

December 1, 1958

To the Graduate Council:

I am submitting herewith a thesis written by Troy W. Hinton entitled "Citizens' Understandings of the Vocational Agriculture Department in the Church Hill High School." 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.

John W. Siegel, Jr.
Major Professor

We have read this thesis
and recommend its acceptance:

V. R. Cardozo
Michael G. Munney
A. J. Paulina

Accepted for the Council:

Dale Henthung
Dean of the Graduate School

CITIZENS' UNDERSTANDINGS OF THE VOCATIONAL AGRICULTURE

DEPARTMENT IN THE CHURCH HILL HIGH SCHOOL

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

Troy W. Hinton

December 1958

28.
33

TABLE OF CONTENTS

CHAPTER	PAGE
I. THE PROBLEM AND ITS DEFINITION	1
Statement of the problem	2
Development of the vocational agriculture department	2
Importance of the study	4
Definition of terms	6
Limitations of the study	8
Research procedure	9
Organization of the study	10
II. PRESENTATION AND INTERPRETATION OF DATA	11
Smith-Hughes Act	11
Teacher	20
Finance	35
Facilities	40
Program planning	43
Course of study	49
Future Farmers of America	63
Out-of-school classes	71
Advisory council	75
Source of information	75
III. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS	80
Summary	80
Conclusions	84

CHAPTER

PAGE

III. (continued)

Recommendations	85
BIBLIOGRAPHY	87
APPENDIX A	89
APPENDIX B	99

LIST OF TABLES

TABLE		PAGE
I.	Knowledge of the Main Purpose of Vocational Agriculture as Provided by the Smith-Hughes Act	12
II.	Knowledge of the Group Having Authority to Employ the Vocational Agriculture Teacher	14
III.	Knowledge of the Administrative Channel the State Supervisor of Vocational Agriculture Follows in Directing the Vocational Agriculture Program	15
IV.	Knowledge of Control District and State Vocational Agriculture Supervisors Have of Vocational Agriculture in Hawkins County	17
V.	Knowledge of Groups Who Can Legally Receive Training in the Vocational Agriculture Program	19
VI.	Knowledge of Credits High School Students May Earn in Vocational Agriculture	21
VII.	Knowledge of the Requirement to be Met Before a Person is Eligible to Teach Vocational Agriculture	22
VIII.	Knowledge of the Group Deciding the Qualifications Necessary for Teaching Vocational Agriculture	24
IX.	Knowledge of the Number of Months Per Year the Teacher is Employed	26
X.	Knowledge of Whether Teacher of Vocational Agriculture is Required to Attend College Periodically	28

TABLE

PAGE

XI. Knowledge of the Vacation Time Provided	
with Pay for the Teacher	30
XII. Knowledge of Class Periods Teacher Teaches Per Day	32
XIII. Knowledge of the Activities the Teacher Has	
Performed During the School Day	33
XIV. Knowledge of the Activities That the Teacher	
Performed During Summer Months When School Was	
Not in Session	34
XV. Knowledge of Source or Sources of Funds for	
Payment of the Teacher's Salary	37
XVI. Knowledge of Source or Sources of Funds for	
Purchasing Equipment and Supplies	39
XVII. Knowledge of the Place or Places of Instruction	41
XVIII. Knowledge of Housing Facilities Provided	42
XIX. Knowledge of the Persons Permitted to Use Facilities	44
XX. Knowledge of the Vocational Agriculture Department	
Having a Written Planned Program of Work	45
XXI. Knowledge of Person or Persons Planning	
Vocational Agriculture Program	47
XXII. Knowledge of the Bases for Deciding What to Teach	48
XXIII. Knowledge of the Phases of the Instructional Program	50
XXIV. Knowledge of the Number of Enterprises a Student	
Must Have in His Farming Program	52
XXV. Knowledge of Whether the All-Day Student is	
Required to Keep a Record Book	54

TABLE	PAGE
XXVI. Knowledge of the Teaching Method Used	55
XXVII. Knowledge of What Makes a Complete Supervised Farming Program for An All-Day Student	57
XXVIII. Knowledge of Aspects of Farming Program Required for An All-Day Vocational Agriculture Student	58
XXIX. Knowledge of the Instructional Areas in the Farm Mechanics Program	60
XXX. Knowledge of the Instructional Areas in the Farm Management and Productive Enterprise Aspects of the Program	61
XXXI. Knowledge of the Role the Future Farmers of America Has in the Vocational Agriculture Program	65
XXXII. Knowledge of Whether All-Day Students are Required to Join the Future Farmers of America	66
XXXIII. Knowledge of the Activities Participated in By the Future Farmers of America Chapter	68
XXXIV. Knowledge of the Agency Administering the Future Farmers of America Program	70
XXXV. Knowledge of Adult Farmer Classes Being Taught in the Service Area	72
XXXVI. Knowledge of Young Farmer Classes Being Taught in the Service Area	73
XXXVII. Knowledge of When Out-of-School Classes Were Taught	74
XXXVIII. Knowledge of Whether the Vocational Agriculture Department Has An Advisory Council	76

TABLE

PAGE

XXXIX. Source or Sources from Which Citizens Received Information About the Vocational Agriculture Program	78
XL. Major Sources of Information	79
XLI. Knowledge of Control District and State Vocational Agriculture Supervisors Have of Vocational Agriculture in Hawkins County	100
XLII. Knowledge of the Activities the Teacher Has Performed During the School Day	101
XLIII. Knowledge of the Activities That the Teacher Performed During Summer Months When School Was Not in Session	103
XLIV. Knowledge of Source or Sources of Funds for Purchasing Equipment and Supplied	105
XLV. Knowledge of Person or Persons Planning Vocational Agriculture Program	107
XLVI. Knowledge of the Bases for Deciding What to Teach	108
XLVII. Knowledge of the Phases of the Instructional Program	109
XLVIII. Knowledge of the Activities Participated in by the Future Farmers of America Chapter	110

CHAPTER I

THE PROBLEM AND ITS DEFINITION

For several years much has been spoken and written about public relations as it applies to our schools. It has been said that the schools belong to and are operated by the people of our communities, and if the American school system is to remain strong and dynamic the American people must be informed about the total school program.

Education in a democracy should be and must be a cooperative undertaking by all the people within the democracy. School administrators, teachers and lay people should be informed about the different educational programs offered by the public schools.

The vocational agriculture program, in order to carry out its function, must be so organized and operated as to merit the support of the citizens. In fact, inasmuch as the vocational agriculture program is wholly dependent upon the public for both financial and moral support, the lack of such support would soon necessitate the cessation of the program. Therefore, it is necessary that the vocational agriculture program of today have the citizens' confidence, support, and guidance in the day by day task of developing and carrying out the vocational agriculture program. When the vocational agriculture teacher and the citizens, because of misunderstandings, lack of information, or any other hinderances, do not work together, the effectiveness of the vocational agriculture program is impaired.

In view of the foregoing statements, it is necessary that vocational agriculture teachers and school administrators give serious consideration

to the extent to which the local people are informed and to the problem of how the citizens might be encouraged to give more support to the vocational agriculture program. It is necessary that information be had by vocational agriculture teachers and school administrators in order that it may be used as the basis for the evaluation and development of a better public relations program.

Statement of the Problem

The purpose of this study was to find out what citizens know about the vocational agriculture department in the Church Hill High School. The specific areas included are the administrative policies, teacher, finance, course of study, facilities, Future Farmers of America, and out-of-school classes.

Development of the Vocational Agriculture Department

Vocational education in agriculture was added to the instructional program of the Church Hill High School in September, 1949. The writer, who was the first teacher, was hired and given the responsibility for developing the department.

There were limited facilities available and for two years the vocational agriculture classroom was in the auditorium of the elementary school building. The teacher spent much of the first two years laying the groundwork for obtaining a vocational agriculture building by:

- (1) developing an instructional program to fit the facilities available;

(2) securing teaching material for the program developed; (3) keeping instructional standards high and at the same time trying to develop the confidence and respect of the students for the teacher; (4) every opportunity was taken to meet and work with the citizens of the school area through community clubs, Parent-Teacher Association and other organizations. It was the thesis of the teacher that a willingness to cooperate has to be extended before the teacher could expect much co-operation from others, and that the success of any program depends to a large extent upon the confidence and respect the citizens have in the person leading the program. The teacher made a special effort to gain the confidence and respect of the citizens in the service area.

In the fall of 1950, the teacher discussed with school administrators, county court members, and local citizens the method for securing funds for the agriculture building. After a meeting of school administrators, local court members and local citizens it was decided to secure the funds for the building from funds already set aside for a new high school building. At this meeting the agriculture teacher was given the responsibility of developing plans for the building. The new building was completed in the summer of 1951 and consisted of two classrooms, office, storage room, washroom, furnace room and shop area.

The local teacher again began to develop an instructional program that would utilize the new facilities available and provide a complete instructional program for all-day students, young and adult farmers.

A complete reference file was developed to insure adequate references for the instructional program. Equipment for the shop was secured

by transferring the farm shop equipment from the McPheeters Bend and Grange Hall community shops to the newly developed Church Hill shop, thereby eliminating farm shops in these communities.

The out-of-school phase of the instructional program began in the fall of 1951. The first out-of-school class was organized in the Lloyd's Chapel community and from there the adult and young farmer classes were extended into the following communities: McPheeter's Bend, Grange Hall, Valley View and Church Hill.

The Church Hill Future Farmers of America chapter was organized in 1949 with 55 charter members. The chapter has participated in every major Future Farmers of America activity and has been the main source of funds for purchasing teaching materials and supplies.

The FFA was also the main vehicle for keeping the total vocational agriculture program before the citizens as FFA members were given annually a place on the programs of each community club, civic clubs and the Parent-Teacher Association. These programs consisted of information about the total agriculture program as well as FFA activities and accomplishments.

The vocational agriculture program was developed on the basis that the program must keep the citizens informed about the activities and accomplishments of the department. The following media were used as means of informing the citizens: students, adult farmers, community clubs, PTA, civic clubs, radio, television, newspapers, fairs and exhibits.

Importance of the Study

"The public schools belong to the American people and are supported

by them. Their interest and their support will depend to a large extent upon the information which they possess as to the activities and needs of the public schools."¹

The time has come when the administrators and teachers of the vocational agriculture program must concentrate more attention upon the citizens. It is the citizens who pay the bills.

The administrators and teachers of the vocational agriculture program may list many desirable features of the program, but the average citizen has come to the point where he is not prepared to move much further. The average citizen is ready to move when he is a completely informed citizen.

Rollo G. Reynolds² says: "Educational progress in America rests almost entirely upon the understanding which the American public has in its school system."

William Hall Todd³, in a study conducted in 1927, found that the people knew just about 50 per cent of the minimum requirements necessary to be satisfactorily versed in public school affairs of their community.

¹William Hall Todd, What Citizens Know About Their Schools (Teacher College Contributions to Education, No. 279, New York: Teachers College, Columbia University, 1927), p. 85.

²Newspaper Publicity for Public Schools, (1922), quoted in William Hall Todd, What Citizens Know About Their Schools (Teacher College Contributions to Education, No. 279, New York: Teachers College, Columbia University, 1927), p. 6.

³William Hall Todd, op. cit., p. 85.

Archie Dykes⁴, in a study made in 1956, found that only 58 per cent of the people of Hawkins County were satisfied with the information they received concerning the schools.

