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To the Graduate Council:

I am submitting herewith a thesis written by Clarence H. Breeding entitled "Appraisal of Vocational Education in Agriculture in Claiborne County by Business and Professional Leaders." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Education.

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APPAISAL OF VOCATIONAL EDUCATION IN AGRICULTURE
IN CLAIBORNE COUNTY BY BUSINESS AND
PROFESSIONAL LEADERS

A Thesis
Submitted to
The Graduate Council
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the Degree of
Master of Science

by
Clarence H. Breeding
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CHAPTER I

THE PROBLEM AND ITS DEFINITION

Success means something different to each person. To the teacher of vocational agriculture, success is measured in terms of the lasting contributions made to the agricultural life of the school community in which he works. Any attempt to place values on the success of programs of vocational agriculture in Claiborne County presents many difficulties. There have been evaluations made of such programs in terms of accomplishments of set objectives. Many such appraisals can be criticized in that the accomplishments shown may or may not have been direct results of any one program or agency. After such an evaluation has been made, there often remains the problem of knowing what the people actually being served think about the program. The vocational agriculture teacher may feel that he has accomplished certain goals, but there is little or no assurance that the business and professional people with whom he works have recognized this fact. To obtain such information is felt to be very important in the appraisal of a county program of vocational agriculture.

Hamlin¹ states in his book, The Community Program of Agriculture

¹H. M. Hamlin, The Community Program of Agriculture Education (Champaign, Illinois: Stipes Publishing Company, 1943), p. 29.

Education, that some teachers rebel the more formal attempts at evaluation because they feel that the appraisal is directed at them personally. This should not be the case. The program and its effects are being evaluated. It is a program in which many share. Others may be more responsible than the teachers in its failure or success.

I. STATEMENT OF THE PROBLEM

The purpose of this study was to find out what the business and professional people of Claiborne County, Tennessee, know about the programs of vocational education in agriculture as they are now conducted in the schools; what they think about the programs; and their recommendations for progress in order to keep pace with change. The areas of the programs included are the following: the all-day classes, the curriculum, the supervised farming programs, Future Farmers of America, the farm mechanics programs, public relations, and the young farmer and adult farmer programs.

II. A BRIEF HISTORY OF CLAIBORNE COUNTY

As this study is concerned with one particular county, the writer feels that the treatment of the study will have more meaning to the reader if he has some understanding of the physical and economic conditions of the county as they affect the programs of vocational education in agriculture.

The geographical conditions, the roads, the density of popula-

tion, industry, and the assessed valuation of the taxable property of the county will all have a direct bearing on the programs of public education in Claiborne County.

Claiborne County occupies 285,440 acres and is located in the northeastern part of Tennessee. Its northern boundary coincides with the Tennessee-Kentucky and the Tennessee-Virginia state lines. Cumberland Gap, in the north central part, is immediately south of the junction of the Tennessee, Kentucky, and Virginia lines. The county is bounded by Union County and Norris Lake on the southwest; Clinch River separates Grainger and Claiborne counties on the south; Campbell County is on the west; Hancock County on the east and Lee County, Virginia, on the northeast. Tazewell is the county seat of Claiborne County.²

All of Claiborne County is in the southern section of the Appalachian Highlands, the northwestern one-fifth being on Cumberland Mountain and the remainder in the Great Valley of East Tennessee. The mountain section has rugged relief with V-shaped steep-walled valleys and narrow, even-created mountain divides. The general elevation of the mountain region is around 2,500 feet above sea level. That part of the Great Valley in Claiborne County has a wide range of relief and elevation. The limestone valleys are generally rolling, while the cherty ridges have hilly and steep relief.³

²U. S. Department of Agriculture, Soil Survey--Claiborne County, Series 1939, No. 5 (Washington: Government Printing Office, 1948), p. 7.

³Ibid.

The county is naturally divided into three physical divisions. The part of the county south of Powell River is composed of small limestone valleys and steep, cherty ridges. The town of Tazewell is situated near the geographical center of this area. The part of the county between Powell River and Cumberland Mountain is composed of Powell Valley, extending east and west from Campbell County to Lee County, Virginia, and the cherty ridges along the northern border of the Powell River Basin. The section of the county north of Cumberland Mountain is a rugged coal mining area.

Norris Lake has about two hundred miles of shore line in Claiborne County along Clinch and Powell River basins. In spite of all the great advancements that have come to the Tennessee Valley area as a result of rural electrification, flood control, fishing and other recreation, and many other fine things, some of the best agricultural land in Claiborne County was situated along these rivers. When the Norris Reservoir was purchased by the Tennessee Valley Authority, all of these river bottom farms were taken out of agricultural use and out of taxation.

County highway department records indicate that Claiborne County has about 160 miles of "black top" or hard-surfaced roads including U. S. Highway 25-E across the county from Cumberland Gap on the north to Clinch River on the south, and various sections of state highways. About one thousand miles of county roads are graveled or paved. Roughly 25 per cent of the one thousand miles ranges in condition from fair to poor. During the winter months, the condition of some of the rural roads are prohibitive to supervisory visits on the farm.

According to the United States Census of 1950, the population of Claiborne County was 24,729.

Claiborne County is basically agricultural. Coal mining in the northwestern part of the county in the Cumberland Mountain area is the largest industry in the county. Practically all of this mountain land is owned by the American Association, Inc., with headquarters in London, England.

Aside from the two mining districts and the three small towns of Cumberland Gap, Tazewell, and New Tazewell, the population of the county lives in rural sections on farms of various sizes. According to county Agricultural Stabilization and Conservation (A.S.C.) records, there are approximately 3,271 farms in the county, and the average size of the farms is about thirty acres.

The number one cash crop on the farms is burley tobacco. Most farms have a tobacco allotment established by the United States Department of Agriculture and administered through the local A.S.C. offices. County A.S.C. records show that the total allotment for the county is 2,383.31 acres. There are 3,171 farms in the county with burley tobacco allotments. In recent years the county has led the entire burley belt in the number of pounds of tobacco produced per acre. The county's average yield per acre last year was 2,240 pounds. The 1958 crop which was sold through the eight warehouses in New Tazewell and Tazewell averaged \$65.83 per hundred pounds.

The second largest source of cash income in the county is beef

cattle. This increase in beef cattle production is due to more acres being seeded to improved pasture and fewer acres to row crops.

The next important source of cash for the farmers is Grade "A" milk. Dairying has greatly increased during the past ten years.

The total assessed valuation of the county, including real and personal property and the public utilities, is \$5,860,000. It is estimated that this assessed valuation is from 15 per cent to 20 per cent of the true value of all property of the county. The tax levy is \$3.88 for each \$100 of taxable property. The school levy is \$1.56 per \$100 and is included in the total levy of \$3.88.

The Claiborne County Board of Education is composed of seven members who are elected by the quarterly county court for a term of seven years. Two additional members are also elected by the county court for a term of two years, as provided by a local bill passed in the legislature of 1951.

The term of office for each of the original seven members is seven years, and it is set up so that one member's term of office expires each year and the vacancy is filled at the July term of the county court. The term of office for each of the special members expires with the April term of the county court every two years.

The county superintendent of schools is elected by the quarterly county court and serves for a term of four years.⁴

⁴Tennessee State Department of Education, Public School Laws of Tennessee (Nashville: Tennessee State Department of Education, 1954), p. 19.

III. DEVELOPMENT OF THE VOCATIONAL AGRICULTURE DEPARTMENT AT TAZEWELL

Vocational agriculture was added to the instructional program of the Tazewell High School in September 1926 with T. L. Mayes as the first teacher.

Facilities and equipment available were limited. The first classroom was set up in the basement of the Soldiers Memorial grade school. Shop work on a small scale was attempted in the basement quarters. The students and teacher planned and constructed the first shop in 1928.

T. L. Mayes organized the Tazewell Future Farmers of America Chapter in 1928. Elmer Kits replaced Mayes in the fall of 1928 and remained only one year. E. A. Pugh taught from 1929 to 1931. Con S. Massey replaced Pugh in 1931 and remained until 1933. E. W. Fox took over in 1933 and remained until 1941. During the Fox tenure the average enrollment jumped from 45 to 80 all-day boys. A separate building was constructed by the National Youth Administration for vocational agriculture in 1936. This building consisted of a separate classroom and shop with ample office space. E. W. Fox was replaced by Mr. D. E. Drinnon in 1941. D. E. Drinnon has taught since 1941 to the present time. The first power tools were added in 1941 after Drinnon became teacher. The power tools were limited to one small grinder and one eight-inch table saw. The vocational agriculture department was moved to the new plant in 1949.

The records of the superintendent of schools indicate that the

new plant was constructed in 1949 at a cost of \$352,000 and was made possible through state and local funds. The Tazewell school is the largest in the Claiborne County system, both in plant structure and in student enrollment. It replaced an almost dilapidated main school building which was constructed in 1910 and an agriculture building constructed in the year 1936.

This building consists of three stories and has twelve classrooms and a shop with adequate equipment.

The main school building houses the vocational agriculture unit; however, the agricultural shop is not adjacently situated. Authorities maintain that such arrangements are not the most effective for classroom demonstration and shop instruction.⁵

IV. DEVELOPMENT OF THE VOCATIONAL AGRICULTURE DEPARTMENT AT POWELL VALLEY

School records indicate that nonvocational agriculture was added to the instructional program of the Powell Valley High School in 1925 with H. C. Grannis as the teacher. Grannis was a college teacher in the science and agriculture department at Lincoln Memorial University. Only one class was taught in nonvocational agriculture and was called a day unit class. Grannis was teaching on a voluntary basis, and the class was discontinued at the end of seven months.

⁵ John Herrick, From School Programs to School Plant (New York: Henry Holt and Company, 1956), pp. 298-301.

The department of vocational agriculture was organized by D. E. Drinnon in 1928. Classroom space was provided in the main high school with a few hand tools for shop work, but no shop facilities. In 1930 a small wooden building was constructed with classroom and shop to serve as the first agriculture building.

The small wooden building was used until 1936 when the National Youth Administration constructed a stone building with adequate classroom, shop, and office space for the agriculture department. This building was of the same type construction material and design as the Tazewell agriculture building.

The equipment for the vocational agriculture shop consisted of a small assortment of hand tools until 1935 when a small grinder and table saw were added. The electric power was generated by the school's Delco system.

D. E. Drinnon transferred to Tazewell High School in 1941. E. S. Hurt replaced Drinnon at Powell Valley in July 1941 and remained until 1943, when he was inducted into military service. The department remained vacant from 1943 until 1946, when Rudolph Sowder took over and remained until February 1949. The author, who is the present teacher, was hired to continue the development of the department for a better Powell Valley. The vocational agriculture department moved to the new high school in 1950.

The school records indicated that the new plant, which was constructed in 1949 at a cost of \$357,000, seemingly was appropriate to the

needs of the people to be served at the time of its erection. This school, which is the second largest in the Claiborne County system, is located in the farming area known as Powell Valley. The school plant serves the educational needs of the youth in an area about thirty miles in length and about six to eight miles in width.

The design of the building follows the trend of the modern type of one story and contains ten classrooms, library, cafeteria, combination gymnasium-auditorium, and shop.

Powell Valley High has a problem similar to one which existed at Tazewell High School with respect to the arrangement of the agriculture classroom and shop in that the facilities are divided.

In addition to adequate provision for school grounds, the fifteen acres also provide sufficient space for farm practice demonstration. The agricultural students actually carry on farm practices on the school ground property and are able to earn money from their commodities or farm products produced and sold.

