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To the Graduate Council:

I am submitting herewith a thesis written by Roy Tower Crabtree entitled "Criteria for Approving and Maintaining a Department of Vocational Agriculture in the State of Tennessee." 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.

Edw. W. Wiegman Jr.
Major Professor

We have read this thesis
and recommend its acceptance:

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Accepted for the Council:

Dale Hawthorn
Dean of the Graduate School

CRITERIA FOR APPROVING AND MAINTAINING
A DEPARTMENT OF VOCATIONAL AGRICULTURE
IN THE STATE OF TENNESSEE

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

Roy Tower Crabtree

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The writer desires to express his appreciation to all who cooperated in conducting the study.

Appreciation is expressed to the jury of school administrators, teachers of vocational agriculture, district supervisors of vocational agriculture, and teacher trainers, and also to the six departments of vocational agriculture that assisted in validating the criteria.

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CHAPTER I

THE PROBLEM AND ITS DEFINITION

Statement of the Problem

This study was designed to formulate and test a set of criteria with minimum standards that may be considered in approving a new department of vocational agriculture or maintaining a department now in operation.

Importance of the Study

At the present time there is no official set of criteria with minimum standards which can be used for establishing or continuing a department of vocational agriculture in the state of Tennessee. This situation has contributed to some confusion on the part of the administrators, teachers of vocational agriculture and others connected with and having the responsibility of operating a department of vocational agriculture.

Dr. G. E. Freeman, State Director of Vocational Agriculture in the state of Tennessee, in a personal interview with the writer, indicated that there was a definite need for such a set of criteria and standards which might be considered in approving and maintaining a department of vocational agriculture.

This study will provide pertinent data for the formulation of a set of criteria and standards that may be used in meeting this need.

It will be of value to teachers and administrators in determining whether a department of vocational agriculture is wanted and needed, and can really be justified in their particular community. It will serve as a yardstick in helping those who have the responsibility of setting up and maintaining departments of vocational agriculture. It will serve as a guide for similar studies in the department of Agricultural Education. This study will be of help to the writer in the evaluation of his own vocational agriculture department.

Scope of the Study

A preliminary set of criteria with minimum standards was developed from a summary of related studies in other states and was validated with a jury of twenty-four people. This jury was composed of six superintendents, six principals, six vocational agriculture teachers, three supervisors and three teacher trainers. The selection of this jury was based on their experience and familiarity with the operation of a program of vocational agriculture in the state of Tennessee.

This study is limited to the now-existing departments of vocational agriculture and to new departments which may be approved. The study was designed to be considered in continuing or approving new departments in relation to enrollment in vocational agriculture, number of boys going into farming and closely related occupations, importance of farming and closely related occupations in the community, interest in out-of-school classes on the part of adults, interest of citizens

and agricultural organizations in vocational agriculture and the relation between the school administrators and vocational agriculture. The study was also designed to include physical facilities available for operation of a department, vocational agriculture teachers' salaries, available money for consumable supplies, available time for Future Farmers of America activities, available time for supervision by the vocational agriculture teacher and guidance of prospective students by the vocational agriculture teacher.

This study does not pertain to phases of the program which deal with classroom instruction, program of work, method of instruction, federal appropriations, mileage payments, course planning or employment of teachers.

Definition of Terms

The term "vocational agriculture" as used in this study refers to agriculture taught in the public high schools under the provision of the Smith-Hughes Act of 1917.

The term "rural boys" as used in this study refers to those boys enrolled in the public school and who are living in a farming section, but not necessarily on a farm.

The term "enrollment" as used in this study refers to those all-day students who are actually attending an organized class of vocational agriculture.

The term "facilities" as used in this study refers to the necessary classroom and shop space which must be available to satisfactorily

carry on a program of vocational agriculture.

The term "full-time" as used in this study refers to those departments where the vocational agriculture teachers are teaching only classes of vocational agriculture in the high-school curriculum.

The term "equipment" as used in this study refers to the amount of books, bulletins, hand tools, power tools, and visual aid supplies necessary to adequately carry on a program of vocational agriculture.

The term "criterion" as used in this study refers to a standard by which a department of vocational agriculture may be judged.

The term "jury" as used in this study refers to a group of school administrators, supervisors of vocational agriculture, teachers of vocational agriculture, and teacher trainers who were used to help the writer evaluate the criteria used in this study.

The term "related occupations" as used in this study refers to those occupations other than actual farming, such as extension work, soil conservation, forestry, D.H.I.A. work, and students studying agriculture in college.

The term "farm organization" used in this study refers to organizations such as the Farm Bureau, Grange, Soil Association and others.

The term "out-of-school program" used in this study refers to organized class instruction for those adults who have dropped out of school, or who have completed school and at the present time are farming.

Methods of Research

A review was made of selected literature devoted to the purpose

of setting up and maintaining a department of vocational agriculture. From these readings and discussions with administrators, vocational agriculture teachers, and teacher trainers, a list of eighteen criteria and standards dealing with establishing and maintaining a department of vocational agriculture was developed.

The preliminary list of criteria was then presented to the jury. The six vocational agriculture teachers were selected from teachers who were in summer school at the University of Tennessee. These were selected on the recommendation of Dr. George Wiegers, Head of the Agricultural Education Department. These were selected on the basis of their teaching experience. The school principals were selected on the recommendation of Dr. John Gilliland, Professor of Education, University of Tennessee, on the basis of their experience with vocational agriculture in their schools. The six superintendents were selected from counties in East Tennessee that were operating departments of vocational agriculture. The three district supervisors of vocational agriculture and the three teacher trainers were selected from each grand division of the state and the Agricultural Education Department, respectively. The duties of the jury were to go over each criterion and rate it as to its relative importance, thereby helping to validate the criteria and minimum standards. In validating the criteria, the writer had personal interviews with nineteen members of the jury; the other five were contacted by mail.

The jury rated each criterion as to its importance and also made changes in wording for clarification of the criterion. After this had

been accomplished, the writer then developed a revised list of sixteen criteria with minimum standards.

These sixteen criteria and standards were then tested on six vocational agriculture departments. These vocational agriculture departments were composed of three departments used to train student teachers and three which were not. The departments used in this study were selected with the help of Dr. Weigers.

The testing of each criterion was carried out through a personal interview with the teacher of vocational agriculture in each respective department tested. The school administrators, either principal, superintendent, or both, were also interviewed.

Review of Related Literature

Sutherland¹ made a study of 192 unsuccessful departments of vocational agriculture in fifteen different states in order to determine the minimum reason why these departments failed. He found that the primary causes of failure were: that enrollments in high-school vocational agriculture were too small, inadequate guidance and selection of students, no opportunity for students to become established in farming, departments were located in poor farming areas, and the lack of understanding between teachers and school administrators. Some other causes of failure were: objective of school not vocational, inadequate facili-

¹S. S. Sutherland, "Criteria for the Establishment of Departments of Vocational Agriculture," The Agricultural Education Magazine, 18:24-25, August 1945.

ties, salaries too low, communities undesirable place for teacher to live, teachers were assigned too many outside duties to perform, and undesirable class schedules in relation to other high-school classes.

Eustace,² in a study of vocational agriculture in the public schools of Kansas, found that vocational agriculture is a course that presupposes a background of farm experience, and a boy without this experience will be at a decided disadvantage. He further states that if such boys are in a position to carry a satisfactory farming program and show a genuine interest in agriculture, they can probably profit from the course. Eustace stated that "unless the high school has a farm boy enrollment of at least 25, it is doubtful if it would be justified in offering a course in vocational agriculture."

Russell,³ in a study of 225 departments of vocational agriculture in Missouri in 1949 and 1950, found that, of the 52 departments of vocational agriculture which have been closed in Missouri, 70 per cent were in schools of less than 100 total enrollment.