The vocational agriculture program's effectiveness is directly related to the degree that teachers and people work together. Inasmuch as cooperation is based on understanding, vocational agriculture teachers need to know as much as possible about what the citizens know concerning the vocational agriculture program.

In view of the foregoing regarding the public's lack of knowledge about the schools, the writer wished to find out if similar conditions prevailed in the Church Hill vocational agriculture department. It is very important that the agriculture teacher and school administrators be acquainted with what the citizens know concerning the agriculture program. The findings will aid in evaluating and developing a better public relations program for the Church Hill vocational agriculture department that will lend itself to a better instructional program for the area. The findings of this study will assist vocational agriculture teachers, supervisors, and administrators in evaluating and developing a public relations program on both the State and local levels.

Definition of Terms

A "supervised farming program", as employed in this study, is used

⁴ Archie Dykes, "What the Patrons of Hawkins County Schools Think About Their Schools," (Unpublished Masters Thesis, East Tennessee State College, Johnson City, Tennessee, 1956), p. 67.

to mean productive enterprises, improvement projects, and supplementary farm practice jobs conducted by students enrolled in vocational agriculture and for which systematic instruction and supervision on the farm are provided by the agriculture instructor.

An "advisory council" refers to people not directly responsible for the vocational agriculture program, but who are selected to offer advice regarding the program.

A "planned program of work", as employed in this study, is used to mean a written plan consisting of learning activities to be a part of the vocational agriculture program for a period of one year.

A "productive enterprise" is a crop or animal in which the agriculture student has a degree of ownership, managerial responsibilities, and expects to make a profit.

An "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.

A "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 enterprises or the improvement projects.

"Extra-curricular", as used in this study, refers to those activities that are not a part of the vocational agriculture program as defined by the Smith-Hughes Act.

"Young farmer classes" refers to those classes taught in vocational agriculture for students who are out of school and between the ages of 16

and 25 who usually are not completely established in farming but are trying to become established in farming.

"Adult farmer classes" refers to those classes taught in vocational agriculture for out of school persons that are engaged in farming and who are over 25 years of age.

"All-day students" refers to high school enrollees in vocational agriculture.

"Vocational agriculture program" refers to all phases of instruction and other related activities carried out over a period of time and supervised by the vocational agriculture teacher.

"Service area" refers to the area served by the vocational agriculture program in the Church Hill High School.

"Administrators" refers to the members of the board of education, county superintendent, supervisors, and high school principal.

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

Limitations of the Study

This study was limited to 100 citizens in the Church Hill School service area. The fact that only 100 people out of the total population of 10,459 in the Church Hill service area participated in the study is a limitation of sizable proportions. It is realized that the people who were surveyed may not have represented a true cross section of the citizens of the service area and that of those who participated, some probably did

not record what they actually knew.

Research Procedure

A limited amount of literature devoted to the problems of citizens' attitudes, and concepts concerning the public schools was reviewed. From these readings and discussions with vocational agriculture teachers and the agricultural education staff at the University of Tennessee, an information blank was compiled to obtain data concerning what the citizens of the Church Hill service area knew about the vocational agriculture department.

The names of the families which were surveyed in the Church Hill service area were secured from the billing list of the Holston Electric Cooperative. In order to secure 100 names every thirteenth name on the list was selected to be surveyed.

The writer went to the homes of the interviewees and recorded the responses. However, before reading the questions, an attempt was made to inform the interviewee of the purpose of the study. The husband, or wife if husband was absent, was given the opportunity to answer the questions after they had been read and explained by the writer.

Data for this study were collected from June 1958 to October 1958 and between the hours of 4:00 p.m. and 7:00 p.m. The responses on the information blanks were tabulated as the surveys were completed.

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

Organization of the Study

Chapter I introduces the problem and procedures followed in making the study; Chapter II includes presentation and discussion of the data; and Chapter III includes a summary of the findings, conclusions drawn from the findings, and recommendations.

CHAPTER II

PRESENTATION AND INTERPRETATION OF DATA

The data and information presented in this chapter were compiled from the findings of 100 schedules. An effort has been made to show the distribution of answers from these schedules. Since number and percentage are identical, all answers are indicated in per cent.

Smith-Hughes Act

One question in this study was to determine what understandings the local people had concerning the main purpose of vocational agriculture in the Church Hill High School service area. A study of the Smith-Hughes Act reveals that the major purpose of vocational education in agriculture is to train for useful employment in agriculture.¹ An analysis of Table I shows that of the 100 persons interviewed, one-half understood that the main purpose was for training for useful employment in agricultural occupations and one-tenth checked training for farm-related occupations which includes those employees given the responsibilities of training and servicing the farmer. Approximately one-fourth, or 24 per cent, chose training for establishment in farming as the main purpose. Sixteen per cent responded that they did not know what the main purpose was. Respondents who said they did not know

¹Public Law (Smith-Hughes) No. 347, Sixty-fourth Congress, Section I.

TABLE I

KNOWLEDGE OF THE MAIN PURPOSE OF VOCATIONAL AGRICULTURE AS
PROVIDED BY THE SMITH-HUGHES ACT

Response	Per Cent
1. Training for useful work in agriculture ^a	50
2. Training for establishment in farming	24
3. Do not know	16
4. Training for farm related occupations, such as: fertilizer salesmen, vocational agriculture teachers, etc.	10

^a Denotes correct answer

indicated that they had some idea, but were not sure of the main purpose.

A further look at this table reveals that one-half of those interviewed had misconceptions about the purpose of vocational agriculture as stated in the Smith-Hughes Act.

Table II further substantiates the findings of Table I that citizens on the whole were not informed about the vocational agriculture program. Approximately one-half, or 47 per cent, chose the county board of education as the group having authority to employ the vocational agriculture teacher; nearly one-third, or 31 per cent, chose the state board of education; and one-fifth, or 22 per cent, said they did not know when asked who had the authority to employ the vocational agriculture teacher.

The teacher of vocational agriculture had made no effort to inform the citizens concerning the group having authority to employ the vocational agriculture teacher. The fact that one-half, or 53 per cent, of the citizens surveyed had misconceptions should suggest to school personnel that their public relations programs are not informing the people concerning the school as well as they might.

Table III presents the distribution of answers to the question on the administrative channel which the state director of vocational agriculture follows in directing the vocational agriculture program. Most citizens had little or no idea as to the channel used by the state director. This is evidenced by the fact that only one-tenth, or 10 per cent, chose the county school superintendent, the correct answer. This statement is further evidenced by the fact that more than one-third, or 38 per cent, chose to check "don't know" when asked the question.

TABLE II

KNOWLEDGE OF THE GROUP HAVING AUTHORITY TO EMPLOY
THE VOCATIONAL AGRICULTURE TEACHER

Response	Per Cent
1. County Board of Education ^a	47
2. State Board of Education	31
3. Do not know	22

^a Denotes correct answer

TABLE III

KNOWLEDGE OF THE ADMINISTRATIVE CHANNEL THE STATE SUPERVISOR
OF VOCATIONAL AGRICULTURE FOLLOWS IN DIRECTING THE
VOCATIONAL AGRICULTURE PROGRAM

Response	Per Cent
1. Agriculture teacher	48
2. Do not know	38
3. County school superintendent ^a	10
4. High school principal	4

^a Denotes correct answer

Nearly one-half, or 48 per cent, indicated the agriculture teacher, and four per cent chose the high school principal.

It would appear that public interest in administration of the vocational agriculture program has been almost completely lacking because 90 per cent indicated they did not know or selected the incorrect answer.

Since control of some degree must be used in administering any program, the people interviewed were asked, "What control do district and state vocational agriculture supervisors have on vocational agriculture in Hawkins County?" All answers suggested, with the exception of one, "determine what should be taught," were correct. The respondents were given the opportunity to check as many of the controls suggested as were applicable. The responses to the controls suggested are shown in Table IV.

In order to be most meaningful, the table should be read as follows: 43 per cent said they thought the supervisors required teachers to attend annual conferences, 41 per cent indicated written annual program of work as being required, and 39 per cent indicated they did not know.

A study of Table XLI reveals that the respondents lacked an understanding of the responsibilities of the district and state supervisors, but chose many correct answers by means of association or by guessing.

It is interesting to note that only 21 per cent thought district and state supervisors determined what should be taught.

The Smith-Hughes Act names specifically those who may legally

TABLE IV

KNOWLEDGE OF CONTROL DISTRICT AND STATE VOCATIONAL
AGRICULTURE SUPERVISORS HAVE OF VOCATIONAL
AGRICULTURE IN HAWKINS COUNTY

Response	Per Cent
1. Require teachers to attend annual conferences ^a	43
2. Require written annual program of work ^a	41
3. Do not know	39
4. Require written monthly and annual reports ^a	30
5. Notify teachers to attend district and state meetings ^a	27
6. Determine what should be taught	21
7. Visit departments frequently ^a	15

^aDenotes correct answer

receive training in the vocational agriculture program; it states that "such education shall be of less than college grade and be designated to meet the needs of persons preparing to enter upon the work of the farm."²

In making the study, each person interviewed was asked the question "Who can legally receive training in the vocational agriculture program?" Each interviewee could respond to as many of the groups suggested in Table V as he thought applicable. According to Table V, 55 per cent chose the correct groups of all-day students, young and adult farmers; 93 per cent chose a partially correct answer by indicating either all-day students, young and adult farmers as the group or groups who may legally receive training. A further analysis of Table V shows 90 per cent selected high school students as the group, 71 per cent indicated young farmers, 71 per cent said that adult farmers could legally receive training, 13 per cent indicated upper elementary school students, and 7 per cent chose to check "do not know" when asked the question.

An interesting fact to note in Table V is that only 90 per cent chose high school students as being eligible to receive training. It was anticipated that every citizen interviewed would check group one. This again points up the fact mentioned in this study that the task of informing the public is difficult and one which requires careful planning.

The data, also, reveals that 71 per cent indicated that young and adult farmers could legally receive training through the vocational

²Smith-Hughes, op. cit., Section I

TABLE V

KNOWLEDGE OF GROUPS WHO CAN LEGALLY RECEIVE TRAINING IN
THE VOCATIONAL AGRICULTURE PROGRAM

Response	Per Cent
<u>Separate Responses Selected</u>	
1. High school students ^a	90
2. Young farmers ^a	71
3. Adult farmers ^a	71
4. Upper elementary school students	13
5. Do not know	7
6. All elementary school students	0
<u>Combinations of Responses Selected</u>	
1. High school students, young and adult farmers ^a	55
2. High school students	15
3. High school, upper elementary school students, young and adult farmers	11
4. Do not know	7
5. High school students and adult farmers	5
6. Young farmers	3
7. High school, upper elementary school students	2
8. High school students and young farmers	2

^aDenotes correct answer

agriculture department. A special effort had been made in recent years to inform the students, school administrators, and citizens of the legality and importance of the young and adult farmers' program.

An effort was made to inform students and citizens of the number of credits a student might earn in vocational agriculture. A high school manual stating the objectives, area of instruction, occupation opportunities, and possible credits to be earned in each high school subject was given to each pupil each year at registration.

The teacher of vocational agriculture also informed the students and citizens through individual contacts, classroom orientation, PTA programs, and at civic and community club programs.

Table VI shows that 70 per cent of those interviewed thought students could earn four credits, 20 per cent indicated they "did not know", and the remaining 10 per cent selected one to three credits.

Teacher

The professional training required to teach vocational agriculture is different from that for other agricultural occupations and teacher-education work.