V. IMPORTANCE OF THE STUDY

Wieggers⁶ says that effective evaluation is one of the most important processes in agricultural education, because, without it, our instructional program may contribute less and less to behavior changes hoped for in learners. When one is on a wrong road, the sooner he

⁶George W. Wieggers, Jr., "Evaluate to Improve," Agricultural Education Magazine, XXIX (May, 1957), 243.

corrects his error, the better off he will be.

The writer feels that it is very important for teachers to take a look into the future and predict some rather vital changes in the vocational agriculture programs. It was hoped that the findings of the study would serve as an inspiration to the author and other teachers in evaluating instructional programs of vocational agriculture. It will enable the vocational agriculture teachers in the county to more nearly meet the needs of the people concerned. It is also recognized that the study will provide the school board, school administrator, and others of the county a revived outlook on the programs of vocational agriculture in Claiborne County. Finally, the study will project the thinking of the business and professional people into the total vocational agriculture programs.

VI. DEFINITION OF TERMS

The term "vocational agriculture" as used in the study means the phase of vocational education planned to fit individuals for proficiency in agricultural pursuits.

The term "vocational agriculture program" means all phases of instruction and other activities carried out over a period of time, usually one or more years.

The term "Smith-Hughes Act" as used in the study is the basic federal vocational act, which was passed in 1917, to give federal aid to instruction in vocational agriculture of less than college grade.

The term "course of study" includes the jobs the students will study during the year and shows when each job will be taught.

The term "teaching curriculum" refers to the total program and the courses offered by the department of vocational agriculture.

The terms "all-day classes" or "all-day students" are used in the study to mean high-school enrollees in vocational agriculture.

The term "supervised farming program" is used in the study to mean the farming program conducted on the home farm by the enrollees in vocational agriculture for which systematic instruction is provided by the agriculture teacher.

The term "supervisory visit" as used in the study refers to instruction given on the enrollee's home farm by the teacher of vocational agriculture.

The terms "young farmer classes" and "adult farmer classes" as used in the study mean classes conducted for out-of-school groups not enrolled in high-school vocational agriculture classes.

The terms "advisory council" and "advisory committee" include people not directly responsible for the vocational agriculture program, but who are selected to offer suggestions and advice regarding the programs of vocational agriculture.

The term "annual program" refers to the written plan for a vocational agriculture program that covers a period of one year.

The term "improved practices" in the study refers to farm practices which have been accepted as the preferred way of doing that job.

The term "related occupations" as used in the study refers to agricultural occupations or work not included in farming.

The term "state plan" as used in the study refers to the agreement between the state board for vocational education and the U. S. Office of Education, describing the program developed by the state to meet its own purposes and conditions under which the state will use federal vocational funds.

The term "productive enterprise" denotes a crop or animal in which the agriculture student has a degree of ownership and managerial responsibility and from which he expects to make a profit.

The term "improvement project" as used in this study is interpreted to mean an undertaking involving a series of related jobs designed to improve the appearance and real estate value of the farm or make the home a better place in which to live.

The term "supplementary farm job" refers to a job carried out by the enrollee to gain additional experience in farming; such jobs do not occur in either the productive enterprise or the improvement projects.

The term "Future Farmers of America" used in this study indicates the national organization of, by, and for boys studying vocational agriculture in public secondary schools.

The term "evaluation" as used in this study refers to the process of choosing between values or placing a value upon something.

The term "farm mechanics" includes the unspecialized mechanical

work of the farm and home.

VII. RESEARCH PROCEDURE

This study was made in an attempt to evaluate the programs of vocational education in agriculture in Claiborne County according to the knowledge and opinions expressed by the business and professional leaders of the county. Questionnaires were formulated by the writer after careful consideration and study of the county and the present programs of vocational agriculture in the county.

The names of the business and professional people surveyed in the county were secured from the membership rolls of the county chamber of commerce and the Powell Valley Ruritan Club. The names were selected from the rolls without any discretion on the part of the writer. It was felt that the membership of the two organizations would be representative of the entire county.

The writer personally contacted each respondent and recorded the responses. The questionnaires were explained thoroughly to each respondent, and an attempt was made to inform each person of the purpose of the study. The fact was stressed that all information would be kept confidential and that no one would know from whom the individual questionnaire was received.

A copy of the information blank may be found in the Appendix.

VIII. LIMITATIONS OF THE STUDY

The study was limited to one hundred business and professional leaders in the county. The fact that only one hundred people out of the total population of 24,729 in the county participated in the study is a limiting factor. The writer feels that the source of opinion upon which the study is based is as reliable, dependable and unprejudiced as could be assembled in a study of this kind.

CHAPTER II

PRESENTATION AND ANALYSIS OF DATA

The study as presented in this chapter was compiled from an analysis of the one hundred questionnaires completed. All questions within the questionnaire pertained to the expressions of what the people actually knew and thought about the programs of vocational education in agriculture in Claiborne County.

To better present and explain the opinions expressed, tables were set up for each of the major areas under question. Preceding each table or group of similar tables is a brief analysis and interpretation of the findings. Statements or remarks precede the table to which they pertain. In this study the number and percentage are identical.

The purpose of the first question in this study was to determine the tenure of the people answering the questionnaire. An analysis of Table I shows that the range in years for tenure of residents is 1 to 60 with an average of 39 years. This indicates that the population of the county is a rather stable one; and consequently, it is felt that the opinions of these people concerning the programs of vocational agriculture in the county can be considered valid. This justifies the consideration that these people are in a position to render important opinions regarding the county programs of vocational agriculture.

A study of Table II reveals that the business and professional respondents indicated that only 29 have had at least one boy enrolled

TABLE I
TENURE OF THE 100 BUSINESS AND PROFESSIONAL
PEOPLE PARTICIPATING IN STUDY

Item	Range in years		Average
	Least	Greatest	
Number of years you have lived in this county	1	60	39

TABLE II

BUSINESS AND PROFESSIONAL PEOPLE INDICATING THAT THEY HAVE HAD
BOYS IN VOCATIONAL AGRICULTURE AND THOSE INDICATING THAT
THEY HAVE FARMING INTEREST IN THE COUNTY

Item	Yes Per Cent	No Per Cent
1. Have you ever had a boy enrolled in vocational agriculture?	29	71
2. Do you have any farming interest of your own in this county?	75	25

in a class of vocational agriculture. A total of 71 respondents indicated they have never had a son enrolled in a vocational agriculture class in Claiborne County. A large per cent of the 29 respondents indicate they have had more than one boy enrolled.

It is interesting to note in Table II that 75 per cent have farming interest in the county and that only 25 per cent indicated they have no farming interest of their own in the county. It would appear that the towns are predominately agricultural and that many town boys might, in a sense, be classified as rural or farm boys.

In making the study, each person interviewed was asked the question, "What experiences or contacts have you had with vocational agriculture?" Each person could respond to as many of the listed contacts in Table III as he thought applicable. A very significant fact to note in Table III is that 92 per cent were reared on a farm and that 53 per cent were former vocational agriculture students. Eleven per cent of the interviewees were women. This would indicate that 60 per cent of all men completing interviews were former vocational agriculture students. A further analysis of Table III shows 5 per cent have worked on the faculty with the agriculture teachers; 3 per cent are now, or have been, school board members; 9 per cent are, or were, veterans' farm training students; 6 per cent were former young farmer class members; 16 per cent were former adult class members; 36 per cent of civic club members work with vocational agriculture teachers, and 27 per cent indicated they have participated in community improvement club work with vocational

TABLE III
BUSINESS AND PROFESSIONAL PEOPLE INDICATING EXPERIENCES
ON CONTACTS WITH VOCATIONAL AGRICULTURE

Item	Per Cent Responding
1. Reared on a farm	92
2. Former agriculture student	53
3. Civic club work with agriculture teacher	36
4. Community club work with agriculture teacher	27
5. Former adult farmer class member	16
6. Student in veterans farm training program	9
7. Former young farmer class member	6
8. Worked on the faculty with agriculture teacher	5
9. School board member	3
10. Other	2

agriculture teachers. The analysis of Table III further justifies the consideration that these people are in a position to render important opinions regarding the county programs of vocational agriculture. It also shows that they are a civic-minded group, as indicated by the 36 per cent having civic club membership.

Table IV shows the distribution of the answers to the question, "Has the vocational agriculture department ever helped in making certain managerial decisions about your farming business?" Each respondent could check as many decisions as he or she thought applicable. Eighty per cent of the respondents indicated that they had received help from the vocational agriculture departments with managerial decisions. One fifth, or 20 per cent, indicated that they had never received any help from the teachers or departments of vocational agriculture. Of the services received, "seeding and fertilizing" ranked at the top with 74 per cent checking. Other services were "use of new crop varieties," 69 per cent; "change or adoption of a new enterprise," 47 per cent; "purchasing of equipment," 38 per cent; "marketing decisions," 27 per cent; "purchasing of land," 17 per cent; "securing a loan," only 8 per cent checking.

This is a rather significant number of managerial or improved practices adopted. It is probably true that many of the respondents adopted practices without realizing who influenced them to do so. The writer feels that this type of information should be of value to the departments in evaluating their out-of-school and community service

TABLE IV

BUSINESS AND PROFESSIONAL PEOPLE INDICATING MANAGERIAL DECISIONS
MADE THROUGH THE HELP OF THE VOCATIONAL AGRICULTURE DEPARTMENT

Item	Per Cent Responding
1. Use of new crop varieties	69
2. Purchasing of land	17
3. Purchasing of equipment	38
4. Change or adoption of a new enterprise	47
5. Securing a loan	8
6. Marketing decisions	27
7. Seeding and fertilizing	74
8. Other	20

programs.

I. ALL-DAY CLASSES

In order to find what understanding the respondents had concerning the schools that offer vocational agriculture, those surveyed were asked the question, "What county schools offer vocational agriculture as part of the curriculum?"

An analysis of Table V shows that 96 per cent were right in checking Powell Valley High School and 94 per cent in checking Tazewell High School. Lack of knowledge was indicated by the 18 per cent who checked Forge Ridge High School, the 3 per cent who checked Pruden High School, and the 4 per cent who did not know.

It is encouraging to the writer to see a high percentage of the respondents checking the correct schools, but a weak link in our public relations and information programs is also evident.

One question in this study was to determine the knowledge of the respondents as to why vocational agriculture is offered in the county schools. The respondents were given the opportunity to check as many of the reasons suggested as they thought applicable. The responses to the reasons suggested are shown in Table VI.

An analysis of Table VI shows that, of the 100 persons interviewed, 98 per cent checked that they thought that there was a definite need for it, and 94 per cent checked the reason as being that a large percentage of farm boys are enrolled. The table also shows that some of the re-

TABLE V

BUSINESS AND PROFESSIONAL PEOPLE INDICATING KNOWLEDGE
OF THE SCHOOLS THAT OFFER VOCATIONAL AGRICULTURE

Item	Per Cent Responding
1. Pruden High School	3
2. Tazewell High School ^a	94
3. Forge Ridge High School	18
4. Harrogate Elementary School	0
5. Powell Valley High School ^a	96
6. Other schools	0
7. Don't know	4

^aDenotes correct answer.