In the judgment of the writer, this reflects that in schools with an enrollment of less than 100 there is not likely to be enough farm boys enrolled to justify vocational agriculture.

²C. C. Eustace, "Requirements and Procedures Involved in Establishing Departments of Vocational Agriculture in the Public Schools of Kansas," (Kansas State Board for Vocational Education, Topeka, 1955), pp. 1-12. (Mimeographed).

³Kenneth Lee Russell, Establishing Departments of Vocational Agriculture in Missouri, The University of Missouri Bulletin 24, 51: 1-31, 1950.

Russell⁴ stated that on the basis of evidence obtained the minimum farm-boy enrollment should be 40 for the establishment of a department of vocational agriculture. He further stated that for an enrollment of this size the minimum floor space for the farm shop should be 2,400 square feet and the minimum classroom space should be 806 square feet.

Dickey⁵ concluded that schools need an enrollment of at least 200 to be most successful with classes in vocational agriculture.

Lamar,⁶ in a study conducted in the College of Education at the University of Kentucky, concluded that, for a department of vocational agriculture to be successful, there should be a high-school enrollment of at least 150 students, and at least 35 farm boys should be enrolled in vocational agriculture.

Boyce⁷ made a study of the economic and population factors in the Sico Central School District of West Virginia to determine the advisability of maintaining a department of vocational agriculture

⁴Ibid., p.8.

⁵P. C. Dickey, "A Study to Determine Those High Schools in the State of Washington Which in a Long-Time Program May Satisfactorily Maintain Departments of Vocational Agriculture" (Unpublished Master's thesis, Oregon State College, 1937), p. 168.

⁶Carl Lamar, Criteria for Determining the Need for Vocational Agriculture in Kentucky Schools, Bulletin of College Education, University of Kentucky, pp. 1-143, 1957.

⁷Maynard Boyce, "The Place of a Department of Agriculture in a Central Rural School," Summaries of Studies in Agricultural Education, Supplement 3:4-5, 1950.

in this district. He found in this study that there was an almost even distribution between oil workers, factory workers, farm and agricultural workers, and miscellaneous supporting types of work. It was found that farm work in general was on the increase.

Gaar⁸ found that since the passage of the Smith-Hughes Act in 1917 there has been a rapid growth in vocational agricultural departments throughout the country. In spite of the fact that growth has been rapid, only a small number of our rural population have been reached. In order to meet the need of this group of people, there is still plenty of work to be done.

Fuller⁹ made a study of 12 high schools in Maricopa County, Arizona in relation to criteria for establishing and maintaining a department of vocational agriculture. The criteria used in establishing and maintaining departments of vocational agriculture were: total school enrollment, number of farm boys enrolled in school, number of farm boys enrolled in agriculture, and major occupations in the community.

Hodge,¹⁰ in a study of existing departments of vocational agri-

⁸Malcolm C. Gaar, "Determining Potential Centers for Vocational Agricultural Departments in the Seven Eastern Panhandle Counties of West Virginia" (Unpublished Doctor of Philosophy thesis, Department of Agricultural Education, Cornell University, N. Y., 1941), p. 1.

⁹John Seymour Fuller, "Some Criteria for Establishing and Maintaining Agricultural Departments in the Secondary Schools of Arizona," Summaries of Studies in Agricultural Education, Agricultural Series No. 47:69, 1935.

¹⁰James Otey Hodge, "Vocational Agriculture in Southwest Virginia," Summaries of Studies in Agricultural Education, Agricultural Series No. 47:88-89, 1935.

culture in Virginia developed a set of standards that was used in establishing departments of vocational agriculture in Southwest Virginia. These standards included: the attitude of the community toward vocational agriculture and agriculture in general, possibilities of profitable farming, general farming as compared with specialized farming, the school system, housing facilities, equipment, standards of the school, possibilities of department's fitting into the school system, enrollment, finances, and social conditions.

Lance¹¹ surveyed seventy-seven superintendents where departments of vocational agriculture had failed and 228 superintendents where new departments had been established. Some of the causes of failures in departments of vocational agriculture were: community not properly aroused, small enrollment, desire for complete local control, ineffective teaching, equipment too expensive, state withdrew support, administrators unsympathetic, cities too large, community strife, bad social contacts of teachers and discord with county agent. New departments were organized to improve the farming practices of students and farmers and to increase earning power of students. County superintendents were most influential in establishing new departments.

Wolford,¹² in a study of 39 dropped departments in West Virginia

¹¹Clay Elisha Lance, "Causes of Establishing and Discontinuing High-School Departments of Agriculture," Summaries of Studies in Agricultural Education, Agricultural Series No. 47:106-107, 1935.

¹²Feaster Wolford, "A Study of the Basic Factors Affecting the Need for a Prospective Development of Vocational Agriculture Departments in the Allegheny Region of West Virginia," Summaries of Studies in Agricultural Education, Agricultural Series No. 47:182, 1935.

found the most frequent reasons for dropping departments were: poor or indifferent teacher, department located in a nonfarming community, lack of farm boys, and antagonism between principal and teacher of agriculture.

¹³ Worthington found the following criteria were of value in approving and maintaining a department of vocational agriculture in the state of Ohio:

There should be a sufficient number of farm boys enrolled in high school to justify the employment of a teacher of vocational agriculture. In most schools a continuing minimum enrollment of 35 or more should be enrolled in vocational agriculture.

The farm boy enrollment grades 1 through 8 should be sufficient to insure future enrollments in vocational agriculture. In most schools the farm boy enrollment should average 15 or more in grades 1 through 8.

There are at least 30 young and/or adult farmers in the school community interested in organized instruction through evening classes.

The school should have or be willing to secure physical facilities suitable for meeting the local needs. Generally, they should have the following minimum facilities....

- a. A classroom containing approximately 800 square feet.
- b. A shop containing approximately 2,200 or more square feet.
- c. Sufficient equipment, supplies, books, etc., as suggested in lists provided by the State Department of Education.

There should be opportunities for approximately 50 per cent of the vocational agriculture graduates to enter farming or a closely related occupation in the school community.

Farming is an important occupation in the school community.

¹³ John E. Worthington, "A Guide for Determining the Need for a Department of Vocational Agriculture in a Local School Community," Department of Agricultural Education, Ohio State University, Columbus, Ohio, August 1957), pp. 1-13 (Mimeographed).

The school administrators have expressed an interest and evidenced an intention to support a program of vocational education in agriculture.

Most of the school faculty have expressed a strong interest in a program of vocational education in agriculture.

The farm people of the community have expressed a desire to have a program of vocational agriculture as a useful addition to the school curriculum.

A vocational interest survey shows that at least 60 per cent of the farm boys in the school are interested in becoming full-time or part-time farmers or in entering a related occupation.

Adequate counseling services are available or can be provided for the proper guidance of prospective students of vocational agriculture.

The upper four grades of high school should have a total enrollment of 240 or more students to assure students a broad choice of curricula in all areas.

A teacher of vocational agriculture will be able to secure satisfactory living facilities in the school community.

CHAPTER II

DEVELOPMENT OF CRITERIA USED FOR APPROVING AND MAINTAINING A DEPARTMENT OF VOCATIONAL AGRICULTURE IN TENNESSEE

It appeared to the writer that the most essential criteria for approving and maintaining a department of vocational agriculture in the state of Tennessee could be summed up under eighteen different criteria. The following list of criteria was developed from information found in the preceding studies, conferences with teacher trainers, administrators and the teachers' own experiences as vocational agriculture teachers.

