group C

Vocational agriculture I is O. K. There is a drop-off in vocational agriculture II, and some before vocational agriculture III. The project difficulties cause this.

Our department really cares for our large enrollment. We are sold on it.

Will have to discontinue because of small enrollment.

Problem 15.--Vocational agriculture is not popular with the students.

Adm. Group C

Very weak.

No further comments were made.

Problem 16. The student is required to spent too much time in vocational agriculture.

Adm. Group C

Too much time. Periods are too long.

It is difficult to plan a schedule in a small school without requiring all boys to take vocational agriculture in the first two years.

Schedule sometimes too difficult to arrange because of the double period in vocational agriculture.

It is difficult to make a schedule allowing for vocational agriculture and the required work for other courses.

Voc. Agr. Teachers Group C

A full athletic program does not permit time for full vocational agriculture program.

Adm. Group D

This is the outstanding question.

Problem 17.--The parents are not interested in vocational agriculture.

Adm. Group C

Some parents do not wish their sons to become farmers.

Parents not interested too much.

Our community has been lukewarm on vocational agriculture. One year it was omitted from our schedule. This was due to a poor instructor. The department has plenty of poor teachers.

Voc. Agr. Teachers Group C

Parents have had hard times on the farm and consequently, do not want their boys to go back on the farm and therefore, are not interested.

Parents are not willing to allow the boy sufficient financial aid and permit him to exercise managerial problems.

Parents are not familiar with our program.

Adm. Group D

We were forced to drop our department a few years ago because parents complained that home projects cost too much.

Problem 18.--Loss of interest in vocational agriculture because of crop failure.

Adm. Group C

Western Kansas agriculture has been hurt the past few years. However, a good instructor still makes the department worthwhile to a community.

Problem 19.--Students taking vocational agriculture often fail in other subjects because vocational agriculture is too much concentrated and the student is not able

to properly budget his time.

Voc. Agr. Teachers Group C

Students study in classes.

Problem 20.--Dangers connected with field trips and other travel.

Adm. Group C

Lack of supervision.

This is a problem everywhere where students travel on the highways. This can only be met by more careful supervision.

Problem 21.--Parents are not in favor of clubs, F. F. A., and other organizations in vocational agriculture.

Adm. Group D

Interest dies in a few years because of poor leadership.

Problem 22.--Absorption of departments by municipal districts.

No comments given.

Problem 23.--Superintendent or principal is not interested in vocational agriculture.

Adm. Group D.

I was until it proved a complete "flop".

Problem 24.--Superintendent or principal is not acquainted with the vocational agriculture program.

Adm. Group C

Administrators would like to receive more information by way of letters, requested reports and instructions sent to vocational agriculture teachers. This would keep them in closer touch with the department.

Voc. Agr. Teachers Group C

Superintendent doesn't care.

Adm. Group D

Not in many cases.

Problem 25.--Vocational agriculture department is too much a department to itself, or separate from local supervision.

Adm. Group C

Department tries to cover too many activities.

Problem 26.--State supervision and local supervision often do not agree.

Adm. Group A

State is too dictatorial.

Adm. Group B

State department wants to dictate use of teacher's time outside of vocational agriculture in one-half time positions.

Adm. Group C

State department I feel exercises too much influence in administration of vocational agriculture.

Problem 27.--Vocational agriculture activities often break into the school program and causes friction between this department and other departments in school.

Adm. Group C

Most serious problem I have to contend with.

Only exists when a county or district vocational agriculture meeting is announced less than ten days before the meeting. This can and should be remedied.

Voc. Agr. Teachers Group C

No time allotted for vocational agriculture activities.

I have permitted vocational agriculture activities to take a back seat to prevent friction between other departmental activities, primarily athletics.

Too many activities; athletics, music, and vocational agriculture events come on the same dates.

Music and athletics rob my time.

Problem 28.--A list of other problems.

Adm. Group B

We have been unable to get a grant. We voted two years to establish a department.

Adm. Group C

Students with less scholastic ability take vocational agriculture.

Do not attempt a department unless you are sure that it will be greatly accepted.

Administrators should know enough about the department to work intelligently.

Employ the right man and give him proper equipment and support, then the department will be a success.

Some town students are deprived of this type of work because of project qualifications.

Voc. Agr. Teachers Group C

Board prevents development of shop work because of financial support.

Lack of room for shop work.

Suitable room is not made available.

Board of Education only tolerates vocational agriculture because of popular demand in the community. They are not in sympathy with this pro-

gram, Farm Bureau, 4H, and other work of that nature.

Teacher contract in the middle of the year affects the attitude of the board.

Not enough room available for classroom and shop.

Adm. Group D

Vocational agriculture offers no program for town boys. To have an industrial arts program and a vocational agriculture program necessitates the employment of an extra teacher, and causes an expense which the district feels it cannot afford.

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