Each person interviewed was asked the question "What requirements must be met before a person is eligible to teach vocational agriculture?" The respondent could respond as he desired to any one of the requirements suggested in Table VII. The correct requirement is "graduated in agriculture with additional training to teach vocational agriculture."

TABLE VI

KNOWLEDGE OF CREDITS HIGH SCHOOL STUDENTS
MAY EARN IN VOCATIONAL AGRICULTURE

Response	Per Cent
1. Four (4) credits ^a	70
2. Do not know	20
3. One (1) credit	4
4. Two (2) credits	4
5. Three (3) credits	2

^aDenotes correct answer

TABLE VII

KNOWLEDGE OF THE REQUIREMENT TO BE MET BEFORE A
PERSON IS ELIGIBLE TO TEACH VOCATIONAL
AGRICULTURE

Response	Per Cent
1. Graduated in agriculture with additional training to teach vocational agriculture ^a	60
2. Do not know	22
3. Must be graduated in agriculture, and certified to teach subjects other than vocational agriculture in the public schools	15
4. Graduated in agriculture without additional training to teach vocational agriculture	3
5. Must be certified to teach in the public schools but no requirement in agriculture and teaching vocational agriculture	0

^aDenotes correct answer

Table VII shows that 60 per cent indicated the requirement to be "graduated in agriculture with additional training to teach vocational agriculture," 22 per cent said that they did not know when asked the question, 15 per cent indicated that the teacher must be graduated in agriculture and certified to teach subjects other than vocational agriculture in public schools, and 3 per cent chose "graduated in agriculture without additional training to teach vocational agriculture" as the requirement.

Bennett³, in a study of the Puryear, Tennessee, Community found that 98 per cent of those interviewed indicated that the best trained teachers would be the teachers graduated in agriculture with additional training to teach vocational agriculture. Were the citizens actually aware of this requirement or did they check it because they thought it should be the correct answer? The local teacher had made no special effort to inform the citizens of this requirement. However, the subject had been discussed frequently with the writer when the occasion came to hire a new vocational agriculture teacher.

It is apparent from Table VIII that the respondents had misconceptions of what agency decided whether a person's training qualified him to teach vocational agriculture. An examination of the table shows that 56 per cent of those surveyed indicated the state board of education was the agency having this authority; 20 per cent said they did not

³Earl Bennett, "What Constitutes an Effective Vocational Agriculture Program in the Puryear Community" (Unpublished Masters Thesis, Department of Agricultural Education, University of Tennessee, December 1956), p. 27.

TABLE VIII

KNOWLEDGE OF THE GROUP DECIDING THE QUALIFICATIONS
NECESSARY FOR TEACHING VOCATIONAL AGRICULTURE

Response	Per Cent
1. State Board of Education ^a	56
2. County Board of Education	16
3. Do not know	20
4. College from which he graduates	8

^a Denotes correct answer

know when asked the question; 16 per cent chose the county board of education, and 8 per cent selected the college from which he graduated as the group.

The state board of education is responsible for certifying teachers in the State of Tennessee.

The fact that 46 per cent of the respondents either chose the incorrect agency or said they did not know seems to indicate that there is a need for the public to be informed on a more extensive scale of the magnitude of the vocational agriculture program.

An item of great concern to the vocational agriculture teachers and progressive school personnel was whether or not citizens were aware of the fact that the agriculture teacher was employed twelve months per year.

Vocational agriculture teachers should be interested to note that in Table IX 79 per cent of the respondents indicated that the teacher was employed for twelve months per year. This indicates that the citizens were aware of the fact that the vocational agriculture teacher's instructional program continued when school was not in session. However, 17 per cent indicated they did not know and 4 per cent chose ten months when asked this question. It is apparent from Table IX that misconceptions of sizeable proportions exist and could be very harmful to the vocational agriculture program unless an effort is made to inform the local citizens.

On February 10, 1950, the State Board of Vocational Education initiated the following policy: "During each four years service as a

TABLE IX

KNOWLEDGE OF THE NUMBER OF MONTHS PER
YEAR THE TEACHER IS EMPLOYED

Response	Per Cent
1. Twelve (12) months ^a	79
2. Do not know	17
3. Ten (10) months	4
4. Nine (9) months	0
5. Eleven (11) months	0

^aDenotes correct answer

teacher of vocational agriculture, he must satisfactorily complete, in an approved institution, not less than six quarter hours in professional or technical subjects or both, considered most valuable to him in meeting the problems of a vocational agriculture teacher."⁴

To find out if local citizens were aware of this requirement, the question was asked, "Is the local teacher of vocational agriculture required to attend college periodically to keep up to date in order to teach vocational agriculture?" Table X reveals that 61 per cent of those interviewed checked "yes" when asked the question. However, 30 per cent indicated they did not know, and 9 per cent checked "no".

Dykes⁵, in a study in 1956, found that 81 per cent of the respondents considered the professional training of teachers to be highly important. His findings seems to indicate that citizens are in agreement with the policy, set forth by the State Board of Education, requiring agriculture teachers to improve professionally.

It seems, therefore, that these findings should encourage the agriculture teacher to keep local citizens informed of this requirement and the professional improvement the teacher is making.

The local vocational agriculture teacher is employed for twelve

⁴Letter from G. E. Freeman, Director, Vocational Education, Department of Public Education, State of Tennessee, to Vocational Agriculture Teachers dated April 30, 1954.

⁵Archie Dykes, "What the Patrons of Hawkins County Schools Think About their Schools" (Unpublished Masters Thesis, East Tennessee State College, Johnson City, Tennessee, 1956), p. 20.

TABLE X

KNOWLEDGE OF WHETHER TEACHER OF VOCATIONAL AGRICULTURE
IS REQUIRED TO ATTEND COLLEGE PERIODICALLY

Response	Per Cent
1. Yes ^a	61
2. Do not know	30
3. No	9

^a Denotes correct answer

months per year and is authorized two weeks vacation per year with pay. One question in this study was to find out how many of the citizens were aware that the local agriculture teacher received two weeks vacation with pay.

Table XI shows the distribution of the answers made to the question "How much vacation time is provided with pay for the vocational agriculture teacher?" According to Table XI 48 per cent of those interviewed did not know, and 39 per cent chose two weeks as the amount of time with pay.

A study of Table IV reveals that 79 per cent of the people surveyed thought the agriculture teacher was hired for twelve months and in Table XI only 39 per cent indicated the correct length of vacation time. This to the writer is a very significant revelation. This leaves room for misunderstandings to develop about the local agriculture teacher and the agricultural program. However, the data reveal that only 4 per cent chose three months as the length of vacation time with pay. The implications, of such situations, to the vocational agriculture program are self-explanatory.

The local teacher of vocational agriculture was in a position to receive undue criticism from citizens and faculty members because he taught only four class periods per day and the teacher was hired to teach twelve months.

To find what understandings the citizens of the Church Hill High service area had concerning the teacher's activities during the school day and in the summer months when school was not in session, those surveyed were asked the question, "How many class periods does your voca-

TABLE XI

KNOWLEDGE OF THE VACATION TIME PROVIDED WITH PAY
FOR THE TEACHER

Response	Per Cent
1. Do not know	48
2. Two (2) weeks ^a	39
3. Three (3) weeks	6
4. Three (3) months	4
5. One (1) week	0

^aDenotes correct answer

tional agriculture teacher teach per day?"; "What activities has your vocational agriculture teacher done during the school day?"; and "What has your vocational agriculture teacher done during the summer months when school is not in session?"

Distribution of responses to the questions are shown in Tables XII, XIII, and XIV.

An analysis of Table XII shows that only 48 per cent chose the correct answer suggested which was "four class periods," 33 per cent indicated they did not know and 15 per cent said the agriculture teacher taught five class periods per day.

Table XIII affords additional evidence that citizens lack information and have misunderstandings about the teacher's activities. The table reveals that 82 per cent indicated the vocational agriculture teacher taught high school vocational agriculture classes during the school day, 72 per cent said the teacher supervised Future Farmer of America activities, 67 per cent indicated he supervised farming programs away from school, 65 per cent said he taught young farmer classes.

While a large majority of the citizens, as a group, were aware of the teacher's activities, a further analysis of Table XLII reveals that 9 per cent chose the complete correct answer, 82 per cent indicated from one to seven correct activities and 18 per cent said they did not know. The situation found in this study points out that misconceptions may arise concerning the agriculture program and the teacher when such significant number of citizens have such fragmentary understandings.

TABLE XII

KNOWLEDGE OF CLASS PERIODS TEACHER TEACHES PER DAY

Response	Per Cent
1. Four (4) class periods ^a	48
2. Do not know	33
3. Five (5) class periods	15
4. Three (3) class periods	4
5. Six (6) class periods	0

^aDenotes correct answer

TABLE XIII

KNOWLEDGE OF THE ACTIVITIES THE TEACHER HAS PERFORMED
DURING THE SCHOOL DAY

Response	Per Cent
1. Taught high school vocational agriculture classes ^a	82
2. Supervised Future Farmers of America activities ^a	72
3. Supervised farming program away from school ^a	67
4. Taught adult farmer classes ^a	65
5. Taught young farmer classes ^a	64
6. Worked in community activities ^a	59
7. Performed routine school activities ^a	47
8. Managed school concession stand ^a	42
9. Farmed	31
10. Kept study halls	20
11. Do not know	18
12. Served as assistant principal	14
13. Served as janitor	11
14. Taught one or more classes other than vocational agriculture	4
15. Managed the lunchroom	0
16. Coached high school basketball team	0
17. Coached high school football game	0

^a Denotes correct answer

TABLE XIV

KNOWLEDGE OF THE ACTIVITIES THAT THE TEACHER PERFORMED
DURING SUMMER MONTHS WHEN SCHOOL WAS NOT IN SESSION

Response	Per Cent
1. Supervised vocational agriculture students ^a	65
2. Taught adult classes ^a	61
3. Attended school for professional improvement ^a	61
4. Attended vocational agriculture teachers' conference ^a	60
5. Attended Future Farmers of America Camp ^a	57
6. Secured new teaching material ^a	54
7. Farmed	49
8. Took a vacation ^a	24
9. Worked out of the community	22
10. Do not know	20
11. Is not employed	3
12. Coached baseball team	0
13. Sold automobiles	0
14. Sold farm machinery	0

^aDenotes correct answer

The local teacher of vocational agriculture was concerned about the opinions held by citizens concerning summer activities because herein was an area where many misconceptions may arise. To find what the citizens' understandings were concerning this question, the citizens interviewed were asked "What has your vocational agriculture teacher done during the summer months when school is not in session?"

Table XIV shows that when considered as a group approximately two-thirds of the citizens were aware of the teacher's summer activities, but when Table XLIII was analyzed it revealed that none gave the complete correct answer; 76 per cent indicated a partially correct answer by checking one to six correct activities; and 24 per cent of the respondents said they did not know or they checked an incorrect answer when asked the question.

In view of the purpose of the study, probably the most significant facts revealed in Tables XII, XIII and XIV are as follows: (1) a small per cent of the citizens surveyed were able to indicate the complete correct answer; (2) a sizable majority was able to indicate a partial answer by checking at least one correct activity suggested; (3) many misunderstandings prevailed as indicated by the number of activities checked that were not applicable to the local agriculture teacher. This points out the need for information about the teacher's activities being made available on a level which can be understood by citizens of the service area.