1. Enrollment of farm boys in high school.
2. Number of farm boys enrolled in grades one through eight that may be potential, continuing enrollment in high-school vocational agriculture.
3. Total number of students enrolled in high school.
4. Former vocational agriculture students who are now farming or who are working in closely related occupations.
5. Opportunities in the community that are available to enter farming or other closely related occupations.
6. Rank of farming in the community.
7. Number of interested young farmers and adult farmers in the out-of-school class.
8. Interest of the community in vocational agriculture.
9. Attitude of farm organizations toward vocational agriculture.
10. Funds available on a local level for the support of the vocational agriculture program.
11. Interest of the school administrators.
12. Housing facilities available for the vocational agriculture program.

13. Location of school in relation to farming facilities.
14. Living conditions available for the teacher of vocational agriculture.
15. Equipment and supplies available for carrying out a well-rounded program of instruction.
16. Interest in Future Farmers of America activities by school faculty and administrators.
17. Available time for teacher to carry out an adequate supervision program.
18. Adequate guidance and counseling service available.

Development of a Proposed Set of Criteria
to be Submitted to a Jury

It is felt by the writer that the criteria to be developed from this study should not only be meaningful, but should be clear and specific in wording before they were presented to the jury. Therefore, the above criteria were revised and reworded with a brief word of explanation attached to them. The following group of criteria was presented to the jury to be rated as to their importance in approving and maintaining a department of vocational agriculture in Tennessee. The jury was also asked to make any comments or changes in each criterion which it felt might be of any benefit in improving its meaning. Each member of the jury was asked to rate each criterion as to its relative importance in approving and maintaining a department of vocational agriculture.

Criterion 1

There should be a sufficient number of farm boys enrolled in

high school to justify the employment of a full-time teacher of vocational agriculture. After a review of several similar studies, the writer feels that the minimum number of students necessary to maintain a full-time department of vocational agriculture should be 40 boys.

This number of 40 boys was arrived at arbitrarily. Most reviewed studies ranged in number from 25 to 45 boys.

Please rate the above criterion as to its importance in maintaining a department of vocational agriculture.

- (a) Very important
- (b) Much importance
- (c) Average importance
- (d) Little importance
- (e) No importance

Please list any change in wording or total enrollment.

Criterion 2

The farm-boy enrollment in elementary grades should be sufficient to insure continued enrollments in vocational agriculture. It is felt that the farm-boy enrollment in the freshman class each year should average at least 15 boys during the last three years of operation. This total of 15 includes all feeder schools connected with the high school.

To maintain an average enrollment of 40 in a department, there should be at least 15 farm boys per grade in grades one through eight.

- (a) Very important
- (b) Much importance
- (c) Average importance
- (d) Little importance
- (e) No importance

Changes in wording

Criterion 3

The high school should have a total enrollment of 200 or more students to assure sufficient enrollment in vocational agriculture.

High-school enrollment was a factor in the success or failure of a department in some of the studies reviewed. At least two studies found that almost always where a high-school enrollment was below 100, the department of vocational agriculture had failed.

- (a) Very important
- (b) Much importance
- (c) Average importance
- (d) Little importance
- (e) No importance

Changes in wording

Criterion 4

There should be opportunities for at least one third of the vocational agriculture graduates to enter farming or some closely related occupation each year.

A department of vocational agriculture with an enrollment of 40 should graduate at least 5 or 6 boys each year. Most studies reviewed seem to indicate this as an important criterion.

- (a) Very important
- (b) Much importance
- (c) Average importance
- (d) Little importance
- (e) No importance

Changes in wording

Criterion 5

Each of the graduating classes, during the last five years, should show an average of 3 students entering the vocation of farming or a closely related occupation.

This criterion indicates the need for a department of vocational agriculture in the community and also the relative importance of farming in the community.

- (a) Very important
- (b) Much importance

(c) Average importance

(d) Little importance

(e) No importance

Changes in wording

Criterion 6

Farming is considered as one of the important occupations in the community.

This factor has been included in most lists of criteria which this writer has reviewed.

(a) Very important

(b) Much importance

(c) Average importance

(d) Little importance

(e) No importance

Changes in wording

Criterion 7

There is sufficient interest in adult and young farmer education in the school community to have at least one class of each with a total combined enrollment of 20 interested members.

It is felt by the writer that the interest shown in adult and young farmer education is a determining factor in the consideration for a need of a department of vocational agriculture. The number "twenty" was based on the present requirement by the State Department of Vocational Education for counting an adult class.

- (a) Very important
- (b) Much importance
- (c) Average importance
- (d) Little importance
- (e) No importance

Changes in wording

Criterion 8

The citizens of the community have shown an interest in vocational agriculture and have a desire to support a program of vocational agriculture in the school.

The writer feels that, unless the people in the community are willing to promote a program of vocational agriculture, there is little need for a department. Most all studies reviewed indicate this as a factor for continuing a department.

- (a) Very important
- (b) Much importance
- (c) Average importance
- (d) Little importance

(e) No importance

Changes in wording

Criterion 9

The different farm organizations in the community have shown a desire to support a program of vocational agriculture.

This criterion is closely related to No. 8. The writer felt that the jury might like to offer its reaction to these two.

- (a) Very important
- (b) Much importance
- (c) Average importance
- (d) Little importance
- (e) No importance

Changes in wording

Criterion 10

The school system is financially able to pay a teacher of vocational agriculture a suitable salary. This may necessitate a local supplement.

This criterion was listed several times in related studies, and one author noted that poor salaries tend to bring poor teachers and poor teach-

ing was a major factor in departments failing.

- (a) Very important
- (b) Much importance
- (c) Average importance
- (d) Little importance
- (e) No importance

Changes in wording

Criterion 11

The school administration and school faculty have shown a desire to back a program of vocational agriculture, and they should have a complete understanding of what this entails.

This criterion can be an important factor as to whether a department of vocational agriculture fails or succeeds. Several studies indicated that one of the reasons departments fail was unsympathetic relations between administrators and teachers.

- (a) Very important
- (b) Much importance
- (c) Average importance
- (d) Little importance
- (e) No importance

Changes in wording

Criterion 12

The school should provide the following physical facilities in order to carry out a good program of instruction.

- (1) At least 800 square feet of classroom space.
- (2) At least 2,400 square feet of shop space.
- (3) Adequate amount of equipment, supplies, textbooks, visual aids and other teaching materials as recommended by the State Department of Vocational Education.
 - (a) Very important
 - (b) Much importance
 - (c) Average importance
 - (d) Little importance
 - (e) No importance

Changes in wording

Criterion 13

The school is located in an area where students have facilities for developing a well-rounded farming program.

This criterion is basic to the operation of a department of vocational agriculture; therefore, it may not be considered as a criterion in maintaining a department of vocational agriculture.

- (a) Very important
- (b) Much importance
- (c) Average importance

(d) Little importance

(e) No importance

Changes in wording

Criterion 14

A teacher of vocational agriculture can secure satisfactory living conditions in the community.

This criterion may be indicative of failure of a department in relation to the teacher's having to live in a community other than where he is teaching. It also may cause schools to have to settle for poor teachers.

(a) Very important

(b) Much importance

(c) Average importance

(d) Little importance

(e) No importance

Changes in wording

Criterion 15

The school should make available sufficient amount of funds to be used for consumable supplies.

The writer feels that at least two dollars per year per student enrolled should be allotted for this purpose. This figure was arrived at arbitrarily with hope that the jury would offer comments.

- (a) Very important
- (b) Much importance
- (c) Average importance
- (d) Little importance
- (e) No importance

Changes in wording

Criterion 16

The school administration and faculty have expressed an interest in Future Farmers of America activities and are willing to cooperate when it is necessary for the students to be away from school for Future Farmers of America activities.

The writer feels that this is important in order to be able to correlate the Future Farmers of America program and vocational agriculture, although he feels that the teacher should not abuse this privilege.

- (a) Very important
- (b) Much importance
- (c) Average importance
- (d) Little importance
- (e) No importance

Changes in wording

Criterion 17

The teacher should have a sufficient amount of time during school hours for proper supervision of students. This should be provided in the form of at least one, or preferably two, class period per day.