TABLE VI
BUSINESS AND PROFESSIONAL PEOPLE INDICATING KNOWLEDGE
OF WHY VOCATIONAL AGRICULTURE IS OFFERED IN
COUNTY SCHOOLS

Item	Per Cent Responding
1. Large per cent of farm boys enrolled ^a	94
2. Tradition	12
3. Have facilities available	63
4. Definite need for it ^a	98
5. School patrons request it	46
6. Federal and state aid ^a	33
7. For students with limited ability	7
8. Others	2

^aDenotes correct answer.

spondents also checked several of the less likely reasons for offering vocational agriculture. Nearly two-thirds, or 63 per cent, checked the reason as being that facilities are available. The reason that school patrons request it was checked by 46 per cent, federal and state aid by 33 per cent, tradition by 12 per cent, students with limited ability by 7 per cent, and 2 per cent checked others.

In order to find out what understanding the respondents had concerning the schools that should offer vocational agriculture, those surveyed were asked the question, "What county high schools should offer vocational agriculture as part of the curriculum?"

A study of Table VII reveals that 100 per cent of the respondents checked "Powell Valley High School," 100 per cent checked "Tazewell High School," 99 per cent checked "Forge Ridge High School," and 23 per cent checked "Pruden High School."

The writer feels that the analysis of Table VII reveals the true feeling and respect the respondents have for vocational agriculture in the county. They believe that the present programs are doing an acceptable job of training the farmers of tomorrow and that the students are deriving a great deal of benefit from vocational agriculture. This respect for vocational agriculture is evident by the 99 per cent who think vocational agriculture should be offered in the rural high school of Forge Ridge. Forge Ridge is a small, four-teacher school which has never included vocational agriculture in the curriculum since the school was organized in 1928.

TABLE VII
BUSINESS AND PROFESSIONAL PEOPLE INDICATING OPINIONS
AS TO SCHOOLS THAT SHOULD OFFER
VOCATIONAL AGRICULTURE

Item	Per Cent Responding
1. Pruden High School	23
2. Tazewell High School	100
3. Forge Ridge High School	99
4. Powell Valley High School	100

Pruden High is the smallest school both in enrollment and size of structure of the schools concerned in the question. This school is located in the mountainous area of the county. Its existence has been made possible by a coal mining economy.

Teaching vocational agriculture is a profession. Teachers work mainly with people, not things, and are then compelled to acquaint the public with teaching objectives. The business and professional people, and the general public must know what teachers are doing if the departments are to render the greatest service.

An attempt was made to determine what understanding the respondents had concerning the main purpose of instruction offered in vocational agriculture in Claiborne County. An analysis of Table VIII indicates that 59 per cent understood that the main purpose was to provide instruction applicable to farming and agricultural occupations related to farming. Twenty-seven per cent understood that the main purpose was to acquaint boys with a general knowledge of agriculture. Ten per cent checked that it was to provide instruction applicable primarily to farming, and 4 per cent checked that it was to provide instruction applicable primarily to agricultural occupations related to farming.

A further analysis of Table VIII shows that 41 per cent of the respondents had misconceptions as to the main purpose of instruction offered in vocational agriculture in Claiborne County.

The tenth question in the survey was intended to get a sampling of the respondents' suggested changes in the main purpose of instruction

TABLE VIII
BUSINESS AND PROFESSIONAL PEOPLE INDICATING KNOWLEDGE
OF THE PURPOSE OF INSTRUCTION

Item	Per Cent Responding
1. To acquaint boys with a general knowledge of agriculture	27
2. To provide instruction applicable primarily to farming	10
3. To provide instruction applicable primarily to agricultural occupations related to farming	4
4. To provide instruction applicable to farming and agricultural occupations related to farming ^a (contributes to all common agricultural occupations)	59

^aDenotes correct answer.

in vocational agriculture. Sampling of opinions does not necessarily make up a systematic evaluation, since opinions are not always based on facts.

An analysis of the listed suggestions shows that 43 per cent thought that the main purpose should be to provide instruction applicable to farming and agricultural occupations related to farming. Eight per cent thought that the main purpose should be to acquaint boys with a general knowledge of agriculture. Three per cent thought that the main purpose should be to provide instruction applicable primarily to farming. Three per cent thought it to be to provide instruction applicable primarily to agricultural occupations related to farming. Thirty-eight per cent suggested no changes, and 5 per cent gave no suggestions.

The suggested purposes further justify the consideration that these people are in a position to appraise vocational agriculture in the county.

In conducting the study, each respondent was asked the question, "What standard is used to enroll boys in vocational agriculture?" Each person could respond to as many of the standards suggested in Table X as he thought applicable. An analysis of Table X indicates that 83 per cent chose the correct group of "students interested in agriculture who have facilities to carry out a supervised farming program." Sixty-one per cent were partially right in selecting "students interested in agriculture who have an opportunity to enter occupations related to farming

TABLE IX

BUSINESS AND PROFESSIONAL PEOPLE INDICATING SUGGESTED
CHANGES IN PURPOSE OF INSTRUCTION

Item	Per Cent Responding
1. To acquaint boys with a general knowledge of agriculture	8
2. To provide instruction applicable primarily to farming	3
3. To provide instruction applicable primarily to agriculture occupations related to farming	3
4. To provide instruction applicable to farming and agricultural occupations related to farming (contributes to all common agriculture occupations)	43
5. No changes	38
6. No answer	5

TABLE X

BUSINESS AND PROFESSIONAL PEOPLE INDICATING KNOWLEDGE
OF STANDARDS USED TO ENROLL BOYS IN
VOCATIONAL AGRICULTURE

Item	Per Cent Responding
1. Any high-school student	9
2. All students who present themselves for enrollment	15
3. Students interested in agriculture who have facilities to carry out a supervised farming program	83
4. Students interested in agriculture who have an opportunity to enter occupations related to farming or an agriculture college	61
5. Don't know	4

or an agriculture college." A further analysis shows that 15 per cent checked "all students who present themselves for enrollment," and 9 per cent checked "any high-school student."

Lack of understanding was revealed in the large percentage of the respondents who did not understand the standards used in enrolling students in vocational agriculture classes in the county. This again points up the fact that the task of informing the public is difficult and requires systematic evaluation and study.

It is apparent from Table XI that the respondents had varied conceptions of what the length of the class periods are in vocational agriculture. An examination of Table XI indicates that 34 per cent were right in indicating "the same length as other school classes." Eleven per cent were partially right in checking "the same as other classes, except freshmen double periods." A further analysis of Table XI reveals evidence that the business and professional people lack information and have misunderstandings about the length of class periods in vocational agriculture. This is indicated by the 34 per cent checking that the classes are the same as for other school classes, with extra periods for shop and field trips. Four per cent checked "double periods for all classes," and 18 per cent said that they did not know. Some of the misconceptions are the result of change, from time to time, in the requirements for length of class periods in vocational agriculture.

An analysis of Table XII indicates that there is a wide gap between what the respondents think the length of class periods are as

TABLE XI
BUSINESS AND PROFESSIONAL PEOPLE INDICATING KNOWLEDGE
OF THE LENGTH OF CLASS PERIODS IN
VOCATIONAL AGRICULTURE

Item	Per Cent Responding
1. The same as other school classes ^a	34
2. Double periods for all classes	4
3. The same as other classes, except freshmen double periods	11
4. The same as other classes with extra periods for shop and field trips	34
5. Don't know	18

^aDenotes correct answer.

TABLE XII

BUSINESS AND PROFESSIONAL PEOPLE INDICATING SUGGESTED
LENGTH OF CLASS PERIODS IN VOCATIONAL AGRICULTURE

Item	Per Cent Responding
1. The same as other school classes	48
2. Double periods for all classes	18
3. The same as other classes, except freshmen double periods	4
4. The same as other classes with extra periods for shop and field trips	32
5. No answer	8

shown in Table XI and the length they think class periods should be. The writer was seeking opinions as to the length of class periods in vocational agriculture on the question, "What length class periods do you suggest?"

A study of the suggestions indicates that 48 per cent suggests that class periods be the same as other school classes. Thirty-two per cent suggests that the periods be the same as other classes, with extra periods for shop and field trips. Eighteen per cent said periods should be double periods for all classes. Four per cent indicated that periods should be the same as for other classes, except freshmen double periods, and 8 per cent gave no usable suggestions.

We need to discover the weaknesses in our all-day programs and concentrate our efforts on the recognized strengths. To determine the interviewees' opinions of the recognized weaknesses in our programs, each respondent was asked the question, "In light of the above questions, what are some of the noticeable weaknesses of the all-day programs of vocational agriculture?"

A study of Table XIII reveals that 8 per cent of the interviewees listed "on-farm instruction inadequate." Seven per cent also listed "time inadequate," 5 per cent said "parents and adults lack interest and/or support," 5 per cent listed "facilities inadequate," 4 per cent said "facilities too scattered," 4 per cent listed "funds inadequate," 4 per cent indicated "instruction too limited," 4 per cent said "practical applications inadequate," 3 per cent declared that student interest

TABLE XIII
NOTICEABLE WEAKNESSES OF ALL-DAY PROGRAM
IDENTIFIED BY INTERVIEWEES

Item	Per Cent Responding
1. On-farm instruction inadequate	8
2. Time inadequate	7
3. Parents and adult lack interest and/or support	5
4. Facilities inadequate	5
5. Facilities too scattered	4
6. Funds inadequate	4
7. Instruction too limited	4
8. Practical applications inadequate	4
9. Students interest lacking	3
10. Entrance requirement too narrow	2
11. Project program weak	2
12. Teacher load too heavy	2
13. Classes too large	2
14. Individualized instruction inadequate	1
15. Faculty lacks interest and cooperation	1
16. Adults get too much time	1
17. Class schedule unworkable for some	1
18. Double projects requirements (FFA and 4-H)	1

TABLE XIII (continued)

Item	Per Cent Responding
19. Information on programs inadequate	1
20. Guidance inadequate	1
21. Mechanics training inadequate	1
22. Projects do not fit enrollees' objective	1
23. No weaknesses	3
24. No response	27

is lacking, 2 per cent indicated that entrance requirements are too narrow, 2 per cent declared the project program weak, 2 per cent said that the teacher load is too heavy, and 2 per cent also listed "classes too large" as weaknesses in our all-day programs. One per cent of the respondents listed "individualized instruction inadequate," "faculty lacks interest and cooperation," "adults get too much time," "class schedule unworkable for some," "double project requirements (FFA and 4-H)," "information on programs inadequate," "guidance inadequate," "mechanics training inadequate," and "projects do not fit enrollees' objective" as weaknesses in the all-day programs. Three per cent of the respondents said that there were no weaknesses, and 27 per cent did not respond to the question.

It seems, therefore, that these findings indicate that recognizable weaknesses do exist and should encourage the agriculture teachers to make revisions in light of the findings.

Teaching vocational agriculture today is a big and challenging job if teachers are going to do it effectively and efficiently. Teachers must find their strengths and weaknesses and make revisions in their programs accordingly. To determine the strengths of the all-day programs, each interviewee was asked the question, "In light of the above questions, what are some strong points of the all-day programs of vocational agriculture?"