Finance

At a time when much discussion is taking place concerning

Federal aid to public education and when teachers feel they are underpaid, the writer was prompted to seek the understanding of the citizens on the question, "From what source or sources is the vocational agriculture teacher's salary secured?" The respondent was given an opportunity to check as many of the suggested sources as he thought applicable. The tabulated answers made to the four choices suggested are shown in Table XV.

An analysis of the data reveals that 29 per cent indicated that the teacher's salary is secured from local, state and Federal governments, 21 per cent said that the salary came from local and state governments and 7 per cent indicated the sources of salary were the state and Federal governments.

A study by Bennett⁶, indicated that the people of Puryear Community thought that the local, state and Federal governments should be responsible for the teacher's salary as 62 per cent surveyed indicated this in a question asked in the study. However, the writer found in this study that only 29 per cent were aware that local, state and Federal governments shared in this responsibility. This shows in the two service areas that there is a wide gap between what citizens believe about what should be and what they know is being done. Table XV affords additional evidence of this statement; it reveals that 71 per cent either did not know the sources or chose only one or two of the possible sources.

Equipment and supply costs are the costs of keeping the department functioning, which includes funds for purchasing and maintaining equip-

⁶Bennett, op. cit., p. 78.

TABLE XV

KNOWLEDGE OF SOURCE OR SOURCES OF FUNDS FOR PAYMENT OF
THE TEACHER'S SALARY

Response	Per Cent
<u>Separate Responses Selected</u>	
1. State government ^a	68
2. Local government ^a	51
3. Federal government ^a	45
4. Do not know	19
<u>Combination of Responses Selected</u>	
1. State, local and Federal government ^a	29
2. State and local government	21
3. State	11
4. Federal	9
5. Federal and state	7
6. Local	4

^aDenotes correct answer

ment and materials needed to conduct the total program of vocational agriculture. The vocational agriculture department in the Church Hill High School was dependent upon the student enrollees, the Church Hill FFA Chapter and the county school board for the funds. Approximately 90 per cent of the funds came through the Church Hill FFA and fees charged enrollees. Because these costs continue to increase from year to year, it was the purpose of this question to determine the citizens' understanding of the source or sources for funds used to finance the program. Each respondent interviewed was asked, "Who supplies the money for purchasing equipment and supplies for teaching vocational agriculture?" He could select one or more of the sources suggested. Table XVI gives the distribution of the answers to this question.

The FFA Chapter was actually the main source of funds. The chapter supplied over 50 per cent of those funds used to purchase equipment and supplies. However, nearly the same per cent indicated that funds were furnished by the county government. The implication may be that the citizens of the area may wonder why student fees are needed when the county government is supplying equipment and supply funds. Bennett's⁷ study showed that the majority of the citizens in Puryear Community believed the county, state and Federal government should supply these funds.

The implications this has to the vocational agriculture program and the school in general can readily be discerned.

Adequately informing the citizens in regard to the sources of

⁷Bennett, op. cit., p. 77.

TABLE XVI

KNOWLEDGE OF SOURCE OR SOURCES OF FUNDS FOR
PURCHASING EQUIPMENT AND SUPPLIES

Response	Per Cent
1. Church Hill FFA Chapter ^a	51
2. County government ^a	46
3. State government	35
4. Vocational agriculture student ^a	29
5. Do not know	18
6. High school	19
7. Federal government	15
8. Local government	6

^aDenotes correct answer

funds should be one of the cornerstones in the teacher's public relations program.

TABLE XVII

Facilities

KNOWLEDGE OF THE PLACES OF INSTRUCTION

The nature of the vocational agriculture program requires that instruction be given in the classroom, farm mechanics shop and on the farm. To determine what understandings the respondents had concerning the above statement the question was asked, "Where is instruction given in vocational agriculture?" Each interviewee could check as many as were applicable. The responses are recorded in Table XVII. The data show that 81 per cent said the classroom, 78 per cent indicated the high school farm mechanics shop, and 69 per cent checked on the student's farm.

A further analysis of the data in the study shows 60 per cent realized that instruction was given in the classroom, farm mechanics shop, and on the student's farm. This reveals that four out of ten had misconceptions about the places of instruction.

Because the vocational agriculture department is relatively new in the Church Hill High School instructional program, the writer wished to know what information the local citizens had in regard to the housing facilities available to the department.

The citizens interviewed were asked the question, "What housing facilities does the vocational agriculture department at Church Hill have provided?" As shown in Table XVIII, a large majority of the respondents were aware of the housing facilities available. The most

TABLE XVII

KNOWLEDGE OF THE PLACE OR PLACES OF INSTRUCTION

Response	Per Cent
<u>Separate Responses Selected</u>	
1. High school classroom ^a	81
2. High school farm shop ^a	78
3. On the student's farm ^a	69
4. Do not know	8
<u>Combination of Responses Selected</u>	
1. Classroom, farm shop, student's farm ^a	60
2. High school classroom	12
3. Classroom, high school farm shop	9
4. Farm shop, on student's farm	9
5. Do not know	8
6. High school farm shop	2

^aDenotes correct answer

TABLE XVIII
KNOWLEDGE OF HOUSING FACILITIES PROVIDED

Response	Per Cent
<u>Separate Responses Selected</u>	
1. Classroom ^a	95
2. Farm shop ^a	90
3. Tool and supply room ^a	78
4. Washroom ^a	77
5. Office ^a	74
6. Do not know	5
<u>Combination of Responses Selected</u>	
1. Classroom, farm shop, office, tool and supply room, washroom ^a	71
2. Classroom, farm shop	9
3. Classroom	5
4. Do not know	5
5. Classroom, farm shop, tool and supply room	4
6. Classroom, farm shop, office, washroom	3
7. Classroom, farm shop, tool and supply room, washroom	3

^aDenotes correct answer

significant revelation is that 71 per cent indicated the housing facilities consisted of classroom, farm mechanics shop, office, tool and supply room and washroom. The fact that such a large percentage of the citizens were aware of the facilities available makes the task of informing the citizens of the use of the facilities more significant.

The thesis held by the local agriculture teacher was that the schools belong to the citizens and that they should be permitted to use them, when the use did not interfere with the instructional program of the department. The policy of the local teacher was to allow any responsible citizen in the Church Hill service area to use the facilities, when the use of the facilities did not violate school administrative policies.

To determine the citizens' understanding of this policy, each interviewee was asked the question, "Who may use the vocational agriculture facilities?" It is apparent from Table XIX that the interviewees did not have a clear understanding of this policy, as 38 per cent indicated all-day vocational agriculture students, adult and young farmers enrolled in adult and young farmer classes could use the facilities and 37 per cent said any responsible citizen in the Church Hill service area. The study revealed that 75 per cent of the respondents realized that the facilities could be used by persons other than all-day students.

Program Planning

Table XX reveals that 71 per cent indicated "yes" when asked the question, "Does the vocational agriculture department have a written



TABLE XIX

KNOWLEDGE OF THE PERSONS PERMITTED TO USE
FACILITIES

Response	Per Cent
1. All-day vocational agriculture students, adult and young farmers enrolled in adult and young farmer classes	38
2. Any responsible citizen in the Church Hill service area ^a	37
3. All-day vocational agriculture students	18
4. Do not know	7

^aDenotes correct answer

TABLE XX

KNOWLEDGE OF THE VOCATIONAL AGRICULTURE DEPARTMENT
HAVING A WRITTEN PLANNED PROGRAM OF WORK

Response	Per Cent
1. Yes ^a	71
2. Do not know	29
3. No	0

^aDenotes correct answer

planned program of work?" Twenty-nine per cent of the respondents said they did not know when asked the question.

Vocational agriculture requires planning on the part of the people who are concerned with the program. Since the program involved many groups it was imperative that those groups have a part in the planning of the program.

To find out what understandings the citizens had concerning those responsible for the program planning those interviewed were asked, "Who plans the vocational agriculture program of work?" Table XXI shows that 81 per cent of the respondents said the teacher of vocational agriculture planned the program of work, 40 per cent indicated the vocational agriculture students, 34 per cent chose the district supervisor, and 32 per cent indicated the state supervisor.

An analysis of the data, shown in Table XLV in Appendix B, reveals 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.

Table XLV seems to substantiate the statement made previously in this study that citizens as a whole have only a partial understanding of the vocational agriculture program as it exists in the Church Hill service area.

Table XXII shows the responses of the interviewees when asked, "What is the basis for deciding what to teach?" The group rating shows that 79 per cent indicated the type of farming in the community as the basis for determining what to teach, 74 per cent indicated the agriculture needs

TABLE XXI

KNOWLEDGE OF PERSON OR PERSONS PLANNING VOCATIONAL
AGRICULTURE PROGRAM

Response	Per Cent
1. Teacher of vocational agriculture ^a	81
2. Vocational agriculture student ^a	40
3. District supervisor ^a	34
4. State supervisor ^a	32
5. Do not know	19
6. Young farmers ^a	10
7. Local administration	9
8. Adult farmers ^a	7
9. High school coach	0
10. Science teacher	0
11. English teacher	0
12. Mathematics teacher	0

^aDenotes correct answer

TABLE XXII

KNOWLEDGE OF THE BASES FOR DECIDING WHAT TO TEACH

Response	Per Cent
1. Type of farming in community ^a	79
2. Agricultural needs of the students enrolled ^a	74
3. State program of work ^a	48
4. Do not know	19
5. What students want to study	12
6. What school administrators think should be taught	8
7. What teachers can teach best	2

^aDenotes correct answer

of the students enrolled, and 48 per cent chose the state program of work when asked the question.

Table XLVI, Appendix B, shows that 44 per cent chose the complete answer and 19 per cent said they did not know.

It seems that the significant findings in Tables XX, XXI, and XXII are as follows: (1) a large per cent of the citizens of the area were aware that the department had a written planned program of work; (2) a large per cent of the citizens had an incorrect understanding of who planned the program and of the criteria used in planning the program.

Course of Study

The distribution of answers made to the question, "What are the major phases of the instructional program in vocational agriculture?" is shown in Table XXIII. In reading the table it should be remembered that the respondent could have checked all of the items which he, or she, felt constituted the major phases of instruction. Agriculture teachers should be interested to find that, of the items named, the one which received the largest percentage, 83 per cent, of checks was farm mechanics. This seems to indicate that the citizens were aware of the training given in the vocational agriculture farm mechanics program.

According to the findings as indicated in Table XLVII, Appendix B, only 39 per cent realized that the instructional program consisted of farm mechanics, Future Farmers of America, farm management and productive enterprises.

On the basis of the findings, as indicated in Table XXIII and

TABLE XXIII

KNOWLEDGE OF THE PHASES OF THE INSTRUCTIONAL
PROGRAM

Response	Per Cent
1. Farm mechanics ^a	83
2. Future Farmers of America ^a	79
3. Farm management ^a	77
4. Productive enterprises ^a	69
5. Do not know	14
6. Civics	9
7. Tennessee Government	8
8. Arithmetic	7
9. Chemistry	5
10. Physics	2
11. American History	2

^aDenotes correct answer

Table XLVII, Appendix B, a large per cent of the group was aware of the phases of instruction but only a small percentage was completely informed about the instructional program. This seems to indicate that information relative to the phases of instruction needs to be distributed to the local citizens if complete understanding and cooperation is to prevail.

The problem of whether to require all-day students to carry a certain number of enterprises, based on the number of years the students had taken vocational agriculture or based on the individual abilities and facilities of each student, was a very perplexing problem for the local agriculture teacher. The teacher attempted to lead each student to develop plans for a four year period that would increase in scope or enterprises each year, however the only requirement was that each student complete at least one productive enterprise.