It is felt by the writer that if the teacher is able to adequately supervise those students enrolled he must have some additional time provided during the day to carry out this work.

- (a) Very important
- (b) Much importance
- (c) Average importance
- (d) Little importance
- (e) No importance

Changes in wording

Criterion 18

Adequate counseling services are available for the proper guidance of prospective students of vocational agriculture.

- (a) Very important
- (b) Much importance
- (c) Average importance
- (d) Little importance
- (e) No importance

Changes in wording

CHAPTER III

ANALYSIS OF CRITERIA RELATING TO ESTABLISHING AND MAINTAINING A DEPARTMENT OF VOCATIONAL AGRICULTURE IN TENNESSEE

An attempt is made in this chapter to bring together some of the opinions and facts of the jury relative to the eighteen criteria and standards which were set up in Chapter II. The data found in the preliminary part of this chapter, which pertain to the relative importance of each criterion, were all taken from Table I of this chapter.

In making an analysis of the criteria which were submitted to the jury, the writer found the following opinions and facts.

Some opinions voiced on the part of the jury in relation to Criterion 1, which deal with minimum enrollment for continuing a department of vocational agriculture, were as follows:

The expression "farm boys" should be changed to "rural boys."

The minimum enrollment of students should be higher.

One member felt that the minimum enrollment of all-day boys should vary with the number of out-of-school enrollees.

In the judgment of the writer, a majority of the jury was in favor of the minimum number of 40, which was set up in the criterion. In rating the criterion, 33 per cent of the jury rated this criterion as being very important, 46 per cent rated this criterion of much importance, and 21 per cent rated this criterion of average importance.

The majority of the jury indicated that Criterion 2, which deals with enrollment in elementary grades and which may be considered as potential enrollment for freshman vocational agriculture, was satisfactory

as stated with the exception of a few minor changes in wording to clarify its meaning. In rating this criterion, 42 per cent of the jury rated it as being very important, 33 per cent rated it of much importance, and 25 per cent rated it of average importance.

Several opinions were expressed about Criterion 3, dealing with the total enrollment of 200 or more students in high school for continuing a department of vocational agriculture. Some of the main opinions of the jury were as follows:

The total enrollment would depend upon the type of community in which the school is located.

The figure "200" could not be applied to a strictly rural school.

The extent to which area was rural might be more important than total enrollment.

Other factors could outweigh total enrollment.

Only 13 per cent of the jury rated it as being very important, 25 per cent rated it of much importance, 29 per cent rated it of average importance, and 33 per cent rated it of little importance.

With these opinions in mind, the writer believes that this criterion should be deleted.

In Criterion 4, which states that there should be opportunities for one third of vocational agriculture graduates to enter farming and closely related occupations, the majority of the jury felt that the number one third was too small. Some opinions were as follows:

The number "one third" should be increased to "one half."

The number "one third" should be increased to "three-fourths."

This figure of "one third" should be higher if closely related occupations are included.

In rating this criterion, 54 per cent of the jury rated it as being very important, 33 per cent rated it of much importance, 8 per cent rated it of average importance, and 5 per cent rated it of little importance.

Criterion 5, which deals with the actual number of boys entering farming and closely related occupations during the last five years of operation, is a follow-up of Criterion 4. One of the primary changes in this criterion, as expressed by several members of the jury, was to include those students studying agriculture in college.

In rating this criterion, 42 per cent of the jury rated it as being very important, 13 per cent rated it of much importance, 29 per cent rated it of average importance, and 16 per cent rated it of little importance.

Criterion 6, dealing with the importance of farming in the community, should also include related occupations in the opinion of several members of the jury. One member of the jury made the following comment:

The number of boys going into farming is much too low even in communities where farming is one of the most important occupations. The consideration of related occupations is becoming more important.

In rating this criterion, a majority of the jury indicated that it was quite important because 50 per cent rated it as being very important, 42 per cent rated it of much importance, and 8 per cent rated it of average importance.

Several comments were received from the jury in relation to Criterion 7, which deals with the out-of-school work with young farmers

and adults. Some opinions voiced by the jury were as follows:

Adults may be reached through other agricultural agencies.

The number of classes is not as important as the number of interested members.

This is one of the most difficult phases of the vocational agriculture program in our schools.

The number of classes will depend upon the density of population.

Adult work should be provided for by other agencies, and vocational agriculture teachers should teach only high-school students.

The word "interested" members in the criterion should be changed to "regular" members.

The interest factor seems more significant than the actual number.

In rating this criterion, 25 per cent of the jury rated it as being very important, 38 per cent rated it of much importance, 21 per cent rated it of average importance, and 16 per cent rated it of little importance.

Criterion 8, dealing with the interest of the citizens in the community in vocational agriculture as shown by their support in the program, was considered essential by a majority of the jury. Some of the opinions of the jury were:

The agriculture department should be able to create this interest.

School officials who do not understand the purpose of vocational agriculture have a great influence in determining whether or not a department will be continued.

Citizens and administrators can show their support by providing adequate facilities and opportunities for effective teaching.

This depends upon the kind of job being done by the teacher.

In rating this criterion, 69 per cent rated this criterion as being very important, 18 per cent rated this criterion of average importance, and 5 per cent rated this criterion of little importance.

Most of the members indicated that Criterion 9, which deals with the interest on the part of agricultural organizations in the support of vocational agriculture, was very closely related to Criterion 8. Suggested changes and comments on this criterion were about the same as those mentioned in Criterion 8.

In the rating of this criterion, 25 per cent of the jury rated it as being very important, 45 per cent of the jury rated it of much importance, 25 per cent rated it of average importance, and 5 per cent rated it of little importance.

In the opinion of most of the jury, Criterion 10, dealing with the salary of the vocational agriculture teacher, has been pretty much stabilized with the adoption of a minimum salary schedule for vocational agriculture teachers. In the judgment of the writer, this criterion should still be included with some minor changes in wording to make it more specific.

In rating this criterion, 29 per cent rated it as being very important, 29 per cent rated it of much importance, 16 per cent rated it of average importance, 16 per cent rated it of little importance, and 10 per cent rated it of no importance.

The majority of the jury indicated Criterion 11, which deals with support of vocational agriculture on the part of the school administrators and the high-school faculty, is very important. All members of the jury expressed the fact that this criterion is very essential for success-

ful operation of a department.

In rating this criterion, 75 per cent of the jury rated it as being very important, and 25 per cent rated it of much importance.

Physical facilities in the classroom and farm mechanics shop in relation to amount of space and also equipment and supplies for effective instruction, as stated in Criterion 12, were considered as essential by a majority of the members of the jury. One member of the jury made the following statement: "The gap has been dropped here in so many departments that they cannot qualify as vocational."

In rating this criterion, 62 per cent of the jury rated it as being very important, 25 per cent rated it of much importance, and 13 per cent rated it of average importance.

There were indications on the part of some members of the jury that Criterion 13, which states that the school is in an area where students have facilities for developing well-rounded farming programs, should include some minor changes in wording to make it more flexible where some schools have their own farms.

Some expressions on the part of the jury were:

True-to-life constructive experiences probably more significant than the "rounding," especially if the boy's future lies in a "closely related occupation."

Where there is a potential for a farming program.

Where the school can provide the necessary supervised practice.

Where the student can provide the necessary supervised practice other than his own home farm.

In the rating of this criterion, 33 per cent of the jury rated it as being very important, 45 per cent of the jury rated it of much im-

portance, and 22 per cent rated it of average importance.

There were quite a few mixed opinions as to the status of Criterion 14, which deals with satisfactory living conditions for the teacher of vocational agriculture in the community. A majority of the jury indicated that this criterion had little to do with the success or failure of a department of vocational agriculture.

Some members expressed the following opinions:

Where local interest abides, there will be made a place to live.