A study of Table XIV reveals some strengths of the all-day programs of vocational agriculture that were recognized by the interviewees. Seventeen per cent of the respondents said that the program helps pre-

TABLE XIV
STRONG POINTS OF ALL-DAY PROGRAM
IDENTIFIED BY INTERVIEWEES

Item	Per Cent Responding
1. Helps prepare enrollee for farming and farm life	17
2. Practical training (practice part of learning)	14
3. Areas of instruction: mechanics, crops, livestock, management	9
4. Better understanding and appreciation of farm problems and rural life	5
5. Helps educate whole boy	3
6. Instruction geared to real problems of boys	3
7. Stimulates interest in boy	3
8. Good general knowledge and training	4
9. Future Farmers of America	2
10. Contribute to boys' future vocation	1
11. On-farm instruction good	1
12. Program good for farm boys	1
13. Enrollee can express self	1
14. Projects	1
15. Daily study of agriculture	1
16. Stimulates teacher to plan	1

TABLE XIV (continued)

Item	Per Cent Responding
17. Progressive learning	1
18. Make money on projects	1
19. Qualified teacher available	1
20. Develops leadership in boy	1
21. No response	29

pare the enrollee for farming and farm life. Fourteen per cent listed "practical training," 9 per cent mentioned the instructional areas," 5 per cent listed "better understanding and appreciation of farm problems and rural life," 3 per cent said it "helps educate whole boy," 3 per cent listed "instruction geared to real problems of boys," and 3 per cent said that it stimulates interest in the boy. Two per cent thought that the Future Farmers of America was a strength in our program. One per cent indicated that the Future Farmers of America contributes to boys' future vocation. The following points received response of 1 per cent each: "on-farm instruction good," "program good for farm boys," "enrollee can express self" in projects, "daily study of agriculture," "stimulates teacher to plan," "progressive learning," "make money on projects," "qualified teacher available," "develops leadership in boy."

Teachers must consider the validity of the strengths listed in Table XX and evaluate and revise their programs accordingly.

In determining the opinions of the respondents concerning changes in the all-day programs, each person was asked, "In your opinion, what are some changes that should be made in the all-day program?" It is apparent from Table XV that over half of the interviewees did not respond, as indicated by the 52 per cent giving no suggestions and the 2 per cent listing no changes. The writer believes the suggestions were omitted in part because of the limited time and the busy schedule of some of the respondents.

A further analysis shows that a wide variety of suggestions were

TABLE XV

BUSINESS AND PROFESSIONAL PEOPLE INDICATING SUGGESTED
CHANGES THAT SHOULD BE MADE IN THE ALL-DAY PROGRAM

Item	Per Cent Responding
1. More interest and support from adults in the programs	11
2. More farm mechanics work should be offered	5
3. Classrooms and shops should be adjacent or close together	5
4. School farm or experimental acreage should be available	4
5. More money should be available for the departments	4
6. Enroll only boys that are going to farm or enter into work related to farming	3
7. Boys' farms should be visited more often	3
8. More field study or actual experiments should be conducted	3
9. Specialist should be made available for technical jobs	2
10. Soil-testing laboratory should be available in the county for boys' use	2
11. Need fewer number of students enrolled or more teachers	2
12. More up-to-date farm management should be taught	1

TABLE XV (continued)

Item	Per Cent Responding
13. Keep boys' noses to the "grindstone" more	1
14. No changes	2
15. No suggestions	52

offered by the 46 per cent responding. Eleven per cent suggested "more interest and support from adults in the program," 5 per cent said that more training in farm mechanics is needed, 5 per cent said that classroom and shop should be adjacent, 4 per cent suggested a school farm, 4 per cent suggested more money for departments, 3 per cent said to enroll only real farm boys or those who plan to enter related work, 3 per cent said to visit boys' farms more often, 3 per cent suggested more field work, 2 per cent suggested a specialist for technical jobs, 2 per cent suggested a soils-testing laboratory, and 2 per cent said that we need a fewer number of students enrolled or more teachers. One per cent of the respondents suggested that more up-to-date farm management be taught and that we keep boys' noses to the "grindstone" more.

The suggestions should be of importance to the teachers, the school officials, and others for the improvement of the programs of vocational agriculture in the county.

Table XVI shows the distribution of the answers made to the question, "Do you think that the vocational agriculture taken in our high schools has been of value to those boys who went into occupations other than farming?" Tabulations of the table reveal that 100 per cent of the respondents thought that the training given in agriculture classes would be an asset in other occupations.

Some of the remarks given by the respondents are:

"Any education, regardless of the field it is in, is priceless." "Knowledge is power."

TABLE XVI

OPINIONS EXPRESSED BY BUSINESS AND PROFESSIONAL LEADERS
AS TO THE VALUE OF VOCATIONAL AGRICULTURE TO THOSE
BOYS WHO HAVE GONE INTO OTHER OCCUPATIONS

Item	Per Cent Responding
1. Yes	100
2. No	0

"Systematic record keeping, a working knowledge of parliamentary procedure, use and care of tools are valuable assets to a man in any occupation."

"Good common horse sense that is good for anyone."

"Has helped me as a lawyer."

"This kind of school work is good for every boy. I wish I had taken ag when a boy."

"It helped my boy in his medical school work, especially the leadership and public speaking training."

"It has given a lot of country boys a chance to show their worth."

"It has helped me to talk sense to farmers that come into my store."

"It may be necessary for him to turn to the farm again for a living or a part of his living."

"It makes for a better understanding and relations between our business people and the farm people."

The responses to the question, "In your own opinion, what are some of the noticeable weaknesses of the complete programs of vocational agriculture in the county." The tabulated results in Table XVII indicate that 59 per cent of the respondents saw no noticeable weaknesses in the county programs of vocational agriculture.

Of the weaknesses listed, 18 per cent indicated "lack of support and interest from parents and adults," 3 per cent indicated that teaching programs are not keeping up with new equipment and changes

TABLE XVII

BUSINESS AND PROFESSIONAL PEOPLE INDICATING WEAKNESSES
OF THE PROGRAMS OF VOCATIONAL AGRICULTURE IN COUNTY

Weakness Indicated	Per Cent Responding
1. No noticeable weakness	59
2. Lack of support and interest from parents and adults	18
3. Teaching programs are not keeping up with new equipment and changes in farming	3
4. Other farm groups do not cooperate with high-school programs	2
5. Shop facilities are not being utilized fully	3
6. Vocational agriculture has too many required duties other than teaching high-school boys	3
7. Too many boys enrolled who are not interested	3
8. Not enough individual field work with boys	2
9. Lack of sufficient funds to operate classrooms and shops properly	2
10. Others	5

in farming, 3 per cent indicated that shop facilities are not being utilized fully, 2 per cent indicated that other farm groups do not cooperate, 3 per cent said that vocational agriculture teachers have too many required duties other than teaching high-school boys. Two per cent indicated "not enough individual field work with boys," 3 per cent said that too many boys enrolled are not interested, and 2 per cent indicated "lack of sufficient funds to operate classrooms and shops properly." Five per cent listed minor weaknesses that were not related to programs.

A further analysis of the table reveals that most of the weaknesses are hinged around the lack of interest and support from adults in the county. To obtain even greater cooperation and interest of the people is a job that challenges the departments and is of paramount importance.

II. FUTURE FARMERS OF AMERICA

Most of the respondents indicated they understand and appreciate the Future Farmer programs and activities.

A study by Hinton¹ indicated that 44 per cent of the citizens of the Church Hill community thought that the Future Farmers of America was an extracurricular organization. The tabulation also revealed

¹Troy W. Hinton, "Citizens Understanding of the Vocational Agriculture Department in the Church Hill High School" (unpublished Master thesis, The University of Tennessee, 1958), p. 68.

that 37 per cent thought the organization was a regular part of vocational agriculture.

The writer was much concerned about the knowledge and opinions of the business and professional people concerning the Future Farmers of America programs in the county. In order to find what the respondents' knowledge was concerning this question, the people interviewed were asked, "What place does the Future Farmers of America activities have in the vocational agriculture program?"

A very significant number showed complete knowledge of the program in Table XVIII by the 56 per cent indicating that the Future Farmers of America is a regular part of vocational agriculture. Thirty-four per cent indicated that the organization was extracurriculum and 10 per cent did not know.

This study reveals very clearly that a person's knowledge of a particular question varies somewhat with his opinions on that question. The business and professional people included in this study were asked to express their opinions on the question, "What place do you think the Future Farmers of America organization should have in the vocational agriculture program?"

An analysis of Table XIX reveals that knowledge and opinions of a question vary somewhat in this study. This is evident by the 83 per cent who suggested that the Future Farmers of America should be a regular part of the vocational agriculture program. Fifteen per cent said that the Future Farmers of America should be an extracurriculum

TABLE XVIII

BUSINESS AND PROFESSIONAL PEOPLE INDICATING KNOWLEDGE
AS TO THE PLACE OF THE FUTURE FARMER ACTIVITIES
TO VOCATIONAL AGRICULTURE

Item	Per Cent Responding
1. An extra-curriculum organization	34
2. A regular part of vocational agriculture ^a	56
3. Not related in any way	0
4. Don't know	10

^a Denotes correct answer.

TABLE XIX

BUSINESS AND PROFESSIONAL PEOPLE INDICATING SUGGESTED
PLACE OF THE FUTURE FARMER ACTIVITIES TO
VOCATIONAL AGRICULTURE

Item	Per Cent Responding
1. An extra-curriculum organization	15
2. A regular part of vocational agriculture	83
3. Don't know	2

organization, but several of these also said that each student enrolled in vocational agriculture should be a member of the Future Farmer of America organization. Ten per cent of the respondents did not have any suggestions.

Table XX shows the distribution of the suggested changes to the question, "What are some changes that should be made in the Future Farmers of America organization to make it more effective?" Each respondent could list as many suggestions as he or she thought applicable.

An analysis of Table XX shows that 45 per cent of the respondents gave no suggestions and that 14 per cent indicated that no changes were necessary. This tabulation indicates that 59 per cent of the respondents gave no usable suggestions. Of the suggestions received, "adults should take more interest and help the teachers more" ranked at the top with 21 per cent; 19 per cent listed "more leadership and parliamentary procedure training." Other listings with their percentages were: "more social activities," 11 per cent; "need a good camp for the boys on Norris lake for recreation," 7 per cent; "all boys in class should be members exclusively," 7 per cent; members should become better acquainted with businesses in the county, 4 per cent; "more time should be spent with the FFA and less with adults," 2 per cent; "more and better contests," only 2 per cent.

This is a rather significant number of suggested changes for the Future Farmers of America organization. The writer feels that these suggestions should be of value to the departments in evaluating their

TABLE XX

BUSINESS AND PROFESSIONAL PEOPLE INDICATING SUGGESTED
CHANGES IN THE FUTURE FARMER OF AMERICA ORGANIZATION

Item	Per Cent Responding
1. Adults should take more interest and help the teachers	21
2. More leadership and parliamentary procedure training	19
3. More social activities	11
4. Need a good camp for the boys on Norris Lake for recreation	7
5. All boys enrolled in class should be members exclusively	7
6. Should become better acquainted with businesses in the county	4
7. More time should be spent with the FFA and less with adults	2
8. More and better contests	2
9. No suggestions	45
10. No changes necessary	14

Future Farmers of America programs and activities.

Table XXI shows the response made to the question, "Do you think vocational agriculture has helped in developing leadership in our county farm youth?" One hundred respondents, or 100 per cent, indicated that they thought vocational agriculture has helped in developing leadership abilities in our farm boys, and that it was filling a need within the county not being met by other agencies.

To the writer this served as a great inspiration to know that the business and professional people were recognizing certain values and effects of vocational agriculture in addition to establishment in farming.

III. SUPERVISED FARMING PROGRAM

Deyoe² states in his book, Supervised Farming in Vocational Agriculture, that a broad and complete supervised farming program should consist of productive projects, improvement projects and supplementary farm practices.