The knowledge of the respondents to the question, "How many enterprises must a student have in his farming program" is shown in Table XXIV. The responses showed that 39 per cent thought the student was required to have at least one enterprise, 34 per cent understood that the student must have a certain number of enterprises for each year in vocational agriculture, and 24 per cent said they did not know. Table XXIV shows that 61 per cent had misconceptions about the requirements of the farming program.

The all-day students were required to keep a record on their supervised farming program. A special effort was made by the teacher to keep the students and parents aware of this requirement because if the records were not completed the students did not receive

TABLE XXIV

KNOWLEDGE OF THE NUMBER OF ENTERPRISES A STUDENT
MUST HAVE IN HIS FARMING PROGRAM

Response	Per Cent
1. Must have at least one enterprise ^a	39
2. Must have certain number of enterprises for each year in vocational agriculture	34
3. Do not know	24
4. No requirements	3

^aDenotes correct answer

credit for the year's work. To find what understandings the citizens had concerning this requirement, the respondents were asked, "Is the vocational agriculture student required to keep a record book on his supervised farming program?" According to Table XXV, 81 per cent were aware of the requirement and 29 per cent did not know. No one answered "no record book required."

There are many methods used to teach vocational agriculture. Teachers should use the method that will give the best possible results in their own situations. However, the development of vocational education was based on the philosophy of "learning by doing." Therefore, the method used by the local teacher was to help the student in identifying and solving problems, and, in addition, applying the solutions in the farm mechanics shop and in the practice program.

Data in Table XXVI show that 56 per cent indicated the method used was "students participate in identifying and solving problems, but in addition, apply solutions in the farm mechanics shop and their practice program." The data also show that 22 per cent selected "student participates in identifying and solving problems", as the method used. Only 18 per cent indicated they did not know.

The data seem to indicate that many of the respondents did not consider the farming program and the farm mechanics program a part of the formal instructional program of vocational agriculture.

Hammonds and Tabb⁸ state in their book, Your Farming Program,

⁸Carsie Hammonds and W. R. Tabb, Your Farming Problem (2nd Ed., Lexington: Hurst Printing Company, 1951), p. 12.

TABLE XXV

KNOWLEDGE OF WHETHER THE ALL-DAY STUDENT IS
REQUIRED TO KEEP A RECORD BOOK

Response	Per Cent
1. Yes ^a	81
2. Do not know	29
3. No	0

^a
Denotes correct answer

TABLE XXVI

KNOWLEDGE OF THE TEACHING METHOD USED

Response	Per Cent
1. Same as 2 but, in addition, <u>apply solutions</u> in the farm mechanics shop and their practice program ^a	56
2. Student participate in identifying and solving problems	22
3. Do not know	18
4. Teacher tells student	3
5. Students study in an adopted textbook, then discuss material assigned	1

^a Denotes correct answer

that a complete supervised farming program consists of productive enterprise projects, improvement projects, and supplementary farm practice jobs. The responses to the question, "What makes a complete supervised farming program for an all-day student" are shown in Table XXVII.

Table XXVII reveals that 49 per cent of the interviewees indicated that the supervised farming program consisted of productive enterprises, improvement projects, and supplementary farm jobs. This table, also, reveals that 19 per cent did not know what constituted a complete farming program. According to Table XXVII, 79 per cent of the respondents had only an incomplete knowledge of what made a complete farming program.

The local teacher had made an effort to teach the students and their parents concerning the question asked, but no effort was made to inform every citizen in the service area.

After determining the citizens' understanding regarding what makes a complete supervised farming program, an attempt was made to find out if the citizens were aware that all-day students were required to carry productive enterprises, improvement projects, and supplementary farm jobs in their supervised farming programs. The interviewees were asked, "How many of the following are required for an all-day vocational agriculture student?" The respondents could select one or more of the responses: "productive enterprises", "improvement projects", "supplementary farm jobs" and "do not know."

Table XXVIII reveals that 52 per cent of the respondents were aware of the requirement and 20 per cent indicated they did not know. The table shows that 77 per cent of the interviewees indicated that

TABLE XXVII

KNOWLEDGE OF WHAT MAKES A COMPLETE SUPERVISED
FARMING PROGRAM FOR AN ALL-DAY STUDENT

Response	Per Cent
<u>Separate Responses Selected</u>	
1. Productive enterprises ^a	78
2. Improvement projects ^a	66
3. Supplementary farm jobs ^a	50
4. Do not know	19
<u>Combinations of Responses Selected</u>	
1. Productive enterprises, improvement projects, supplementary farm jobs ^a	49
2. Do not know	19
3. Productive enterprises, improvement projects	14
4. Productive enterprises	14
5. Improvement projects	3
6. Productive enterprises and supplementary farm jobs	1

^aDenotes correct answer

TABLE XXVIII

KNOWLEDGE OF ASPECTS OF FARMING PROGRAM REQUIRED
FOR ALL-DAY VOCATIONAL AGRICULTURE STUDENT

Response	Per Cent
<u>Separate Responses Selected</u>	
1. Productive enterprises ^a	77
2. Improvement projects ^a	73
3. Supplementary farm jobs ^a	54
4. Do not know	20
<u>Combinations of Responses Selected</u>	
1. Productive enterprises, improvement projects and supplementary farm jobs ^a	52
2. Do not know	20
3. Productive enterprises, improvement projects	19
4. Productive enterprises	5
5. Improvement projects	2
6. Productive enterprises, supplementary farm jobs	2

^aDenotes correct answer

productive enterprises were required, 73 per cent chose improvement projects as being required and 54 per cent said supplementary farm jobs when asked the question. The local teacher had attempted to inform the students and their parents of the requirement.

Table XXIX presents the distribution of answers made to the question, "In what areas have instruction been given in the vocational agriculture farm mechanics program?" For clarification, it should be understood that the respondents could check as many of the suggestions as they thought were applicable. As indicated in Table XXIX, 76 per cent of the interviewees chose arc welding, 70 per cent indicated farm electricity, 69 per cent chose farm carpentry and 67 per cent indicated oxy-acetylene welding as the areas of instruction for all-day students. These four areas were the only areas of instruction receiving a large majority of the responses.

An analysis of Table XXIX reveals that 65 per cent of the respondents did not know in what areas instruction had been given to young farmers. No farm mechanics classes were taught for the young farmers, therefore, this would be considered the correct answer. Table XXIX also reveals that 60 per cent indicated they did not know what areas of instruction had been taught to adult farmers.

Perhaps the most significant indication of the distribution of the answers to the question was that the citizens of the area had little knowledge of the instructional program offered in farm mechanics.

Table XXX affords additional evidence that the citizens of the area had little or no knowledge of the instruction offered in the

TABLE XXIX

KNOWLEDGE OF THE INSTRUCTIONAL AREAS IN THE FARM
MECHANICS PROGRAM

Response	Per Cent		
	All-day students	Young farmers	Adult farmers
1. Farm carpentry ^{a,c}	60	12	17
2. Tool fitting ^a	45	17	18
3. Arc welding ^{a,c}	67	24	34
4. Oxy-acetylene welding ^{a,c}	58	22	30
5. Farm electricity ^{a,c}	61	16	20
6. Farm power and machinery ^{a,c}	57	10	18
7. Painting and glazing ^a	25	6	7
8. Soldering and sheet metal ^a	42	5	7
9. Forge and cold metal ^a	17	2	2
10. Concrete and masonry ^a	24	3	3
11. Fencing ^a	29	8	6
12. Pipe fitting ^a	30	4	6
13. Power equipment ^a	33	6	11
14. Auto repair	13	3	3
15. Mechanical drawing	12	2	2
16. Tool making	14	2	2
17. Equipment installation	27	4	8
18. Do not know	24	65	60

^aDenotes correct answer for all-day students

^bDenotes "no" instruction was given young farmers in farm mechanics

^cDenotes correct answer for adult farmers

TABLE XXX

KNOWLEDGE OF THE INSTRUCTIONAL AREAS IN THE FARM MANAGEMENT
AND PRODUCTIVE ENTERPRISES ASPECTS OF THE PROGRAM

Response	Per Cent		
	All-day students	Young farmers	Adult farmers
1. Control of weeds ^a	56	40	32
2. Corn production ^{a,b,c}	60	33	42
3. Alfalfa production ^{a,b,c}	57	35	41
4. Pasture and hay production ^{a,b,c}	70	36	40
5. Small grain production ^{a,c}	54	20	22
6. Truck crops production ^{a,c}	44	11	15
7. Small fruit production ^a	32	5	5
8. Soils ^{a,b,c}	70	31	29
9. Livestock production ^{a,c}	72	30	43
10. Plant and animal diseases ^{a,c}	69	20	27
11. Plant and animal breeding ^{a,c}	58	21	28
12. Farm management ^{a,c}	70	20	26
13. Farm law ^a	29	4	7
14. Farm insurance ^a	33	4	6
15. Farm credit ^a	41	10	12
16. Farmstead beautification ^{a,c}	52	16	21
17. Insects and parasites ^{a,b,c}	53	27	31
18. Dairy production ^{a,c}	59	22	39
19. Strawberry production ^{a,c}	72	28	40

TABLE XXX (continued)

KNOWLEDGE OF THE INSTRUCTIONAL AREAS IN THE FARM MANAGEMENT
AND PRODUCTIVE ENTERPRISES ASPECTS OF THE PROGRAM

Response	Per Cent		
	All-day students	Young farmers	Adult farmers
20. Goat production	1	0	0
21. Rabbit production	10	2	2
22. Geese production	6	2	2
23. Duck production	0	0	0
24. Turkey production	14	4	5
25. Do not know	28	53	51

^aDenotes correct answer for all-day students

^bDenotes correct answer for young farmers

^cDenotes correct answer for adult farmers

vocational agriculture program. The table reveals that those areas suggested where instruction was given received practically the same percentage of responses as those areas suggested where no instruction was given. An exception to this statement could be made for the responses given to the areas covered in the all-day program. The table reveals only 28 per cent of the respondents indicated they did not know when asked the question as applied to the all-day students. As indicated in Table XXX, the group responses range from 72 per cent for "livestock production" down to 29 per cent for "farm law." This table seems to indicate that the citizens had little understanding of the course content in the instructional program for the all-day students.

The table further reveals that the citizens, as a whole, have little knowledge of the course content offered the young and adult farmers of the Church Hill service area. Fifty-three per cent and 51 per cent of the respondents indicated they did not know in what areas instruction was given to young and adult farmers.

The importance of these findings, to the local teacher, lies in the fact that the citizens should be made aware of the scope of the vocational agriculture instructional program.

Future Farmers of America

Future Farmers of America is a national organization of, by, and for boys studying vocational agriculture in public secondary schools.

The question asked during the interviews was, "What relation does the Future Farmers of America have to the vocational agriculture program?"

The tabulation of responses to the question is shown in Table XXXI.

Table XXXI reveals that 44 per cent indicated the Future Farmers of America was an extra-curricular organization. The tabulation also reveals that 37 per cent believed the organization was a regular part of vocational agriculture and 19 per cent chose "do not know."

The Future Farmers of America as organized in the Church Hill High School was an integral part of the total vocational agriculture program.

The goal of the Church Hill Chapter of the Future Farmers of America was to have 100 per cent of the students enrolled in vocational agriculture to become members of the FFA. However, all enrollees in the vocational agriculture classes in the school were not required to join the Future Farmers of America and pay dues, but all members were encouraged to join.