This is a rare cause of department failure.

Living conditions will have little effect on the success or failure of a department.

In rating this criterion, 33 per cent rated it as being very important, 16 per cent rated it of much importance, 33 per cent rated it of average importance, 13 per cent rated it of little importance, and 5 per cent rated it of no importance. On the basis of the opinions on the part of the jury, it is the judgment of the writer that this criterion should be deleted.

Criterion 15 deals with the providing of a sufficient amount of funds for consumable supplies, with a suggested two dollars per enrollee; approximately 80 per cent of the jury indicated that this was essential. The opinion of a part of this group was that this amount might not be sufficient. Some of the expressions were as follows:

Most vocational agriculture departments make and spend more than two dollars per student per year.

This seems in keeping with the purposes of the program.

Two dollars certainly would be a minimum.

Four dollars would come nearer to the amount than two dollars.

At least three dollars per enrollee should be provided.

The state or federal government should make the funds available, not the school.

This is another weakness in most departments, due to not requiring local schools to furnish sufficient funds.

In rating this criterion, 58 per cent rated it as being very important, 8 per cent rated it of much importance, 21 per cent rated it of average importance, 8 per cent rated it of little importance, and 5 per cent rated it of no importance.

In Criterion 16, which deals with Future Farmers of America activities away from school during school hours, there were some mixed opinions as to how this should be carried out. Some of those opinions were:

Future Farmers of America activities should be in addition to the 175 days of classroom instruction.

They should be held after school hours.

They should be held during summer months.

This is part of the local standards for doing things well.

This is very essential for an active department.

This is good training for students.

The activities should be in line with the instruction program.

In rating this criterion, 42 per cent rated it as being very important, 45 per cent rated it of much importance, and 13 per cent rated it of average importance.

Criterion 17, which deals with supervision of students during school hours, also received mixed opinions on the part of the jury.

Over 75 per cent of the jury indicated that this was very essential for a successful department. Some thoughts about this criterion were:

This is one of the chief reasons that only a small percentage of our agriculture departments in Tennessee qualify as vocational agriculture departments and have fallen into the academic category. If something is not done soon, our vocational agriculture program will be driven out of the state.

Additional time should be provided if teacher uses this time for intended purpose.

The vocational agriculture teacher should have no preference over other teachers.

Where Criterion 6 exists, this one should not be questioned.

This should also include out-of-school enrollees as well as high-school students.

In rating this criterion, 54 per cent of the jury rated it as being very important, 25 per cent rated it of much importance, and 21 per cent rated it of average importance.

It was the indication of a majority of the jury that Criterion 18, which deals with proper guidance of prospective students of vocational agriculture, was essential in order to get interested boys into the vocational agriculture class.

In rating this criterion, 58 per cent of the jury rated it as being very important, 21 per cent rated it of much importance, and 21 per cent rated it of average importance.

TABLE I

RATING OF CRITERIA RELATING TO IMPORTANCE OF ESTABLISHING AND MAINTAINING A DEPARTMENT OF
VOCATIONAL AGRICULTURE IN TENNESSEE BY 24 INTERVIEWEES

Criteria	Degree of Importance											
	Very Important			Much			Average			Little		
	Importance		No	Importance		No	Importance		No	Importance		No
	Freq.	Per Cent		Freq.	Per Cent		Freq.	Per Cent		Freq.	Per Cent	
Enrollment of farm boys in high school.	8	33		11	46		5	21		0	0	0
Number of farm boys enrolled in grades through eight which may be potential continuing enrollment in high school vocational agriculture.	10	42		8	33		6	25		0	0	0
The total number of students enrolled in high school.	3	13		6	25		7	29		8	33	0
Former vocational agriculture students who are now farming or who are working in closely related occupations.	13	54		8	33		2	8		1	5	0
Opportunities in the community that are available to enter farming or other closely related occupations.	10	42		3	18		7	29		4	16	0
The rank of farming in the community.	12	50		10	42		2	8		0	0	0

TABLE I (continued)

RATING OF CRITERIA RELATING TO IMPORTANCE OF ESTABLISHING AND MAINTAINING A DEPARTMENT OF
VOCATIONAL AGRICULTURE IN TENNESSEE BY 24 INTERVIEWEES

Criteria	Degree of Importance											
	Very Important		Much		Average		Little		No			
	Freq.	Per	Freq.	Per	Freq.	Per	Freq.	Per	Freq.	Per	Freq.	Per
Number of interested young farmers and adult farmers in the out-of-school class.	6	25	9	38	5	21	4	16	0	0	0	0
Interest of the community in vocational agriculture.	17	69	3	13	3	13	1	5	0	0	0	0
Attitude of farm organizations in vocational agriculture.	6	25	11	45	6	25	1	5	0	0	0	0
Funds available on a local level for the support of the vocational agriculture program.	7	29	7	29	4	16	4	16	2	10	0	0
Interest of the school administrators.	18	75	6	25	0	0	0	0	0	0	0	0
Housing facilities available for the vocational agriculture program.	15	62	6	25	3	13	0	0	0	0	0	0

TABLE I (continued)

RATING OF CRITERIA RELATING TO IMPORTANCE OF ESTABLISHING AND MAINTAINING A DEPARTMENT OF
VOCATIONAL AGRICULTURE IN TENNESSEE BY 24 INTERVIEWEES

Criteria	Degree of Importance						No					
	Very Important			Much			Average			Little		
	Freq.	Cent	Per	Freq.	Cent	Per	Freq.	Cent	Per	Freq.	Cent	Per
Location of school in relation to farming facilities	8	33		11	45		5	22		0	0	0
Living conditions available for the teacher of vocational agriculture.	8	33		4	16		8	33		3	13	1
Equipment and supplies available for carrying out a well-rounded program of instruction.	14	58		2	8		5	21		2	8	1
Interest in FFA activities by the school faculty and administrators.	10	42		11	45		3	13		0	0	0
Available time for teacher to carry out an adequate supervision program.	13	54		6	25		5	21		0	0	0
Adequate guidance and counseling service available.	14	58		5	21		5	21		0	0	0

Revised Criteria

In view of the findings expressed in the preceding part of this chapter in relation to the eighteen criteria and standards presented to the jury of administrators, supervisors, and vocational agriculture teachers, the criteria for establishing and maintaining a department of vocational agriculture with minimum standards should be revised, in the judgment of the writer, as follows:

Criterion 1

There should be a sufficient number of rural boys enrolled in high school to justify the employment of a full-time teacher of vocational agriculture. The minimum number of students necessary to maintain a full-time department of vocational agriculture should be 40 boys.

Criterion 2

The enrollment of boys in rural elementary grades should be sufficient to insure continued enrollments in vocational agriculture. The enrollment in the freshman class each year should have averaged at least 15 boys during the last three years of operation. This total of 15 includes all feeder schools connected with the high school.

Criterion 3

There should be opportunities for at least one half of the vocational agriculture graduates to enter farming and closely related occupations each year. A department of vocational agriculture with an enrollment of 40 boys should graduate at least 8 boys each year.

Criterion 4

Each of the graduating classes, during the last five years, should show an average of 4 students entering the vocation of farming and closely related occupations.

Criterion 5

Farming and occupations related to farming are considered as the important occupations in the community.

Criterion 6

There is sufficient interest in education for young people and adults, out-of-school and interested in agriculture, in the school community to have at least one class with an enrollment of 20 regularly attending members.

Criterion 7

The citizens of the community have shown an interest in vocational agriculture and have a desire to support a program of vocational agriculture in the school by providing adequate facilities and opportunities for effective teaching.

Criterion 8

The different agricultural organizations in the community have shown a desire to support a program of vocational agriculture by assisting in maintaining the program.

Criterion 9

The school system is financially able to pay a teacher of voca-

tional agriculture a twelve months' salary in line with other positions in agriculture and education in the area.