Hinton's³ study showed that 79 per cent of the citizens in the Church Hill community had an incomplete knowledge of what constitutes a complete farming program. An analysis of Table XXII in this study reveals that about two-thirds of the respondents were aware of the requirements for a complete supervised farming program. Sixty-four per cent

²George P. Deyoe, Supervised Farming in Vocational Agriculture, (Danville, Illinois: The Interstate Printers and Publishers, 1943), p. 47.

³Hinton, op. cit., p. 57.

TABLE XXI

OPINIONS EXPRESSED BY BUSINESS AND PROFESSIONAL LEADERS
AS TO THE DEVELOPMENT OF LEADERSHIP IN OUR FARM YOUTH

Item	Per Cent Responding
1. Yes	100
2. No	0

TABLE XXII

BUSINESS AND PROFESSIONAL PEOPLE INDICATING KNOWLEDGE
OF A COMPLETE SUPERVISED FARMING PROGRAM
FOR ALL-DAY BOYS

Item	Per Cent Responding
<u>Separate responses selected</u>	
1. Productive enterprises (tobacco, corn, beef cattle, etc.) ^a	91
2. Improvement projects (building farm gates, improving pasture, etc.) ^a	75
3. Supplementary farm jobs (clipping pasture, dehorning, etc.) ^a	66
4. Don't know	8
<u>Combination of responses selected</u>	
1. Productive enterprises, improvement projects	11
2. Productive enterprises, supplementary farm jobs	2
3. Improvement projects, supplementary farm jobs	0
4. Productive enterprises, improvement projects, and supplementary farm jobs ^a	64
5. Productive enterprises	15
6. Don't know	8

^aDenotes correct answer.

selected the correct combination of "productive enterprises, improvement projects and supplementary farm jobs." An incomplete understanding was revealed by the 15 per cent checking only "productive enterprises," the 11 per cent checking "productive enterprises, improvement projects," and the 2 per cent checking "productive enterprises and supplementary farm jobs." Eight per cent of the respondents indicated that they did not know.

The respondents reacted favorably to efforts and activities in the supervised farming endeavors. The past efforts of the teachers in setting up and encouraging good programs in supervised farming contributed to better public understanding. What teachers do to provide good programs also contribute to better public knowledge of the programs.

An analysis of Table XXIII reveals the opinions of the respondents to the question, "If you had your choice, what would you consider a complete supervised farming program for an all-day vocational agriculture student?"

In tabulating Table XXIII it is evident that the respondents knew what they wanted in a complete supervised farming program. A surprising 85 per cent of the respondents suggested that "productive enterprises, improvement projects and supplementary farm jobs" should be included in a complete supervised farming program for all all-day student. Seven per cent suggested "productive enterprises and improvement projects," 2 per cent suggested "productive enterprises," while 1 per cent suggested "productive enterprises and supplementary farm jobs" only. Five per cent did not list any usable suggestions.

TABLE XXIII

BUSINESS AND PROFESSIONAL PEOPLE INDICATING SUGGESTED
SUPERVISED FARMING PROGRAM FOR ALL-DAY STUDENTS

Item	Per Cent Responding
1. Productive enterprises, improvement projects, and supplementary farm jobs	85
2. Productive enterprises, improvement projects	7
3. Productive enterprises	2
4. Productive enterprises, supplementary farm jobs	1
5. No suggestions	5

Teachers of vocational agriculture have long recognized the value of supervisory visits in developing supervised farming programs. Table XXIV reveals that two-thirds of the respondents had no knowledge of the number of supervisory visits made per student per year. A further analysis indicates that 6 per cent of the respondents thought that the agriculture teachers visited the students one time per year, 9 per cent checked two visits, 6 per cent checked three visits and 12 per cent checked 12 visits. One per cent said the teachers did not make any supervisory visits.

Many of the respondents said that they knew supervisory visits were being made to the boys' farms, but they did not know the number. There has been no effort in the county to inform the public in regard to our supervisory visit programs.

Deyoe⁴ states in Supervised Farming in Vocational Agriculture that there can be no arbitrary answer as to "when" and "how often" visits should be made. He says the need for the visits should be sufficient to justify the time and expense involved. This need is likely to be greater for first-year students than for older students. He says a fair approximation is an average of one visit every one or two months, varying in accordance with the needs arising from the program of supervised farming and with the ability of the individual student to cope satisfactorily with situations as they arise in the program.

⁴Deyoe, op. cit., p. 339.

TABLE XXIV
BUSINESS AND PROFESSIONAL PEOPLE INDICATING KNOWLEDGE
OF NUMBER SUPERVISORY VISITS MADE
PER STUDENT PER YEAR

Item	Per Cent Responding
1. One	6
2. Two	9
3. Three ^a	6
4. Four or more	12
5. Don't know	66
6. None	1

^aDenotes correct answer.

In order to determine the respondents' opinions as to the number of supervisory visits that should be made, each interviewee was asked the question, "How many supervisory visits do you think should be made per student per year?" As indicated in Table XXV, 29 per cent of the respondents suggested that the agriculture teachers should make two supervisory visits per student each year, 26 per cent suggested three visits, 23 per cent suggested four visits, 9 per cent suggested one visit, 5 per cent suggested six visits, three per cent suggested as many as possible, 2 per cent suggested five visits, 1 per cent suggested nine visits, 1 per cent suggested ten visits and 1 per cent suggested 12 visits or one per month.

A further analysis of Table XXV reveals that 78 per cent of the respondents thought that each student should be visited from two to four times per year. Many of the respondents checked a specific number of visits, but they also indicated that the students should be visited as often as available time of teachers will permit. Several of the respondents suggested that time should be made available for the teacher during the school week to assist in selecting and procuring better livestock for projects.

IV. CURRICULUM

The writer was much concerned about the knowledge of the respondents concerning the teaching curriculum. In order to find what understanding the people had concerning the question, the respondents were

TABLE XXV

BUSINESS AND PROFESSIONAL PEOPLE INDICATING SUGGESTED
NUMBER SUPERVISORY VISITS PER STUDENT PER YEAR

Item	Per Cent Responding
1. One	9
2. Two	29
3. Three	26
4. Four	23
5. Five	2
6. Six	5
7. Nine	1
8. Ten	1
9. Twelve	1
10. As many as possible	3

asked, "What is included in the teaching curriculum in vocational agriculture?"

Table XXVI shows that, when considered as a group, a large percentage of the respondents were aware of the teaching curriculum. This was evident by 95 per cent who checked "farm mechanics," 95 per cent who checked "farm management. . . ," 97 per cent who checked "productive enterprises. . . ," 89 per cent who checked "Future Farmers of America," and 71 per cent who checked "guidance." A lack of knowledge was evident by the 7 per cent who checked "home economics" and the 5 per cent who checked United States history.

The teachers of agriculture have a greater responsibility to teach skills and know-how with more emphasis on farm mechanics. The areas of farm management, guidance and leadership training will need more emphasis.

Table XXVII shows the distribution of the suggestions to the question, "What changes do you suggest in the course of study?" It is apparent in Table XXVII that the interviewees have a rather clear understanding of the curriculum that is being offered. The respondents appear to be well satisfied with the present curriculum, as indicated by the 54 per cent who suggested "no changes" in the teaching curriculum. Nine per cent of the respondents suggested "more farm mechanics training," 6 per cent suggested "more training in farm management and good book-keeping," 3 per cent suggested more "training in basic farm laws, title transactions, etc.," 3 per cent suggested "more training in land selection

TABLE XXVI

BUSINESS AND PROFESSIONAL PEOPLE INDICATING KNOWLEDGE
OF THE TEACHING CURRICULUM IN VOCATIONAL AGRICULTURE

Item	Per Cent Responding
1. Farm mechanics ^a	95
2. Farm management (planning rotations, etc.) ^a	95
3. Productive enterprises (tobacco, corn, beef cattle, etc.) ^a	97
4. Future Farmers of America ^a	89
5. Guidance ^a	71
6. Home economics	7
7. U. S. history	5

^aDenotes correct answer.

TABLE XXVII
BUSINESS AND PROFESSIONAL PEOPLE INDICATING SUGGESTED
CHANGES IN THE TEACHING CURRICULUM IN
VOCATIONAL AGRICULTURE

Item	Per Cent Responding
1. No changes	54
2. More farm mechanics training	9
3. More training in farm management and good farm bookkeeping	6
4. Training in basic farm laws, title transactions, etc.	3
5. More training in land selection and soil management	3
6. More training in buying and selling	2
7. No suggestions	23

and soil management," and 2 per cent indicated that the teaching curriculum should include "more training in buying and selling." The writer was surprised to find that 23 per cent of the interviewees offered no usable suggestions.

In order to find what knowledge the respondents had concerning the course of study offered in vocational agriculture, those surveyed were asked the question, "What constitutes the length of the course of study now offered in vocational agriculture?" A study of Table XXVIII reveals that 63 per cent were right in saying that "four (4) years of vocational agriculture" is offered. A lack of understanding was indicated by 5 per cent who checked three years, 4 per cent who checked two years and 28 per cent who indicated that they did not know.

While a large number of the respondents as a group were not aware of the course of study, a further analysis of Table XIII reveals a very significant 63 per cent were well aware of the course of study now offered.

In order to determine the respondents' suggested changes in the course of study, each was asked the question, "What changes do you suggest in the course of study?" It is quite apparent from Table XXIX that the respondents have a rather clear understanding of what they want in a course of study, as 82 per cent indicated that "four (4) years of vocational agriculture" should be offered. Many of the 82 per cent expressed opinions that they were not sure what the course of study

TABLE XXVIII
BUSINESS AND PROFESSIONAL PEOPLE INDICATING KNOWLEDGE
OF THE LENGTH OF COURSE OF STUDY OFFERED IN
VOCATIONAL AGRICULTURE

Item	Per Cent Responding
1. Four (4) years of vocational agriculture ^a	63
2. Three (3) years of vocational agriculture	5
3. Two (2) years of vocational agriculture	4
4. One (1) year of vocational agriculture and three (3) years of general agriculture	0
5. Two (2) years of vocational agriculture and two (2) years of general agriculture	0
6. Don't know	28

^a Denotes correct answer.

TABLE XXIX

BUSINESS AND PROFESSIONAL PEOPLE INDICATING SUGGESTED
CHANGES IN THE LENGTH OF COURSE OF STUDY IN
VOCATIONAL AGRICULTURE

Item	Per Cent Responding
1. Four (4) years of vocational agriculture	82
2. Three (3) years of vocational agriculture	1
3. Two (2) years of vocational agriculture	1
4. One (1) year of vocational agriculture and three (3) years of general agriculture	2
5. Two (2) years of vocational agriculture and two (2) years of general agriculture	5
6. No suggestions	8
7. Four (4) years of vocational agriculture for those interested and only one (1) year for those who want only a general course in agriculture	1

was, but emphasized what they thought should be offered. Five per cent of the respondents suggested that "two (2) years of vocational agriculture" and "two (2) years of general agriculture" be taught, and 2 per cent suggested "one (1) year of vocational agriculture" and "three (3) years of general agriculture" be offered. One per cent suggested "three (3) years of vocational agriculture," and one per cent "two (2) years of vocational agriculture." One person suggested that "four (4) years of vocational agriculture. . ." should be offered for the real farm boys and ". . .one (1) year for those who want only a general course in agriculture." Eight per cent of the respondents did not give any suggestions.