Citizens included in the survey were asked to respond to the question, "Are vocational agriculture students required to join the Future Farmers of America?" The responses to this question are recorded in Table XXXII. Fifty-nine per cent said "no", vocational agriculture students are not required to join the Future Farmers of America. Twenty-four per cent said they did not know, and the remaining 19 per cent thought the vocational agriculture students were required to join the Future Farmers of America.

The Future Farmers of America organization gets more publicity than any other phase of the vocational agriculture program. This is true because it gives the vocational agriculture students a chance to compete

TABLE XXXI

KNOWLEDGE OF THE ROLE THE FUTURE FARMERS OF AMERICA
HAS IN THE VOCATIONAL AGRICULTURE PROGRAM

Response	Per Cent
1. Extra-curricular organization ^a	44
2. A regular part of vocational agriculture	37
3. Do not know	19
4. Not related in any way	0

^aDenotes correct answer

through many contests. These contests and their winners are given more publicity than other phases of the program by the agriculture teacher and state administrators. The local teacher wished to find out what knowledge the citizens had concerning the activities participated in by the Future Farmers of America Chapter in the Church Hill High School. The interviewees were asked, "What activities have the Future Farmers of America boys of Church Hill High participated in during the past five years?" In interpreting the fact

TABLE XXXII
KNOWLEDGE OF WHETHER ALL-DAY STUDENTS ARE REQUIRED at the
TO JOIN THE FUTURE FARMERS OF AMERICA

respondents could check as many of the activities as were applicable.

Table XXXIII reveals that a large majority of the citizens were

Response	Per Cent
1. No ^a	59
2. Do not know	24
3. Yes	19

^aDenotes correct answer

The responses to the question "What administers the Future Farmers of America Program?" are tabulated in Table XXXIV. The table reveals that 63 per cent of the respondents chose the "Tennessee Agricultural Extension Service" as the agency administering the Future Farmers of America program. It also shows that 27 per cent do not know, and 11 per cent indicated the correct agency as "Sevier County School System."

The local teacher did not make a special effort to inform the citizens as to the agency responsible for the Future Farmers of America Program. It would be interesting to make a further study to determine if

through many contests. These contests and their winners are given more publicity than other phases of the program by the agriculture teacher and state administrators. The local teacher wished to find out what knowledge the citizens had concerning the activities participated in by the Future Farmers of America Chapter in the Church Hill High School. The interviewees were asked, "What activities have the Future Farmers of America boys of Church Hill High participated in during the past five years?" In interpreting the facts given in Table XXXIII, it should be remembered that the respondents could check as many of the activities as were applicable.

Table XXXIII reveals that a large majority of the citizens were aware of the activities of the local chapter when considered as a group. However, an examination of Table XLVIII reveals that only 21 per cent indicated all the activities when asked the question, and 12 per cent indicated they did not know. Table XLVIII also reveals that 88 per cent of the respondents chose from one to sixteen of the correct activities participated in by the local chapter.

The responses to the question "Who administers the Future Farmers of America Program" are tabulated in Table XXXIV. The table reveals that 62 per cent of the respondents chose the "Tennessee Agricultural Extension Service" as the agency administering the Future Farmers of America program. It also shows that 27 per cent did not know, and 11 per cent indicated the correct agency as "Hawkins County School System."

The local teacher did not make a special effort to inform the citizens as to the agency responsible for the Future Farmers of America Program. It would be interesting to make a further study to determine if

TABLE XXXIII

KNOWLEDGE OF THE ACTIVITIES PARTICIPATED IN BY THE
FUTURE FARMERS OF AMERICA CHAPTER

Activities Suggested	Per Cent
1. Fairs ^a	88
2. Livestock judging ^a	86
3. Dairy judging ^a	86
4. Tobacco grading ^a	83
5. State convention ^a	81
6. Landscaped school grounds ^a	79
7. Farm mechanics skills contest ^a	76
8. Parliamentary procedure contest ^a	76
9. Basketball activities ^a	76
10. Corn growing contest ^a	71
11. Farm mechanics contest ^a	71
12. Rat and mouse eradication campaign ^a	71
13. Public speaking contest ^a	70
14. Future Farmers of America Camp ^a	65
15. National Convention ^a	63
16. Creed contest ^a	36
17. Baseball team	13
18. Football team	12

TABLE XXXIII (continued)

KNOWLEDGE OF THE ACTIVITIES PARTICIPATED IN BY THE
FUTURE FARMERS OF AMERICA CHAPTER

Activities Suggested	Per Cent
19. Do not know	12
20. Presented FFA drama	4
21. Patrolled school buses	2

^aDenotes correct answer

TABLE XXXIV

KNOWLEDGE OF THE AGENCY ADMINISTERING THE FUTURE
FARMERS OF AMERICA PROGRAM

Response	Per Cent
1. Tennessee Agricultural Extension Service	62
2. Hawkins County School System ^a	11
3. Do not know	27

^aDenotes correct answer

similar conditions prevail in other communities.

The writer believes that these understandings have been developed because of the following reasons: much of the teaching material used in the vocational agriculture instructional program was material published by the Tennessee Agricultural Extension Service; many of the activities of the Future Farmers of America were held at the University of Tennessee; no difficulties were encountered by the local chapter and the Tennessee Agricultural Extension Service program; in fact, many activities were jointly sponsored.

Out-of-school Classes

"All vocational agriculture teachers are responsible for organizing and teaching out-of-school classes in agriculture for adult and young farmers in their respective communities."⁹

The local teacher desired to find out what understandings the local citizens had concerning the out-of-school classes asked the following questions: "Have adult farmer classes been taught in the Church Hill vocational agriculture service area?" "Have young farmer classes been taught in the Church Hill vocational agriculture service area?" "When are out-of-school classes taught?"

Responses to these questions are shown in Tables XXXV, XXXVI and XXXVII. Table XXXV reveals that 79 per cent of the interviewees were

⁹Tennessee State Board of Education, "Rules, Regulations and Minimum Standards", (Nashville, Government Printing Office, 1955), p. 61.

TABLE XXXV

KNOWLEDGE OF ADULT FARMER CLASSES BEING
TAUGHT IN THE SERVICE AREA

Response	Per Cent
1. Yes ^a	79
2. Do not know	21
3. No	0

^aDenotes correct answer

TABLE XXXVI

KNOWLEDGE OF YOUNG FARMER CLASSES BEING
TAUGHT IN THE SERVICE AREA

Response	Per Cent
1. Yes ^a	70
2. Do not know	28
3. No	2

^aDenotes correct answer

TABLE XXXVII

KNOWLEDGE OF WHEN OUT-OF-SCHOOL CLASSES WERE
TAUGHT

Response	Per Cent
1. At night ^a	75
2. Do not know	25
3. During school day	0
4. During late afternoon	0
5. Saturday	0

^aDenotes correct answer

aware that adult classes had been taught in the service area. This table also reveals that 21 per cent did not know adult classes had been taught.

Table XXXVI shows the responses of the respondents when asked, "Have young farmer classes been taught in the Church Hill vocational agriculture service area?" The table reveals that 70 per cent indicated that young farmer classes had been taught and 28 per cent chose "do not know."

Table XXXVII presents the responses to the question, "When are out-of-school classes taught?" This table shows that 75 per cent indicated that out-of-school classes were taught at night, and that 25 per cent said they did not know when asked the question.

The local teacher made a special effort to inform the citizens that night classes for adult and young farmers were being taught.

Advisory Council

Table XXXVIII reveals the answers to the question, "Does the vocational agriculture department have an advisory council?" Seventy-nine per cent indicated they did not know, 18 per cent said "yes", and 3 per cent indicated "no" when asked the question.

The local teacher sought the advice of local citizens regarding the vocational agriculture program, but no advisory council existed.

Source of Information

One of the most vital items of knowledge in developing an effective public relations program is to know where the citizens get their information

TABLE XXXVIII

KNOWLEDGE OF WHETHER THE VOCATIONAL AGRICULTURE
DEPARTMENT HAS AN ADVISORY COUNCIL

Response	Per Cent
1. Do not know	79
2. Yes	18
3. No ^a	3

^aDenotes correct answer

about the school. Table XXXIX reveals how the participants in the survey received information about the vocational agriculture department. Attention should be directed to the fact that the respondent could check as many of the sources suggested as were applicable.

The table reveals that 75 per cent indicated the "teacher of vocational agriculture" as one source of information, 74 per cent indicated the "vocational agriculture student", and 48 per cent checked "newspaper" as a source of information.

Table XL reveals the major source from which the respondents received their information about the vocational agriculture program. The table shows that the largest number of the respondents, 53 per cent, checked the "teacher of vocational agriculture" as the source of most of their information about the vocational agriculture program. The source checked by the second largest percentage of respondents, 33 per cent, was the "vocational agriculture student."

The most significant revelation of Tables XXXIX and XL was the importance of students as means for informing the citizens of the area. This means that the first person to be furnished information about the vocational agriculture program are the students. Their lack of information or their misinformation will be directly reflected in a lack of information or misinformation on the part of the citizens.

TABLE XXXIX

SOURCE OR SOURCES FROM WHICH CITIZENS RECEIVED INFORMATION
ABOUT THE VOCATIONAL AGRICULTURE PROGRAM

Response	Per Cent
1. Teacher of vocational agriculture	75
2. Vocational agriculture students	74
3. Newspapers	48
4. Radio	38
5. Magazines	31
6. Other farmers	30
7. Television	26
8. Other high school students	13
9. Local business people	8
10. Other teachers	8
11. Elementary school students	2
12. County school superintendent	1
13. School principal	1

TABLE XL

MAJOR SOURCES OF INFORMATION

Response	Per Cent
1. Teacher of vocational agriculture	54
2. Vocational agriculture student	33
3. Other farmers	4
4. Other high school students	3
5. Elementary school students	2
6. Newspapers	2
7. Other teachers	1
8. School principal	1
9. County school superintendent	0
10. Local business people	0
11. Radio	0
12. Television	0
13. Magazines	0

CHAPTER III

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

Summary

A study was made to determine what the citizens knew about the vocational agriculture department in the Church Hill High School.

A total of 100 citizens of the Church Hill service area were selected for the study. These citizens were interviewed by the local agriculture teacher.

Following is a summary of the findings:

1. Only one-half indicated that the main purpose of vocational agriculture was training for useful work in agriculture.

2. Almost one-half, or 47 per cent, selected the County Board of Education as the group having authority to employ the vocational agriculture teacher.

3. Only 10 per cent chose the county school superintendent as the administrative channel which the state director of vocational agriculture followed in directing the local vocational agriculture program.

4. Only 3 per cent indicated the correct controls the district and state vocational agriculture supervisors have on the agriculture program in Hawkins County.

5. Fifty-five per cent indicated that high school students, young and adult farmers were the groups eligible to receive training in the vocational agriculture program.

6. Approximately three-fourths indicated that a high school student could earn four credits in vocational agriculture.

7. Approximately two-thirds were of the opinion that a person had to be graduated in agriculture with additional training to teach vocational agriculture before being qualified to teach vocational agriculture.

8. Fifty-six per cent indicated that the state board of education was the group deciding the qualifications necessary for teaching vocational agriculture.

9. Over 75 per cent of the respondents stated that the teacher was hired for twelve months per year.

10. Sixty-one per cent indicated that the teacher was required to attend college periodically in order to continue teaching vocational agriculture.