Criterion 10

The school administration and school faculty have shown a desire to back a program of vocational agriculture and should know what it entails.

Criterion 11

The school should provide the following physical facilities in order to carry out a good program of instruction:

- (a) At least 800 square feet of classroom space.
- (b) At least 2,400 square feet of shop space.
- (c) Adequate amount of equipment, supplies, textbooks, visual aids, etc., as recommended by the State Department of Education.

Criterion 12

The school is in an area where students have facilities for developing well-rounded farming programs, or the school can provide the necessary supervised practice.

Criterion 13

The school should make available three dollars per enrollee to be used for consumable supplies.

Criterion 14

The school administration and faculty have expressed an interest in Future Farmers of America activities and are willing to cooperate

when it is necessary for the students to be away from school for Future Farmers of America activities in line with the instructional program.

Criterion 15

The teacher should have sufficient hours for proper supervision of high-school students and out-of-school enrollees. This should be provided in the form of at least one, and preferably two, class period per day, with the understanding that the teacher is to use it for its intended purpose.

Criterion 16

Adequate counseling services are available for the proper guidance of prospective students of vocational agriculture.

CHAPTER IV

TESTING OF CRITERIA RELATING TO ESTABLISHING AND MAINTAINING A DEPARTMENT OF VOCATIONAL AGRICULTURE IN TENNESSEE

In the judgment of the writer, the revised criteria which were set up in Chapter III should be tested further in order to fully determine their importance in establishing and maintaining a department of vocational agriculture in the state of Tennessee. With this thought in mind, six departments of vocational agriculture in East Tennessee were used to test each of the sixteen criteria which were set up by the jury.

The vocational agriculture departments used in the testing program will be numbered from one through six. The departments numbered one through three were teacher-training schools, and departments numbered four through six were not.

This chapter will deal with each of the sixteen criteria, and will show how each department in the testing program rated or measured up in relation to the criterion listed.

Criterion 1

"There should be a sufficient number of rural boys enrolled in high school to justify the employment of a full-time teacher of vocational agriculture. The minimum number of students necessary to maintain a full-time department of vocational agriculture should be 40 boys."

The total enrollment during the school year 1957/58 in the schools tested were as follows:

Department Number 1	74 boys
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Department Number 2	53 boys
Department Number 3	104 boys
Department Number 4	59 boys
Department Number 5	71 boys
Department Number 6	151 boys (two teachers)

In all cases the enrollment was above the minimum of 40 as set up in the criterion. Four of the teachers interviewed in the testing process expressed to the writer that their high enrollment could be attributed to the fact that all freshman boys were required to take vocational agriculture in their school. If this situation prevails, a closer guidance program should be followed in order to enroll only qualified students.

Criterion 2

"The enrollment of boys in rural elementary grades should be sufficient to insure continued enrollments in vocational agriculture. The enrollment in the freshman class each year should have averaged at least 15 boys during the last three years of operation."

The average freshman enrollment, during the last three years of operation, in the schools tested were as follows:

Department Number 1	24 freshmen (all freshman boys)
Department Number 2	25 freshmen (all freshman boys)
Department Number 3	37 freshmen
Department Number 4	16 freshmen
Department Number 5	24 freshmen
Department Number 6	61 freshmen

In all departments tested the freshman enrollment was above the minimum of 15. This fact in some instances may show a need for a closer screening process on the part of the teacher.

Criterion 3

"There should be opportunities for at least one half of the vocational agriculture graduates to enter farming and closely related occupations each year. A department of vocational agriculture with an enrollment of 40 boys should graduate at least 8 boys per year."

The average number of boys graduating each year from the departments tested, during the last five years, was as follows:

Department Number 1	13
Department Number 2	9
Department Number 3	11
Department Number 4	11
Department Number 5	14
Department Number 6	12.5

In all departments tested the average number of graduates each year was above the minimum number of eight. This fact could be attributed to the above average enrollment in each department, although there is no definite proof to back this up.

Criterion 4

"Each of the graduating classes, during the last five years, should show an average of 4 students entering the vocation of farming and closely related occupations."

In those departments tested the five-year average of boys entering

farming and closely related occupations each year were as follows:

Department Number 1	3.8
Department Number 2	4.0
Department Number 3	9.0
Department Number 4	4.6
Department Number 5	4.8
Department Number 6	8.8

The average number of boys entering farming and closely related occupations dropped below the 50 per cent, as set up in Criterion 3, with the exception of departments number 3 and number 6. This indicates that a closer screening process should be followed in order to enroll only boys interested in farming and closely related occupations. The average of 4 students entering farming and closely related occupations was met by each department, but this fact was offset by the fact that the number graduating was well above the 8 set up in Criterion 3.

Criterion 5

"Farming and occupations related to farming are considered as the important occupations in the community."

The information pertaining to the importance of farming was taken from the United States Bureau of the Census regarding counties in which the tested departments are located. The percentage of land regarded as farm land in each county where the department is located is as follows:

Department Number 1	47.1 per cent
Department Number 2	87.0 per cent
Department Number 3	46.3 per cent

Department Number 4	24.9 per cent
Department Number 5	71.8 per cent
Department Number 6	66.8 per cent

With the exception of department number 4, farming is indicated as one of the important occupations in the community. A large amount of the land in the county in which department number 4 is located is in national forest area.

Criterion 6

"There is sufficient interest in education for young people and adults, out-of-school and interested in agriculture, in the school community to have at least one class with an enrollment of 20 regularly attending members."

Those members attending at least 30 per cent of the meetings were considered as being regularly enrolled. The total out-of-school enrollment, which includes more than one class in all cases, for last year was as follows:

Department Number 1	45
Department Number 2	29
Department Number 3	35
Department Number 4	38
Department Number 5	11
Department Number 6	41

The out-of-school enrollment in all cases but one was above the average for the last year of operation. This fact indicates that there should be a closer screening of all-day enrollment on the part of the

teacher in order that he may devote the needed time to his out-of-school program.

Criterion 7

"The citizens of the community have shown an interest in vocational agriculture and have a desire to support a program of vocational agriculture in the school by providing adequate facilities and opportunities for effective teaching."

In the schools tested the following things were listed as evidence of support on the part of citizens in the community:

Department Number 1 -- A new classroom and farm mechanics shop along with new and up-to-date equipment have been provided.

Department Number 2 -- Plans are under way for the expansion of the farm mechanics shop along with the purchase of new equipment.

Department Number 3 -- One of the automobile dealers is furnishing the department with a new pickup truck each year. Sufficient equipment and teaching supplies are available for effective teaching.

Department Number 4 -- A new classroom and farm mechanics shop have been provided along with new equipment and supplies. The citizens have backed the local junior livestock shows with contributions for prize money.

Department Number 5 -- No definite backing on the part of the citizens was listed.

Department Number 6 -- Two new classrooms along with a new farm mechanics shop have been provided. An automobile dealer also is furnishing this department with a pickup truck. The local newspaper editor furnishes four steer calves each year to outstanding members who plan to attend college and study agriculture.

All schools tested indicated that adequate facilities were available with the exception of department number 5, which indicated that

there was a definite need for better teaching facilities in order to carry out an effective teaching program.

Criterion 8

"The different agricultural organizations in the community have shown a desire to support a program of vocational agriculture by assisting in maintaining the program."

The following expressions are evidence of this support:

Department Number 1 -- The Soil Conservation Service is assisting members in carrying out recommended conservation practices on their home farms through classroom instruction and field demonstration.

Department Number 2 -- Farmers' cooperative stores furnish feed, seed, and fertilizer to vocational agricultural students at a discount. Soil Conservation Service assists in the instructional program.

Department Number 3 -- Farm Bureau provides money for camp awards to vocational agriculture students. Farmers' cooperative is sending one Future Farmers of America member to the Nation-Wide Cooperative Institute.