In determining the knowledge of the respondents concerning content of course of study, each person was asked, "Who helps decide on the content of the vocational agriculture course of study, in addition to the vocational agriculture teacher?"

Hinton⁵ in a study of the Church Hill, Tennessee, community found that only 7 per cent indicated all persons taking part in planning the instructional program of the local department. However, a very large percentage chose one or more of the persons helping in the program planning.

An analysis of Table XXX indicates that 40 per cent of the respondents think that the school principal helps decide on content of

⁵Hinton, op. cit., p. 46.

TABLE XXX

BUSINESS AND PROFESSIONAL PEOPLE INDICATING KNOWLEDGE
OF WHO HELPS VOCATIONAL AGRICULTURE TEACHERS
DECIDE ON CONTENT OF COURSE OF STUDY

Item	Per Cent Responding
1. School principal	40
2. Superintendent of schools	33
3. Young and adult farmers ^a	29
4. Advisory council	12
5. Advisory committee ^a	21
6. Faculty members	6
7. County farm agent	24
8. Don't know	36

^aDenotes correct answer.

the course of study; 33 per cent, the superintendent of schools; 12 per cent, the advisory council; 6 per cent, the faculty members; 24 per cent checked "county farm agent;" and 36 per cent said they did not know. Twenty-nine per cent were right in saying "young and adult farmers," and 21 per cent checking that advisory committees help decide content of the course of studies in vocational agriculture in county schools.

In determining the opinions of the respondents concerning the planning of the course of study each person was asked, "Who should help decide the content of the course of study?" It is apparent from Table XXXI that 47 per cent of the respondents think some type of advisory committee should help decide on the content of the course of study. Many of the respondents listed more than one group that should be used. Twenty-eight per cent listed "young and adult farmers;" 18 per cent suggested the "superintendent of schools;" 16 per cent, the "school principal;" 15 per cent, the "county agent;" 11 per cent, the "advisory council;" 9 per cent, "faculty members;" 5 per cent, "parents;" 3 per cent, "school board members;" and 3 per cent suggested that students themselves should help. Eleven respondents suggested that the teachers were well qualified, and that they did not need any help. Eighteen respondents did not give any usable suggestions.

A further analysis of Table XXXI indicates that 75 per cent suggested that an advisory committee, and young and adult farmers should help the teachers of vocational agriculture decide the content of the course of study.

TABLE XXXI

BUSINESS AND PROFESSIONAL PEOPLE INDICATING OPINIONS
AS TO WHO SHOULD HELP VOCATIONAL AGRICULTURE
TEACHERS DECIDE ON CONTENT
OF COURSE OF STUDY

Item	Per Cent Responding
1. Advisory committee	47
2. Young and adult farmers	28
3. Superintendent of schools	18
4. School principal	16
5. County farm agent	15
6. Advisory council	11
7. Faculty members	9
8. Parents	5
9. School board members	3
10. Students	3
11. Teachers do not need any help	11
12. No answer	18

V. FARM MECHANICS PROGRAM

The writer was very much interested in determining the understanding the respondents had regarding the skills taught in the farm mechanics courses. The interviewees were asked, "What skills are taught in the farm mechanics courses in vocational agriculture?"

Hinton's⁶ study of the Church Hill community showed that the citizens of the area had little knowledge of the instructional program offered in farm mechanics.

An analysis of Table XXXII in this study shows a rather different picture of understanding. The respondents could check as many of the listed skills as they thought applied. Tabulation of the table indicate carpentry rated high, with 93 per cent checking; 85 per cent checked machinery repair; 84 per cent, soldering; 83 per cent electric-arc welding; 75 per cent, oxygen-acetylene welding; 74 per cent, forge work; and 73 per cent, tool fitting. Some of the other areas that received a smaller response was in most cases due to a lack of knowledge of the terminology used. New areas of instruction received less response than some of the areas of instruction that were offered when many of the respondents were enrolled. It was encouraging to the writer to note that only 4 per cent indicated that they did not know.

The people interviewed were given an opportunity to list the skills which they thought should be taught in the farm mechanics

⁶Hinton, op. cit. p. 60.

TABLE XXXII

BUSINESS AND PROFESSIONAL PEOPLE INDICATING KNOWLEDGE
OF SKILLS TAUGHT IN THE FARM MECHANICS COURSES

Item	Per Cent Responding
1. Mechanical drawing ^a	28
2. Blue print reading ^a	27
3. Carpentry ^a	93
4. Masonry ^a	34
5. Soldering ^a	84
6. Glazing ^a	32
7. Printing	10
8. Electric arc welding ^a	83
9. Oxygen-acetylene welding ^a	75
10. Forge work ^a	74
11. Machinery repair ^a	85
12. Plumbing ^a	27
13. Electrical splicing and wiring	55
14. Tool fitting ^a	73
15. Don't know	4

^a Denotes correct answer.

courses. In consideration of the present adequacies and possibilities, the question was asked, "What skills do you recommend should be taught in the farm mechanics courses in vocational agriculture other than the ones you checked above?" The response to this question was unanimous in that all the listed skills should be taught, except commercial printing, where facilities and equipment are available. All the listed skills, except printing, are now taught in the vocational agriculture farm mechanics courses in the county.

A further analysis of Table XXXIII shows that a few additional skills were recommended to be included in the instructional program. Seventeen per cent suggested motor repairs and maintenance, 14 per cent listed construction of farm buildings and 9 per cent suggested that rope work should be taught in farm mechanics courses. These are now offered, on a small scale, as part of the farm mechanics program but were not listed.

This study seems to indicate that the respondents have a well-rounded knowledge of the instructional programs offered in the farm mechanics courses in vocational agriculture in Claiborne County.

VI. YOUNG FARMER AND ADULT FARMER PROGRAMS

A lack of knowledge of the question and of the terms used in the question was evident in the responses recorded in Table XXIX. Each business and professional person interviewed was asked the question, "What groups are now a regular part of the vocational agriculture instruction program?" Each person could check as many of the groups as

TABLE XXXIII

BUSINESS AND PROFESSIONAL PEOPLE INDICATING SUGGESTED
ADDITIONAL SKILLS THAT SHOULD BE TAUGHT IN
THE FARM MECHANICS COURSES

Item	Per Cent Responding
1. All skills listed except printing	100
2. Motor repair and maintenance	17
3. Construction of farm buildings	14
4. Rope work	9

he thought applied.

The tabulation of Table XXXIV reveals that 87 per cent were right in checking all-day boys, 62 per cent in checking young farmers and the 48 per cent in checking adult farmers. A surprising fact to note is that only 58 per cent checked the correct combination of responses.

An analysis of Table XXXIV indicates to the writer that the public is not too well informed of our total vocational agriculture programs in the county. The tabulation also reveals that the public does not understand the terms that we use to designate the groups that are a regular part of our programs.

The writer was interested in getting the opinions of the interviewees in regard to the groups that should be enrolled as a regular part of the vocational agriculture program. To determine the respondents' opinions on this matter, each person was asked the question, "What groups do you think should be enrolled as a regular part of the vocational agriculture program?" This was the response that indicated to the writer that the interviewees did not understand the terminology that is used to describe our total programs of vocational agriculture.

In tabulating Table XXXV the writer found that 64 per cent indicated all-day boys, young farmers, and adult farmers should be enrolled as a regular part of the programs in vocational agriculture. Sixteen per cent were rather emphatic in stating that only all-day high-school boys should be enrolled. Twelve per cent listed all-day boys, young farmers; 6 per cent listed all-day boys, adult farmers; and 2 per cent offered no suggestions.

TABLE XXXIV

BUSINESS AND PROFESSIONAL PEOPLE INDICATING KNOWLEDGE
OF GROUPS THAT ARE NOW A REGULAR PART OF THE
VOCATIONAL AGRICULTURE INSTRUCTION PROGRAM

Item	Per Cent Responding
<u>Separate response selected</u>	
1. Adult farmers ^a	48
2. Young farmers ^a	62
3. All-day boys ^a	87
4. Don't know	10
<u>Combination of response given</u>	
1. All-day boys, adult and young farmers ^a	58
2. All-day boys, adult farmers	9
3. All-day boys, young farmers	22
4. Adult and young farmers	1
5. Don't know	10

^aDenotes correct answer.

TABLE XXXV

BUSINESS AND PROFESSIONAL PEOPLE INDICATING SUGGESTED
GROUPS TO ENROLL AS A REGULAR PART
OF THE AGRICULTURE PROGRAM

Item	Per Cent Responding
1. All-day boys, young farmers, adult farmers	64
2. All-day boys	16
3. All-day boys, young farmers	12
4. All-day boys, adult farmers	6
5. No suggestion	2

A further analysis of Table XXXV indicates that almost two-thirds of this group suggested that teachers continue the total programs of vocational agriculture in the county.

Basically good relations with the public depend upon understanding and appreciation. To determine the degree of understanding the respondents had concerning the teachers' duties at school, those surveyed were asked the question, "What is required of the agriculture teacher besides teaching all-day agriculture classes, young farmers, and/or adult farmer classes?" Each respondent was asked to check as many of the suggested responses as applied.

An analysis of Table XXXVI shows that 23 per cent indicated that the agriculture teachers are now required to keep study hall, 25 per cent checked that they also keep home room, 15 per cent checked "teach other classes," 23 per cent checked that they do school maintenance, 5 per cent checked that they coach athletics, and 9 per cent said that they were assistant principals.

A further analysis of Table XXXVI reveals that 54 per cent of the respondents did not have any knowledge of all of the duties required of the agriculture teachers. Forty-four per cent of the respondents indicated a lack of knowledge and misunderstanding by responding to the seven suggested possibilities of which none are performed by the teacher. An additional tabulation indicates that only 2 per cent of the respondents have a true understanding of the school duties of the agriculture teachers besides teaching agriculture classes.

TABLE XXXVI

BUSINESS AND PROFESSIONAL PEOPLE INDICATING KNOWLEDGE
OF DUTIES REQUIRED OF THE AGRICULTURE TEACHERS
BESIDES TEACHING ALL-DAY, YOUNG AND ADULT
FARMER CLASSES

Item	Per Cent Responding
1. Keep study hall	23
2. Keep home room class	25
3. Teach classes other than agriculture	15
4. Do school maintenance	23
5. Coach athletics	5
6. Assistant principal	9
7. Don't know	54
8. None applies	2

The success of the complete programs of vocational agriculture in the county depends to a large extent on the ability of all teachers involved to create a feeling of respect, interest, and wholehearted support for the programs. In order for the writer to get the true feeling of the respondents regarding the school duties of the teachers, the question was asked, "What duties would you suggest be placed upon the vocational agriculture teacher besides teaching all-day boys, young farmers, and/or adult farmers and Future Farmers of America activities?"

An analysis of Table XXXVII indicates that the respondents have an appreciation for the teachers and the jobs they are doing. Eighty-eight per cent of the interviewees said that no additional duties should be given the agriculture teachers besides teaching all-day boys, young farmers and/or adult farmers, and Future Farmers of America activities.

A further analysis of Table XXXVII indicates that a small percentage of the respondents listed additional duties that the teachers should perform. Four per cent suggested that the teachers should perform any duty for which he is qualified without taking his time to the point of impairing his performance in his primary duty of vocational agriculture. Two per cent suggested that he assist other teachers and the principal when needed, and 3 per cent stated that bus and hall duty should be shared with other teachers. One interviewee was rather emphatic in stating that no extra duties should be added, and that the adult and young farmer work should be eliminated from the required teacher load.