11. Only 39 per cent of the respondents indicated the teacher received two weeks vacation with pay each year.

12. Almost one-half of the interviewees indicated the correct number of class periods the teacher taught each day.

13. Only one-tenth indicated a complete knowledge of the activities the teacher had performed during the school day.

14. No one indicated a complete knowledge of the activities the teacher had performed when school was not in session.

15. Twenty-nine per cent of the respondents indicated that local, state and Federal governments supplied the funds for the teacher's salary.

16. Only 11 per cent indicated the correct source of funds for purchasing equipment and supplied for the Church Hill vocational agri-

culture department.

17. Nearly two-thirds indicated the places of instruction were in the classroom, farm shop and on the student's farm.

18. Seventy-one per cent indicated that the housing facilities included classroom, farm shop, office, tool room, supply room and wash room.

19. Approximately one-third indicated that any responsible citizen could use the facilities.

20. Almost three-fourths of the respondents indicated that the vocational agriculture department had a written planned program of work.

21. Only 7 per cent indicated that the teacher, all-day student, district and state supervisors, adult and young farmers aided in planning the program of work.

22. Nearly one-half indicated that the type of farming in the community, agriculture needs of the students enrolled, and the state program of work were the bases used in deciding what to teach..

23. Thirty-nine per cent indicated that the phases of the instructional program included farm mechanics, Future Farmers of America, farm management, and productive enterprises.

24. Almost 40 per cent of the respondents indicated that a student was required to carry at least one enterprise in his supervised farming program.

25. Over 80 per cent indicated that the all-day student was required to keep a record book.

26. Over one-half indicated the method of teaching was student participation in identifying and solving problems but, in addition,

apply solutions in the farm mechanics shop and his practice program.

27. Approximately one-half of the respondents indicated that a complete supervised farming program consisted of productive enterprises, improvement projects, and supplementary farm jobs.

28. Over one-half said that all-day students were required to have productive enterprises, improvement projects and supplementary farm jobs in their supervised farming program.

29. Forty-four per cent of the respondents said that the Future Farmers of America was an extra-curricular organization.

30. Over one-half, or 59 per cent, indicated that all-day students were not required to join the Future Farmers of America.

31. Only 21 per cent of the respondents indicated a complete knowledge of the activities participated in by the FFA Chapter of Church Hill High.

32. Only 11 per cent said that the Hawkins County School System was the agency administering the FFA program.

33. Seventy-nine per cent of the respondents said that adult farmer classes had been taught in the Church Hill service area.

34. Seventy per cent indicated that young farmer classes had been taught in the service area.

35. Three-fourths indicated that the out-of-school classes were taught at night.

36. Only 3 per cent of the interviewees indicated that the vocational agriculture department did not have an advisory council.

37. The two major sources from which the citizens received

their information were: (a) teacher of vocational agriculture (54 per cent); (b) all-day vocational agriculture student (33 per cent).

Conclusions

On the basis of the findings of this study, it may be concluded that the citizens hold erroneous opinions and have insufficient knowledge concerning the Church Hill High vocational agriculture department.

Based on the data available from the study, the following may be concluded:

1. Insofar as the responses to the questions asked are true indicators of knowledge, it was concluded that the citizens have little understanding of the vocational agriculture program. This was evidenced by the fact that only 45 per cent of the possible correct answers were given to those questions asked the interviewees.

2. The fact that over one-half, or 55 per cent, of the citizens surveyed had misconceptions about the vocational agriculture program, it was concluded that the public relations program as existed was not informing the citizens.

3. Citizens had a better understanding of the phases of vocational agriculture that touched some area of their environment.

4. Based on the responses of the citizens interviewed, it was concluded that through a continuous public relations program improved understanding of the program could be obtained. This conclusion was based on the fact that 75 per cent of the correct answers were given to those questions concerning the out-of-school program. The local teacher

had continuously publicized this phase of the program.

5. Finally, based on the findings of the study, it was concluded that the most important factors in a public relations program was the teacher and the all-day students. This was evidenced by the fact that 54 per cent indicated the teacher as the major source of their information and 33 per cent of the respondents indicated the all-day student as the as the major source.

Recommendations

A public relations program should be designed to inform the citizens of the total vocational agriculture program and to keep the citizens informed of the everyday program and its accomplishments.

In order to accomplish the above objective the following recommendations are offered:

1. It is believed that the teacher of vocational agriculture must assume the major responsibility for the development of an effective public relations program in the vocational agriculture department. It is recommended that he initiate a program of public relations which will be responsible for making information concerning the department available to the local citizens.

2. It is further recommended that steps be taken to incorporate into the vocational agriculture curriculum the teaching of facts relevant to the different phases of the program. This will educate the students about the total vocational agriculture program, and they will be able to

interpret the total program more accurately to the local citizens.

3. Civic clubs, church groups, PTA, and other media of publicity present opportunities for the interpretation of the vocational agriculture program to the public. It is recommended that the teacher and other school personnel utilize these opportunities in educating the citizens.

4. It is recommended that an annual calendar of public relations activities concerning vocational agriculture be planned to give continuity to the program and to insure that every phase of the program is included in the public relations program.

BIBLIOGRAPHY



BIBLIOGRAPHY

Bennett, Earl. "What Constitutes an Effective Vocational Agriculture Program in the Puryear Community." Unpublished Master's thesis, Department of Agricultural Education, University of Tennessee, December 1956.

Dykes, Archie. "What the Patrons of Hawkins County Schools Think About Their Schools." Unpublished Master's thesis, East Tennessee State College, August 1956.

Newspaper Publicity for Public Schools. 1922. Quoted in Todd, William Hall. What Citizens Know about Their Schools. Teacher College Contributions to Education, No. 279. New York: Teacher College, Columbia University, 1927.

Public Law (Smith-Hughes) No. 347, Sixty-fourth Congress.

Todd, William Hall. What Citizens Know about Their Schools. Teacher College Contributions to Education, No. 279. New York: Teacher College, Columbia University, 1927.

APPENDIX A



INFORMATION BLANK

1. What is the main purpose of vocational agriculture as now provided by law? (Check one)

- ☐ 1. Training for useful employment in agriculture.
- ☐ 2. Training for farm related occupations such as: fertilizer salesman, vocational agriculture teacher, etc.
- ☐ 3. Training for establishment in farming only.
- ☐ 4. Do not know.

2. Who has the authority to employ the vocational agriculture teacher? (Check one)

- ☐ 1. County Board of Education.
- ☐ 2. State Board of Education.
- ☐ 3. Do not know.

3. Who decides whether a person's training qualifies him to teach vocational agriculture? (Check one)

- ☐ 1. College from which he graduates.
- ☐ 2. County Board of Education.
- ☐ 3. State Board of Education.
- ☐ 4. Do not know.

4. What requirements must be met before a person is eligible to teach vocational agriculture? (Check one)

- ☐ 1. Must be certified to teach in the public schools but no requirements in agriculture and teaching vocational agriculture.
- ☐ 2. Must be graduated in agriculture, and certified to teach subjects other than vocational agriculture in the public schools.
- ☐ 3. Graduated in agriculture without additional training to teach vocational agriculture.
- ☐ 4. Graduated in agriculture with additional training to teach vocational agriculture.
- ☐ 5. Do not know.

5. From what source or sources is the vocational agriculture teacher's salary secured? (Check as many as apply)

- ☐ 1. Local government.
- ☐ 2. State government.
- ☐ 3. Federal government.
- ☐ 4. Do not know.

6. How many months per year is the vocational agriculture teacher employed?
(Check one)

- | | |
|---|---|
| ☐ 1. Nine (9) months. | ☐ 4. Twelve (12) months. |
| ☐ 2. Ten (10) months. | ☐ 5. Do not know. |
| ☐ 3. Eleven (11) months. | |

7. What administrative channel does the state director of vocational education follow in directing the vocational agriculture program?
(Check one)

- ☐ 1. Agriculture teacher.
- ☐ 2. County school superintendent.
- ☐ 3. High school principal.
- ☐ 4. Do not know.

8. What control do the district and state vocational agriculture supervisors have on vocational agriculture in Hawkins County? (Check as many as apply)

- ☐ 1. Require written monthly and annual reports.
- ☐ 2. Require teachers to attend annual conference.
- ☐ 3. Require written annual program of work.
- ☐ 4. Visit department frequently.
- ☐ 5. Notify teachers to attend district and state meetings.
- ☐ 6. Determine what should be taught.
- ☐ 7. Do not know.

9. Is the local teacher of vocational agriculture required to attend college periodically to keep up to date in order to teach vocational agriculture? (Check one)

- ☐ 1. Yes.
- ☐ 2. No.
- ☐ 3. Do not know.

10. How much vacation time is provided with pay for the vocational agriculture teacher? (Check one)

- ☐ 1. One (1) week.
- ☐ 2. Two (2) weeks.
- ☐ 3. Three (3) weeks.
- ☐ 4. Four (4) weeks.
- ☐ 5. Three (3) months.
- ☐ 6. Do not know.

11. Who can legally receive training in the vocational agriculture program?
(Check as many as apply)

- ☐ 1. High school students.
- ☐ 2. All elementary school students.
- ☐ 3. Upper elementary school students.
- ☐ 4. Young farmers.
- ☐ 5. Adult farmers.
- ☐ 6. Do not know.

12. Where is instruction given in vocational agriculture? (Check as many as apply)

- ☐ 1. High school classroom.
- ☐ 2. High school farm shop.
- ☐ 3. On the student's farm.
- ☐ 4. Do not know.

13. What are the major phases of the instructional program in vocational agriculture? (Check as many as apply)

- ☐ 1. Future Farmers of America.
- ☐ 2. Productive enterprises.
- ☐ 3. Farm mechanics.
- ☐ 4. Farm management.
- ☐ 5. Chemistry.
- ☐ 6. Physics.
- ☐ 7. American History.
- ☐ 8. Tennessee Government.
- ☐ 9. Civics.
- ☐ 10. Arithmetic.
- ☐ 11. Do not know.

14. How many class periods does your vocational agriculture teacher teach per day? (Check one)

- ☐ 1. Three (3) class periods.
- ☐ 2. Four (4) class periods.
- ☐ 3. Five (5) class periods.
- ☐ 4. Six (6) class periods.
- ☐ 5. Do not know.

15. How many of the following activities has your vocational agriculture teacher done during the school day the past year? (Check as many as you choose)

- ☐ 1. Taught high school vocational agriculture classes.
- ☐ 2. Served as janitor.
- ☐ 3. Taught young farmer classes.
- ☐ 4. Taught adult farmer classes.
- ☐ 5. Managed the lunchroom.
- ☐ 6. Supervised farming program away from school.
- ☐ 7. Taught one or more classes other than vocational agriculture.
- ☐ 8. Performed routine school duties.
- ☐ 9. Coached high school basketball team.