Department Number 4 -- Farm Bureau pays the expense of three boys to Future Farmers of America camp each year. Soil Conservation Service assists vocational agriculture students in carrying out structural practices on their home farms.

Department Number 5 -- Farm Bureau pays the expense of two official delegates to the state Future Farmers of America convention each year.

Department Number 6 -- The only statement made in relation to this department was, "they cooperate in our program."

The indication on the part of the departments, except department number 6, was that the agricultural organizations in the community were assisting in carrying out their vocational agriculture program.

Criterion 9

"The school system is financially able to pay a teacher of vocational agriculture a twelve months' salary in line with other positions in agriculture and education in the area."

In the schools tested the teachers were drawing the following amounts:

Department Number 1	\$4,800.00
Department Number 2	\$4,875.00
Department Number 3	\$5,212.00
Department Number 4	\$4,782.00
Department Number 5	\$4,821.00
Department Number 6	\$5,320.00

The teachers in departments 3, 5, and 6 are teachers with master degrees; the other teachers have only bachelor degrees.

In the judgment of the writer, all of the above salaries are in line with the salaries set forth in salary schedule for all vocational agriculture teachers as adopted by the State Department of Vocational Education. These are also in line with similar positions in the community, such as county agent, soil technician, and other agricultural workers.

Criterion 10

"The school administration and school faculty have shown a desire to back a program of vocational agriculture and should know what it entails."

The following are listed as evidence of support on the part of

school administration and faculty:

Department Number 1 -- The last two periods of the day are available for conferences and supervision. Adequate teaching material and shop equipment are available for effective teaching.

Department Number 2 -- The last period each day is available for supervision. Adequate teaching material and shop equipment are available for effective teaching.

Department Number 3 -- One free period is provided for supervision. The vocational agriculture department is allowed to sell popcorn and soft drinks during school to finance its program.

Department Number 4 -- Two free periods are provided each day for conferences and supervision. Teacher does not have extra duty at school.

Department Number 5 -- One free period is provided each day for supervision.

Department Number 6 -- Two free periods are provided each day for conferences and supervision. The department is allowed to sell soft drinks and popcorn during lunch to raise money.

All departments tested indicated that the school administrations were supporting the program by providing time for conferences and supervision, and in some instances were allowing the departments to raise funds during school.

Criterion 11

"The school should provide the following physical facilities in order to carry out a good program of instruction:

- "(a) At least 800 square feet of classroom space.
- "(b) At least 2,400 square feet of shop space.
- "(c) Adequate amount of equipment, supplies, textbooks, visual aids, etc., as recommended by the State Department of Education."

The following physical facilities were found in those departments tested:

- | | |
|---------------------|---|
| Department Number 1 | (a) 756 square feet, classroom
(b) 2,304 square feet, shop
(c) Adequate |
| Department Number 2 | (a) 936 square feet, classroom
(b) 1,796 square feet, shop
(c) Adequate |
| Department Number 3 | (a) 960 square feet, classroom
(b) 2,100 square feet, shop
(c) Adequate |
| Department Number 4 | (a) 660 square feet, classroom
(b) 2,480 square feet, shop
(c) Adequate |
| Department Number 5 | (a) 648 square feet, classroom
(b) 1,700 square feet, shop
(c) Inadequate |
| Department Number 6 | (a) 920 square feet, classroom
(b) 3,600 square feet, shop
(c) Adequate |

As a general rule there was room for improvement in most departments tested as far as classroom and shop space were concerned. Each teacher indicated that he needed more space for the enrollment which he had. All departments, except department 5, indicated that adequate teaching material and supplies were available.

Criterion 12

"The school is in an area where students have facilities for developing well-rounded farming programs, or the school can provide the necessary supervised practice."

The following percentages of the counties in which the departments tested are located are considered as farm land:

Department Number 1	47.1 per cent
Department Number 2	87.0 per cent
Department Number 3	46.3 per cent
Department Number 4	24.9 per cent
Department Number 5	71.8 per cent
Department Number 6	66.8 per cent

All departments tested indicated that schools were so located as to provide adequate facilities for students to develop well-rounded farming programs.

Criterion 13

"The school should make available three dollars per enrollee to be used for consumable supplies."

The following conditions were found to exist in the six schools tested in relation to money available for consumable supplies:

Department Number 1	\$500.00 or \$6.75 per enrollee
Department Number 2	\$159.00 or \$2.99 per enrollee
Department Number 3	\$200.00 or \$1.92 per enrollee
Department Number 4	\$118.00 or \$2.00 per enrollee
Department Number 5	\$100.00 or \$1.40 per enrollee
Department Number 6	\$100.00 or \$0.66 per enrollee

With the exception of department number 1, all departments fell below the three dollars per enrollee for consumable supplies. In the judgment of the writer, there is a definite indication that some provisions should be made to provide more money for consumable supplies if an effective job of teaching is to be administered.

Criterion 14

"The school administration and faculty have expressed an interest in Future Farmers of America activities and are willing to cooperate when it is necessary for the students to be away from school for Future Farmers of America activities in line with the instructional program."

The following provisions are made when it is necessary for the teacher to be away from school for Future Farmers of America activities:

Department Number 1 -- Arrangements are made by the principal to take care of agriculture students left at school.

Department Number 2 -- Students left at school are taken care of by the principal and other members of the faculty.

Department Number 3 -- Agriculture students left at school are assigned work and taken care of in the study hall.

Department Number 4 -- Agriculture students left at school are either sent to the library or taken care of by the principal.

Department Number 5 -- Students left at school are taken care of by the study hall teacher.

Department Number 6 -- When both teachers have to be away at the same time, one of the veteran instructors takes care of students left at school.

Criterion 15

"The teacher should have sufficient hours for proper supervision of high-school students and out-of-school enrollees. This should be provided in the form of at least one, and preferably two, class period per day, with the understanding that the teacher is to use it for its intended purpose."

The following conditions existed on the part of schools tested in relation to supervision time:

Department Number 1	2 periods
Department Number 2	1 period
Department Number 3	1 period
Department Number 4	2 periods
Department Number 5	1 period
Department Number 6	2 periods

Indications on the part of schools tested were that, in most cases, sufficient time was provided for supervision, but at least two teachers indicated that they were using this time at school for shop supervision and other duties. In every case one free period was provided during the last school period during the day. This would tend to lend time for on-farm supervision if the teacher desired to do so.

Criterion 16

"Adequate counseling services are available for the proper guidance of prospective students of vocational agriculture."

The following provisions are made available to counsel prospective vocational agriculture students:

Department Number 1 -- Teacher is allowed to go visit in elementary schools and talk with prospective students.

Department Number 2 -- All freshman boys are required to take agriculture, and counseling for other years takes place during freshman year.

Department Number 3 -- Teacher is allowed to meet with all boys during eighth-grade day. Teacher also has an opportunity to visit prospective students during the summer.

Department Number 4 -- Teacher meets with prospective agriculture students during eighth-grade day.

Department Number 5 -- Teacher is allowed to visit in elementary schools and talk with prospective students.

Department Number 6 -- Teacher is allowed to talk with prospective students during eighth-grade day.

As indicated some provisions are made for the teacher to counsel prospective students. In the judgment of the writer, more time should be provided to adequately carry out this counseling service.

Conclusion of Testing

In the judgment of the writer not any of the departments tested were meeting all of the criteria which were set up; neither were any of the departments failing to meet enough of the criteria that the writer would recommend that they be discontinued.

CHAPTER V

SUMMARY AND IMPLICATIONS

Summary

An attempt has been made in this study to develop a set of criteria with minimum standards which may be considered in establishing and maintaining departments of vocational agriculture in the state of Tennessee.