TABLE XXXVII

BUSINESS AND PROFESSIONAL PEOPLE INDICATING SUGGESTED
DUTIES FOR THE AGRICULTURE TEACHERS BESIDES TEACHING
ALL-DAY, YOUNG AND ADULT FARMER CLASSES

Item	Per Cent Responding
1. No extra duties	88
2. Any which he is qualified to perform without taking his time to the point of impairing his performance in his primary duty of vocational agriculture	4
3. Bus and hall duties	3
4. Assist other teachers	2
5. No suggestions	2
6. Leave out adult and young farmer duties	1

VIII. PUBLIC RELATIONS

Vocational education in agriculture, like other kinds of public education in Claiborne County, is financed by public funds. Therefore, the public has a right to know the importance of this program and the work being done in it. Cardozier⁷ states in his book, Public Relations for Vocational Agriculture, that, while a large part of one's public relations program consists simply of good human relations, an effective program of public relations must include the use of various mass media to reach large numbers of people.

Table XXXVIII presents the distribution of answers made to the question, "What means of informing the public of the work being done in vocational agriculture is being utilized?" Each person could check as many of the suggested media as he thought applicable. As indicated in Table XXXVIII, 95 per cent of the respondents indicated that the county newspaper was used, 57 per cent indicated daily newspapers, 64 per cent checked local radio programs, 66 per cent checked public appearances of Future Farmers of America boys, 45 per cent checked public appearance by agriculture teachers. Ten per cent indicated a lack of understanding by checking television programs, and 2 per cent indicated that they did not know.

The large number of the respondents who checked the correct

⁷V. R. Cardozier, Public Relations for Vocational Agriculture (Knoxville: Dement Books, 1958), p. 203.

TABLE XXXVIII

BUSINESS AND PROFESSIONAL PEOPLE INDICATING KNOWLEDGE
OF THE MEANS USED TO INFORM THE PUBLIC OF THE
WORK BEING DONE IN VOCATIONAL AGRICULTURE

Item	Per Cent Responding
1. County newspaper ^a	95
2. Daily newspaper ^a	57
3. Local radio programs ^a	64
4. T.V. programs	10
5. Public appearances by FFA boys ^a	66
6. Public appearances by agriculture teachers ^a	45
7. Others	4
8. Don't know	2

^a Denotes correct answer.

responses further justifies the writer's consideration that these people are in a position to render a valuable appraisal service to the county programs.

Table XXXIX presents the suggested means of informing the public in answer to the question, "What means of publicizing the vocational agriculture programs should be utilized?" A tabulation of the suggestions reveals that 83 per cent suggested county newspaper, and only 62 per cent suggested daily newspaper. Seventy-three per cent suggested local radio programs; 30 per cent, television programs; 70 per cent, appearances by Future Farmers of America boys; and 52 per cent, public appearance by the agriculture teachers. Several additional means were listed which included: 10 per cent suggested newsletters to parents, 10 per cent suggested planned farm tours, 8 per cent suggested local fairs, 15 per cent suggested erection of Future Farmers of America signs, 6 per cent stated that the boys and their farms are the best means. Seven per cent of the respondents did not list any suggestions.

A further analysis of Table XXXIX and suggestions on the questionnaire indicates that the public wants to be, and demands to be, better informed. A planned program of public relations utilizing all available media needs to be utilized to the fullest.

We are living in a highly specialized and greatly mechanized age. The writer was much concerned as to public opinion toward vocational agriculture in an industrialized county. To find out the response to this problem, the question was asked, "As the county be-

TABLE XXXIX
BUSINESS AND PROFESSIONAL PEOPLE INDICATING SUGGESTED
MEANS TO INFORM THE PUBLIC OF THE WORK BEING DONE
IN VOCATIONAL AGRICULTURE

Item	Per Cent Responding
1. County newspaper	83
2. Daily newspaper	62
3. Local radio programs	73
4. T.V. programs	30
5. Public appearances by FFA boys	70
6. Public appearances by agriculture teachers	52
7. Newsletters to parents	10
8. Farm tours	10
9. Local fairs	8
10. FFA signs erected	15
11. The boys and their farms are the best means	6
12. No suggestions	7

comes more industrialized, do you think that vocational agriculture will cease to be of value in our schools?"

A study of Table XXXX reveals that 96 per cent of the respondents indicated that vocational agriculture will not cease to be of value in our schools. Many expressed opinions that the need will remain but that the programs should be revised to meet the needs of those served at that time. Four per cent indicated that in their opinion vocational agriculture would cease to be of value.

The analysis of Table XXXX and the comments made further indicate that the people of Claiborne County have a high regard for the teachers and the instructional programs offered.

Business and professional people included in the survey were asked to respond to the last question, "In light of the above question, do you feel that the local programs of vocational agriculture can be justified." Eighty-seven per cent indicated that the departments can be justified completely, and 13 per cent indicated that the departments can be justified partially. Several suggested that parts of our adult and young farmer work are not justified.

This last question is an adequate summarization of the entire study in that it reveals the feelings of the respondents toward the total programs of vocational agriculture in the county. The programs are justified as revealed by Table XXXXI.

TABLE XXXX

OPINION EXPRESSED BY BUSINESS AND PROFESSIONAL LEADERS
IF VOCATIONAL AGRICULTURE WILL CEASE TO BE OF
VALUE WHEN COUNTY BECOMES INDUSTRIALIZED

Item	Per Cent Responding
1. Yes	4
2. No	96

TABLE XXXXI

BUSINESS AND PROFESSIONAL PEOPLE INDICATING JUSTIFICATION
OF LOCAL PROGRAMS OF VOCATIONAL AGRICULTURE

Item	Per Cent Responding
1. Completely	87
2. Partially	13
3. No	0

CHAPTER III

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

I. SUMMARY

This study was made in an attempt to evaluate the programs of vocational education in agriculture in Claiborne County according to the knowledge and opinions expressed by the business and professional leaders of the county.

A total of one hundred business and professional leaders of Claiborne County was selected for the study. The writer personally interviewed each respondent and recorded the responses on a questionnaire. It is felt that much useful data have been collected which will be of importance to the teachers of agriculture, school officials, or residents in any attempt at making recommendations for the improvement or justification of the local programs of vocational agriculture in the county.

Following is a summary of the findings:

1. The range in years for tenure of residents is 1 to 60 with an average of 39 years.
2. Only 29 per cent indicated that they have had at least one boy enrolled in a class of vocational agriculture in the county.
3. Three-fourths, or 75 per cent, indicated that they now have farming interests in the county.

4. Ninety-two per cent indicated that they were reared on a farm, and 60 per cent of the male respondents were former vocational agriculture students.

5. Eighty per cent indicated that they have received help from the vocational agriculture departments with managerial decisions.

6. Ninety-six per cent indicated the correct schools that offer vocational agriculture.

7. Over 94 per cent of the respondents indicated the correct reasons for offering vocational agriculture in the county.

8. Ninety-nine per cent indicated that vocational agriculture should be offered at Powell Valley, Tazewell, and Forge Ridge High Schools.

9. Fifty-nine per cent understood the correct purpose of instruction in vocational agriculture.

10. Forty-three per cent thought the main purpose should be to provide instruction applicable to farming and agricultural occupations related to farming.

11. Eighty-three per cent understood the correct standards used to enroll boys.

12. Only thirty-four per cent understood the correct length of class periods.

13. Forty-eight per cent of the respondents indicated that class periods should be the same as other school classes.

14. Sixty-three per cent of the respondents were right in indicating that four years of vocational agriculture is offered.

15. Eighty-two per cent indicated that four years of vocational agriculture should be offered.

16. Over 80 per cent of the respondents were aware of the teaching curriculum.

17. Fifty-four per cent of the respondents suggested no changes in the teaching curriculum.

18. Over 21 per cent understood the correct groups who help decide the content of the course of study.

19. Three-fourths, or 75 per cent, suggested that an advisory committee, and young and adult farmers should help decide the content of the course of study.

20. Thirty per cent of the respondents did not indicate any weaknesses in the all-day programs.

21. Thirty-one per cent identified strength of the all-day programs as helping prepare for farming and a practical training.

22. Over half, or 52 per cent, of the respondents indicated that no change be made in the all-day programs.

23. Sixty-four per cent indicated the correct response to a complete supervised farming program.

24. Eighty-five per cent of the respondents suggested that productive enterprises, improvement projects, and supplementary farm jobs should make up a complete program for an all-day boy.

25. Two-thirds of the respondents had no knowledge of the number of supervisory visits made per student per year.
26. Seventy-eight per cent of the respondents suggested that each student should be visited from two to four times per year.
27. Fifty-six per cent of the respondents, through the Future Farmers of America, is a regular part of vocational agriculture.
28. Eighty-three per cent suggested that the Future Farmer organization should be a regular part of vocational agriculture.
29. Twenty-one per cent of the respondents suggested that adults should take more interest in helping the teachers with Future Farmer programs.
30. Only 58 per cent of the respondents indicated a complete knowledge of the groups taught in vocational agriculture.
31. About two-thirds, or 64 per cent, of the interviewees suggested continuing the complete programs of vocational agriculture in the county.
32. Over 80 per cent of the interviewees indicated a complete knowledge of skills taught in the farm mechanics courses.
33. One hundred per cent of the respondents suggested that all listed skills be taught, except commercial printing.
34. Over 50 per cent of the respondents were aware of the media used to inform the public about vocational agriculture.
35. A planned program of public relations utilizing all available media was recommended by the respondents.

36. Fifty-four per cent of the respondents indicated that they did not know the duties required of the teachers besides teaching.

37. Eighty-eight per cent of the respondents suggested no additional duties for the teachers other than teaching all-day classes, young and/or adult farmer classes, and Future Farmer activities.

38. Ninety-six per cent of the interviewees said that vocational agriculture will continue to be valuable as the county becomes more industrialized.

39. One hundred per cent of the interviewees indicated that vocational agriculture training would be an asset in other occupations.

40. One hundred per cent of the respondents indicated that vocational agriculture has helped in developing leadership abilities in our farm boys.

41. Fifty-nine per cent of the respondents indicated no noticeable weaknesses of the complete programs of vocational agriculture in the county.

42. According to the opinions expressed by 87 per cent of the respondents, the county programs of vocational agriculture are completely justified. No respondent indicated that the departments were not justified.

II. CONCLUSIONS

On the basis of the findings of this study, it may be concluded that the business and professional people of Claiborne County hold a

high regard and respect for the teachers of vocational agriculture and the vocational agriculture programs in the county. They indicated that the programs are doing an acceptable job of training the present and prospective farmers, and that the students are deriving a great deal of benefit from the vocational agriculture programs in the county.

Based on the evaluated data from the study, the following additional conclusions were reached:

1. The source of opinion upon which the study is based is felt to be reliable and dependable.
2. The public does not understand the terms that are used to designate the various groups and activities in the total vocational agriculture programs.
3. There appears to be a wide gap between what the respondents know about vocational agriculture and what they think about the programs.
4. Based on the opinions of the interviewees, it was concluded that recognizable weaknesses do exist in the total programs of vocational agriculture in the county.
5. The respondents had varied misconceptions about the vocational agriculture programs and activities. Some of the misconceptions were results of change, from time to time, in the standards and requirements in the programs.
6. It was further concluded that an advisory committee should be used to assist the teachers in determining the content of the total programs of vocational agriculture. This conclusion was based on the

fact that 75 per cent of the interviewees responded to this expressed opinion.

7. Based on the responses to the public relations program, it was concluded that what teachers do to provide good programs also contribute to better public knowledge and understanding of the programs.

8. It was further concluded that the local vocational agriculture programs in the county are apparently justified.

III. RECOMMENDATIONS

The writer feels that the successful completion of any recommendations will depend, to a large extent, on the ability of the teachers involved to create a feeling of respect, interest, and wholehearted support for the total programs of vocational agriculture in the county. The writer has sufficient confidence in the public to believe that they will support the vocational agriculture programs wholeheartedly if they know the true facts and aims of the programs. It is imperative then that they be kept informed concerning the total programs of vocational agriculture in the county.

Based on the facts revealed in this study, the following recommendations are offered:

1. A planned program of public relations utilizing all available media needs to be used to the fullest extent. Basically good relations with the public depends upon understanding and appreciation.
2. A planned advisory committee must find a place in the programs

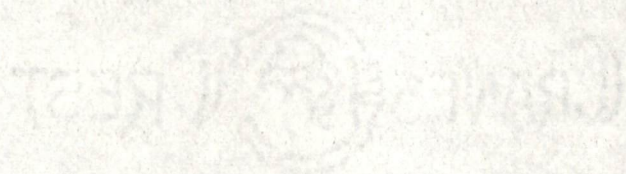
if teachers are going to meet the needs of the county and teach effectively and efficiently.

3. It is further recommended that the teachers re-evaluate their teaching curriculum in light of the weaknesses listed, the suggested changes or additions offered in this study.

4. On the basis of this study, it is recommended that an additional study be made on the possibilities of including vocational agriculture in the curriculum at Forge Ridge High School.

5. Finally, the writer recommends that an additional study be made to find out what the people actually being served think about the local programs of vocational agriculture in each of the two schools.

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APPENDIX

QUESTIONNAIRE FOR THESIS

ENTITLED

"APPRAISAL OF VOCATIONAL EDUCATION IN AGRICULTURE IN
CLAIBORNE COUNTY BY BUSINESS AND PROFESSIONAL LEADERS"

- I. How long have you lived in this county? _____
- II. Have you ever had a boy enrolled in a vocational agriculture class in high school? _____
- III. Do you have any farming interest of your own in this county?
(Comment)
- IV. What experiences or contacts have you had with vocational agriculture? (Check as many as apply)
- ____ 1. Reared on a farm.
 - ____ 2. Former agriculture student.
 - ____ 3. Worked on the faculty with agriculture teacher.
 - ____ 4. School board member.
 - ____ 5. Student in veterans farm training program.
 - ____ 6. Former young farmer class member.
 - ____ 7. Former adult farmer class member.
 - ____ 8. Civic club work with agriculture teacher.
 - ____ 9. Community club work with agriculture teacher.
 - ____ 10. Others (List below)
- V. Has the vocational agriculture department ever helped you in making certain managerial decision about your farming business?
(Check decisions if any)

- ___ 1. Use of new crop varieties.
- ___ 2. Purchasing of land.
- ___ 3. Purchasing of equipment.
- ___ 4. Change or adoption of a new enterprise.
- ___ 5. Securing a loan.
- ___ 6. Marketing decisions.
- ___ 7. Seeding and fertilizing.
- ___ 8. Others. (Write in)

VI. What county schools offer vocational agriculture as part of the curriculum? (Check as many as apply)

- ___ 1. Pruden High School.
- ___ 2. Tazewell High School.
- ___ 3. Forge Ridge High School.
- ___ 4. Harrogate Elementary School.
- ___ 5. Powell Valley High School.
- ___ 6. Other schools (Write in school or schools).
- ___ 7. Don't know.

VII. Why is vocational agriculture offered in the curriculum in the schools you checked in VI above? (Check as many as apply)

- ___ 1. Large per cent of farm boys enrolled.
- ___ 2. Tradition.
- ___ 3. Have facilities available.
- ___ 4. Definite need for it.
- ___ 5. School patrons request it.
- ___ 6. Federal and State aid.

____ 7. For students with limited ability.

____ 8. Other (Write in reason or reasons).

VIII. What county high schools should offer vocational agriculture as part of the curriculum? (Check as many as apply and write in reasons)

____ 1. Pruden High School.

____ 2. Tazewell High School.

____ 3. Forge Ridge High School.

____ 4. Powell Valley High School.

IX. What is the main purpose of instruction offered in vocational agriculture? (Check the one best answer)

____ 1. To acquaint boys with a general knowledge of agriculture.

____ 2. To provide instruction applicable primarily to farming.

____ 3. To provide instruction applicable primarily to agricultural occupations related to farming.

____ 4. To provide instruction applicable to farming and agricultural occupations related to farming. (Contributes to all common agricultural occupations).

X. What changes would you suggest in the main or major purpose which you checked in IX above? (List below)

XI. What standard is used to enroll boys in vocational agriculture? (Check as many as apply)

____ 1. Any high school student.

____ 2. All students that present themselves for enrollment.

____ 3. Students interested in agriculture who have facilities to carry out a supervised farming program.

____ 4. Students interested in agriculture who have an opportunity to enter occupations related to farming or an agriculture college.

____ 5. Don't know.

XII. If you had your choice, what standard would you use to enroll students in vocational agriculture? (List below)

XIII. What is the length of the class periods in agriculture? (Check one)

____ 1. The same as other school classes.

____ 2. Double periods for all classes.

____ 3. The same as other classes, except freshmen double periods.

____ 4. The same as other classes with extra periods for shop and field trips.

____ 5. Don't know.

XIV. What length class periods do you suggest? (List below)

XV. What constitutes the course of study now offered in vocational agriculture? (Check one)

____ 1. Four (4) years vocational agriculture.

____ 2. Three (3) years vocational agriculture.

____ 3. Two (2) years vocational agriculture.

____ 4. One (1) year vocational agriculture and three (3) years general agriculture.

____ 5. Two (2) years vocational agriculture.

two (2) years general agriculture.

____ 6. Don't know.

XVI. What changes do you suggest in the course of study? (List below)

XVII. What is included in the teaching curriculum in vocational agriculture? (Check all that apply)

____ 1. Farm mechanics.

____ 2. Farm management (Planning rotations, etc.)

____ 3. Productive enterprises (Tobacco, corn, beef cattle, etc.).

____ 4. Future Farmers of America.

____ 5. Guidance.

____ 6. Home Economics.

____ 7. U. S. History.

XVIII. What do you think should be included in the teaching curriculum in addition to the ones you check in XVII above? (List below)

XIX. Who helps decide on the content of the vocational agriculture course of study, in addition to the vocational agriculture teacher?

(Check all that apply)

____ 1. School principal.

____ 2. Superintendent of schools.

____ 3. Young and adult farmers.

____ 4. Advisory council.

____ 5. Advisory committee.

____ 6. Faculty members.

____ 7. County farm agent.

____ 8. Don't know.

- XX. Who, in addition to the ones you checked above, should help decide the content of the course of study? (List below)
- XXI. In light of the above questions, what are some of the noticeable weaknesses of the all-day programs of vocational agriculture? (List one weakness)
- XXII. In light of the above questions, what are some strong points of the all-day programs of vocational agriculture? (List one strength)
- XXIII. In your opinion, what are some changes that should be made in the all-day program? (List one change)
- XXIV. What constitutes a complete supervised farming program for an all-day boy in vocational agriculture? (Check all that apply)
- ___ 1. Productive enterprises (tobacco, corn, beef cattle, etc.).
 - ___ 2. Improvement projects (building farm gates, improving pasture, etc.).
 - ___ 3. Supplementary farm jobs (clipping pasture, dehorning, etc.).
 - ___ 4. Don't know.
- XXV. If you had your choice, what would you consider a complete supervised farming program for an all-day vocational agriculture student? (List below)
- XXVI. How many supervisory visits on the student's farm does your agriculture teachers make per year?
- ___ 1. One.
 - ___ 2. Two.
 - ___ 3. Three.
 - ___ 4. Four or more.

____ 5. Don't know.

XXVII. How many supervisory visits do you think should be made per student per year? (List below)

XXVIII. What place does the Future Farmers of America activities have to the vocational agriculture program? (Check one)

____ 1. An extra-curriculum organization.

____ 2. A regular part of vocational agriculture.

____ 3. Not related in any way.

____ 4. Don't know.

XXIX. What place do you think the FFA organization should have in the vocational agriculture program? (Indicate below)

XXX. What are some changes that should be made in the FFA organization to make it more effective? (List below)

XXXI. What groups are now a regular part of the vocational agriculture instruction program? (Check as many as apply)

____ 1. Adult farmers.

____ 2. Young farmers.

____ 3. All-day boys.

____ 4. Don't know.

XXXII. What groups do you think should be enrolled as a regular part of the vocational agriculture program? (List below)

XXXIII. What skills are taught in the farm shop or farm mechanics courses in vocational agriculture? (Check as many as apply)

____ 1. Mechanical drawing.

____ 2. Blue print reading.

- ☐ 3. Carpentry.
- ☐ 4. Masonry.
- ☐ 5. Soldering.
- ☐ 6. Glazing.
- ☐ 7. Printing.
- ☐ 8. Electric arc welding.
- ☐ 9. Oxygen-acetylene welding.
- ☐ 10. Forge work.
- ☐ 11. Machinery repair.
- ☐ 12. Plumbing.
- ☐ 13. Electrical splicing and wiring.
- ☐ 14. Tool fitting.
- ☐ 15. Don't know.

XXXIV. What skills do you recommend should be taught in the farm mechanics courses in vocational agriculture other than the ones you checked in XXXIII above? (List below)

XXXV. What means of informing the public of the work being done in vocational agriculture is being utilized? (Check all that are used)

- ☐ 1. County newspaper.
- ☐ 2. Daily newspapers.
- ☐ 3. Local radio programs.
- ☐ 4. T.V. programs.
- ☐ 5. Public appearance by FFA boys.
- ☐ 6. Public appearance by agriculture teachers.

____ 7. Others. (List)

XXXVI. What means of publicizing the vocational agriculture programs should be utilized? (List below)

XXXVII. What is required of the agriculture teachers besides teaching all-day agriculture classes, young farmers, and/or adult farmer classes? (Check as many as apply)

- ____ 1. Keep study hall.
- ____ 2. Keep home room class.
- ____ 3. Teach classes other than agriculture.
- ____ 4. Do school maintenance.
- ____ 5. Coach athletics.
- ____ 6. Assistant principal.
- ____ 7. Don't know.

XXXVIII. What duties would you suggest be placed upon the vocational agriculture teachers besides teaching all-day boys, young farmers, and/or adult farmers and FFA activities? (List below)

XXXIX. As the county becomes more industrialized, do you think that vocational agriculture will cease to be of value in our schools? (Explain)

- ____ 1. Yes.
- ____ 2. No.

XXXX. Do you think that the vocational agriculture taken in our high schools has been of value to those boys who went into occupations other than farming? (Explain)

____ 1. Yes.

____ 2. No.

XXXXI. Do you think vocational agriculture has helped in developing leadership in our county farm youth? (Explain)

____ 1. Yes.

____ 2. No.

XXXXII. In your own opinion, what are some of the noticeable weaknesses of the complete programs of vocational agriculture in the county? (List one weakness)

XXXXIII. In light of the above questions, do you feel that the local programs of vocational agriculture can be justified? (List one)

____ 1. Completely.

____ 2. Partially.

____ 3. No.