The data for this study were secured through the development of eighteen criteria with minimum standards which were submitted to a jury of twenty-four men made up of school administrators, supervisors of vocational agriculture, teacher trainers, and teachers of vocational agriculture. The primary purpose of this jury was to help the writer validate the eighteen criteria and standards. After the criteria and standards were checked by the jury, they were revised and presented to six departments of vocational agriculture in East Tennessee for final testing.

Following is a summary of the different criteria which should be considered in establishing or maintaining a department of vocational agriculture in the state of Tennessee:

1. All-day enrollment in vocational agriculture.
2. Opportunities for farming and closely related occupations in the community.
3. Importance of farming in the community as an occupation.
4. Interest in vocational agriculture on the part of local citizens and farm organizations.

5. Interest in young farmer and adult education in the community.
6. Available funds for teachers' salaries.
7. Interest on the part of school administrators and school faculty in vocational agriculture.
8. Physical facilities available for effective teaching.
9. Local facilities for providing necessary supervised practice.
10. Available funds for consumable supplies.
11. Interest in Future Farmers of America activities by school administrators and faculty.
12. Available time for supervision by the teacher.
13. Counseling and guidance service available for prospective students.

Implications

On the basis of the findings presented in the preceding pages of this study, the following guide could be used to aid local groups in making a comprehensive study of their community to determine the need for vocational agriculture in the school curriculum.

This guide is designed so that a study committee can: (1) collect data relating to a department of vocational agriculture in a given community, (2) use these data to evaluate any now-existing departments of vocational agriculture in the community. The guide may also be used in determining a need for a new department of vocational agriculture.

It is recommended that the study committee be made up of different individuals who have diverse interests in the school and community. The committee might well include school board members, the local

school administrators, farmers, local businessmen and other interested people in the community. It is recommended that the committee be selected and approved by the local school board.

It is also recommended that the committee call in outside people to help as resource persons for certain parts of the study as they are needed.

CRANES & CREST

A Guide for Determining the Need for a Department of Vocational
Agriculture in a Local School Community

ALL-DAY ENROLLMENT

- Criterion 1: There should be a sufficient number of rural boys enrolled in high school to justify the employment of a full-time teacher of vocational agriculture. The minimum number of students necessary to maintain a full-time department of vocational agriculture should be 40 boys.
- Criterion 2: The enrollment of boys in rural elementary grades should be sufficient to insure continued enrollments in vocational agriculture. The enrollment in the freshman class each year should have averaged at least 15 boys during the last three years of operation. This total of 15 includes all feeder schools connected with the high school.

Enrollment Information on the School Community Under Consideration

1. Enrollment of rural boys in the four-year high school.
2. Average enrollment of rural boys in elementary grades one through eight in the school community.
3. Other information.

OPPORTUNITIES FOR ENTERING FARMING AND CLOSELY RELATED OCCUPATIONS

Criterion 3: There should be opportunities for at least one-half of the vocational agriculture graduates to enter farming and closely related occupations each year. A department of vocational agriculture with an enrollment of 40 boys should graduate at least 8 boys each year.

Criterion 4: Each of the graduating classes, during the last five years, should show an average of 4 students entering the vocation of farming and closely related occupations.

Evidence of Opportunities for Farming and Closely Related Occupations, and Available Students

1. Number of available farms and closely related occupations in the community (Census data).

2. Average number of boys graduating, last five years (old department), anticipated average (new department).

3. Number of boys entering farming and closely related occupations during the last five years of operation.

IMPORTANCE OF FARMING IN SCHOOL COMMUNITY

Criterion 5: Farming and occupations related to farming are considered as the important occupations in the community.

Evidence Showing the Importance of Farming in the School Community

1. Census information.

2. Acres of cropland in school community.

3. Number of kind of occupations related to farming in community.

OUT-OF-SCHOOL ENROLLMENT

Criterion 6: There is sufficient interest in education for out-of-school young people and adults interested in agriculture in the community to have at least one class with an enrollment of 20 regularly attending members.

List Evidence of Interest in Adult and Young Farmer Instruction in the School Community Under Consideration

1. Number of regularly attending members at present (old department).

2. Number of prospective members who have expressed a desire to attend (new department).

LOCAL INTEREST IN THE VOCATIONAL AGRICULTURE PROGRAM

Criterion 7: The citizens of the community have shown an interest in vocational agriculture and have a desire to support a program of vocational agriculture in the school by providing adequate facilities and opportunities for effective teaching.

Criterion 8: The different agricultural organizations in the community have shown a desire to support a program of vocational agriculture by assisting in maintaining the program.

Evidence Present in the School Community to Indicate That There is Local Interest in the Program

1. Interest on part of citizens.

2. Interest on part of farm organizations.

TEACHERS' SALARIES

Criterion 9: The school is financially able to pay a teacher of vocational agriculture a twelve-month salary in line with other positions in the area.

Yearly Salary That Can be Paid Teacher

INTEREST IN VOCATIONAL AGRICULTURE BY ADMINISTRATORS AND FACULTY

Criterion 10: The school administration and school faculty have shown a desire to back a program of vocational agriculture, and they should know what it entails.

Evidence Present to Indicate There is Interest

1. Interest expressed by school administrators.

2. Interest expressed by faculty.

PHYSICAL FACILITIES

Criterion 11: The school should provide the following physical facilities in order to carry out a good program of instruction:

- (a) At least 800 square feet of classroom space.
- (b) At least 2400 square feet of shop space.
- (c) Adequate amount of equipment, supplies, textbooks, visual aids, etc., as recommended by the State Department of Education.

Facilities for Vocational Agriculture

1. Present facilities.

2. Planned facilities.

3. Other information.

SUPERVISED FARMING

Criterion 12: The school is in an area where students have facilities for developing well-rounded farming programs or the school can provide the necessary supervised practice.

Evidence in Community for Developing Well-Rounded Farming Programs

1. Available farms in community for farming programs.

2. Available facilities at school for supervised practice.

FUNDS FOR CONSUMABLE SUPPLIES

Criterion 13: The school should make available at least three dollars per enrollee to be used for consumable supplies.

Amount of Funds to be Provided by School for Consumable Supplies

INTEREST IN FUTURE FARMERS OF AMERICA ACTIVITIES

Criterion 14: The school administration and faculty have expressed an interest in Future Farmers of America activities and are willing to cooperate when it is necessary for the students to be away from school for Future Farmers of America activities in line with the instructional program.

Evidence Present to Indicate Interest in Future Farmers of America Activities

1. Interest expressed by school administrators.

2. Interest expressed by faculty.

TEACHER SUPERVISION

Criterion 15: The teacher should have sufficient hours for proper supervision of high-school students and out-of-school enrollees. This should be provided in the form of at least one, and preferably two, class period per day, with the understanding the teacher is to use it for its intended purpose.

Available Time to be Provided Teacher for Supervision

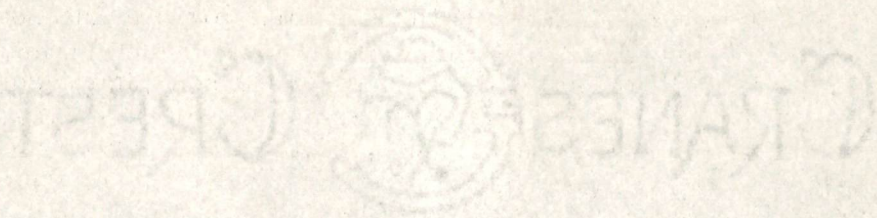
COUNSELING AND GUIDANCE OF STUDENTS

Criterion 16: Adequate counseling services are available for the proper guidance of prospective students of vocational agriculture.

Information on the Counseling and Guidance Program of the School Under Consideration

1. Periods available for counseling and guidance.

RECOMMENDATIONS OF THE STUDY COMMITTEE TO THE LOCAL SCHOOL BOARD:



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