- ☐ 10. Coached high school football team.
 - ☐ 11. Supervised Future Farmers of America activities.
 - ☐ 12. Worked in community activities.
 - ☐ 13. Kept study halls.
 - ☐ 14. Served as assistant principal.
 - ☐ 15. Managed school concession stand.
 - ☐ 16. Farmed.
 - ☐ 17. Do not know.
16. How many of the following has your vocational agriculture teacher done during the summer months when school is not in session the past five (5) years? (Check as many as apply)
- ☐ 1. Is not employed.
 - ☐ 2. Attended school for professional improvement.
 - ☐ 3. Supervised vocational agriculture students.
 - ☐ 4. Taught adult classes.
 - ☐ 5. Attended vocational agriculture teachers' conferences.
 - ☐ 6. Attended Future Farmers of America Camp.
 - ☐ 7. Secured new teaching material.
 - ☐ 8. Took a vacation.
 - ☐ 9. Coached baseball team.
 - ☐ 10. Worked out of community.
 - ☐ 11. Farmed.
 - ☐ 12. Sold automobiles.
 - ☐ 13. Sold farm machinery.
 - ☐ 14. Do not know.
17. What housing facilities does the vocational agriculture department at Church Hill have provided? (Check as many as apply)
- ☐ 1. Classroom.
 - ☐ 2. Farm shop.
 - ☐ 3. Office.
 - ☐ 4. Tool and supply room.
 - ☐ 5. Washroom.
 - ☐ 6. Do not know.
18. Who supplies the money for purchasing equipment and supplies for teaching vocational agriculture? (Check as many as apply)
- ☐ 1. High school.
 - ☐ 2. County government.
 - ☐ 3. Vocational agriculture students.
 - ☐ 4. Church Hill FFA Chapter.
 - ☐ 5. Federal government.
 - ☐ 6. State government.
 - ☐ 7. Local businessmen.
 - ☐ 8. Do not know.

19. Who may use the vocational agriculture facilities? (Check one)

- ☐ 1. All-day vocational agriculture students.
- ☐ 2. All-day vocational agriculture students, adult and young farmers enrolled in adult and young farmer classes.
- ☐ 3. Any responsible citizen in the Church Hill service area.
- ☐ 4. Do not know.

20. Does the vocational agriculture department have an advisory council? (Check one)

- ☐ 1. Yes.
- ☐ 2. No.
- ☐ 3. Do not know.

21. Does the vocational agriculture department have a written planned program of work to follow? (Check one)

- ☐ 1. Yes.
- ☐ 2. No.
- ☐ 3. Do not know.

22. Who plans the vocational agriculture program of work? (Check as many as apply)

- ☐ 1. Teacher of vocational agriculture.
- ☐ 2. Local administration.
- ☐ 3. District supervisor.
- ☐ 4. State supervisor.
- ☐ 5. Vocational agriculture students.
- ☐ 6. High school coach.
- ☐ 7. Science teacher.
- ☐ 8. English teacher.
- ☐ 9. Mathematics teacher.
- ☐ 10. Adult farmers.
- ☐ 11. Young farmers.
- ☐ 12. Do not know.

23. What is the basis for deciding what to teach? (Check as many as apply)

- ☐ 1. Type of farming in community.
- ☐ 2. Agriculture needs of the students enrolled.
- ☐ 3. State program of work.
- ☐ 4. What school administrators think should be taught.
- ☐ 5. What students want to study.
- ☐ 6. What teachers can teach best.
- ☐ 7. Do not know.

24. How many enterprises must a student have in his farming program? (Check one)

- ☐ 1. No requirements.
- ☐ 2. Must have certain number of enterprises for each year in vocational agriculture.
- ☐ 3. Must have at least one enterprise.
- ☐ 4. Do not know.

25. Is the vocational agriculture student required to keep a record book on his supervised farming program? (Check one)

- ☐ 1. Yes.
- ☐ 2. No.
- ☐ 3. Do not know.

26. What makes a complete supervised farming program for an all-day vocational agriculture student? (Check as many as apply)

- ☐ 1. Productive enterprises.
- ☐ 2. Improvement projects.
- ☐ 3. Supplementary farm jobs.
- ☐ 4. Do not know.

27. How many of the following are required for an all-day vocational agriculture student? (Check as many as apply)

- ☐ 1. Productive enterprise.
- ☐ 2. Improvement projects.
- ☐ 3. Supplementary farm jobs.
- ☐ 4. Do not know.

28. What method of teaching is used in the vocational agriculture department? (Check one)

- ☐ 1. Teacher tells students.
- ☐ 2. Students find answers to questions in workbooks.
- ☐ 3. Students participate in identifying and solving problems with the aid of the teacher.
- ☐ 4. Same as 3 but in addition apply solutions to the problems in the farm mechanics shop and in their farming program.
- ☐ 5. Students study in an adopted text book, then discuss material assigned.
- ☐ 6. Do not know.

29. How many credits may high school students earn in vocational agriculture? (Check one)

- ☐ 1. One (1) credit.
- ☐ 2. Two (2) credits.
- ☐ 3. Three (3) credits.
- ☐ 4. Four (4) credits.
- ☐ 5. Do not know.

30. Are vocational agriculture students required to join the Future Farmers of America? (Check one)

- ☐ 1. Yes.
- ☐ 2. No.
- ☐ 3. Do not know.

31. What relation does the Future Farmers of America have to the vocational agriculture program? (Check one)

- ☐ 1. A regular part of vocational agriculture.
- ☐ 2. Extra-curricular organization.
- ☐ 3. Not related in any way.
- ☐ 4. Do not know.

32. Who administers the Future Farmers of America program? (Check one)

- ☐ 1. Hawkins County School System.
- ☐ 2. Tennessee Agricultural Extension Service.
- ☐ 3. Do not know.

33. What activities have the Future Farmers of America boys of Church Hill High participated during the past five (5) years? (Check as many as apply)

- ☐ 1. Livestock judging.
- ☐ 2. Dairy judging.
- ☐ 3. Tobacco grading.
- ☐ 4. Farm mechanics skills contest.
- ☐ 5. Fairs.
- ☐ 6. Public speaking contest.
- ☐ 7. Creed contest.
- ☐ 8. Parliamentary procedure contest.
- ☐ 9. Corn growing contest.
- ☐ 10. Farm mechanics contest.
- ☐ 11. Future Farmers of America Camp.
- ☐ 12. State convention.
- ☐ 13. National convention.
- ☐ 14. Rat and mouse eradication campaign.
- ☐ 15. Basketball activities.
- ☐ 16. Football team.
- ☐ 17. Baseball team.
- ☐ 18. Presented FFA drama.
- ☐ 19. Patrolled school buses.
- ☐ 20. Landscaped school grounds.
- ☐ 21. Do not know.

34. Have adult farmer classes been taught in the Church Hill vocational agriculture service area? (Check one)

- ☐ 1. Yes.
☐ 2. No.
☐ 3. Do not know.

35. Have young farmer classes been taught in the Church Hill vocational agriculture service area? (Check one)

- ☐ 1. Yes.
☐ 2. No.
☐ 3. Do not know.

36. When are out-of-school classes taught? (Check one)

- ☐ 1. During school day.
☐ 2. During late afternoon.
☐ 3. At night.
☐ 4. Saturday.
☐ 5. Do not know.

37. In what areas have instructions been given in the vocational agriculture farm mechanics program? (Check as many as apply to each of the following)

	All-day Students	Young Farmers	Adult Farmers
1. Farm carpentry.	☐	☐	☐
2. Tool fitting.	☐	☐	☐
3. Arc welding.	☐	☐	☐
4. Oxy-acetylene welding.	☐	☐	☐
5. Farm electricity.	☐	☐	☐
6. Farm power and machinery.	☐	☐	☐
7. Painting and glazing.	☐	☐	☐
8. Soldering and sheet metal.	☐	☐	☐
9. Forge and cold metal.	☐	☐	☐
10. Concrete and masonry.	☐	☐	☐
11. Fencing.	☐	☐	☐
12. Pipe fitting.	☐	☐	☐
13. Power equipment.	☐	☐	☐
14. Auto repair.	☐	☐	☐
15. Mechanical drawing.	☐	☐	☐
16. Tool making.	☐	☐	☐
17. Equipment installation.	☐	☐	☐
18. Do not know.	☐	☐	☐

38. In what areas have instruction been given in the vocational agriculture farm management and productive enterprise programs? (Check as many as apply to each of the following)

	All-day Students	Young Farmers	Adult Farmers
1. Control of weeds.	_____	_____	_____
2. Corn production.	_____	_____	_____
3. Alfalfa production.	_____	_____	_____
4. Pasture and hay production.	_____	_____	_____
5. Small grain production.	_____	_____	_____
6. Truck crops production.	_____	_____	_____
7. Small fruit production.	_____	_____	_____
8. Soils.	_____	_____	_____
9. Livestock production.	_____	_____	_____
10. Plant and animal diseases.	_____	_____	_____
11. Plant and animal breeding.	_____	_____	_____
12. Farm management.	_____	_____	_____
13. Farm law.	_____	_____	_____
14. Farm insurance.	_____	_____	_____
15. Farm credit.	_____	_____	_____
16. Farmstead beautification.	_____	_____	_____
17. Insects and parasites.	_____	_____	_____
18. Dairy production.	_____	_____	_____
19. Strawberry production.	_____	_____	_____
20. Goat production.	_____	_____	_____
21. Rabbit production.	_____	_____	_____
22. Geese production.	_____	_____	_____
23. Duck production.	_____	_____	_____
24. Turkey production.	_____	_____	_____
25. Do not know.	_____	_____	_____

39. From what source or sources have you received your information about the vocational agriculture program? (Check as many as apply)

- _____ 1. Teacher of vocational agriculture.
- _____ 2. School principal.
- _____ 3. County school superintendent.
- _____ 4. Vocational agriculture students.
- _____ 5. Local business people.
- _____ 6. Newspapers.
- _____ 7. Radio.
- _____ 8. Television.
- _____ 9. Other high school students.
- _____ 10. Magazines.
- _____ 11. Other farmers.
- _____ 12. Other teachers.
- _____ 13. Elementary school students.

40. From what source have you received the major portion of your information?
(List one)

APPENDIX B

TABLE XLI

KNOWLEDGE OF CONTROL DISTRICT AND STATE VOCATIONAL
 AGRICULTURE SUPERVISORS HAVE OF VOCATIONAL
 AGRICULTURE IN HAWKINS COUNTY

Combinations checked ^a							Per Cent
1	2	3	4	5	6	7	
						x	39
x	x	x		x			7
	x	x		x			7
x	x				x		5
	x		x				5
		x					5
x	x	x		x	x		3
x	x	x	x				3
x		x	x	x	x		3
x	x	x	x	x			3
x							3
	x						3
	x	x		x	x		2
	x	x					2
		x			x		2
	x	x			x		2
x	x						2
x					x		2
x	x	x	x	x	x		2

^a See information blank, Item 8, Appendix A, for key to numerical expression

TABLE XLII

KNOWLEDGE OF THE ACTIVITIES THE TEACHER HAS
PERFORMED DURING THE SCHOOL DAY

Combinations checked ^a																	Per Cent
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
																x	18
x		x	x		x		x			x	x			x			9
x		x	x		x					x	x						6
x	x	x	x		x		x			x	x		x	x	x		5
x	x	x	x		x		x			x	x	x		x	x		4
x		x	x				x			x		x			x		4
x					x					x					x		3
x		x	x		x		x			x	x			x	x		3
x		x	x		x					x	x		x	x			3
x		x	x		x					x	x			x			3
x			x		x		x			x	x						2
x	x	x	x		x	x	x			x	x	x	x	x	x		2
x		x	x		x		x			x	x	x	x	x	x		2
x		x			x		x			x	x	x		x	x		2
x		x	x		x		x			x	x						2
x		x	x		x					x	x						2
x		x	x		x					x							2
x		x	x		x					x							2
x		x	x		x					x							2

TABLE XLII (continued)

KNOWLEDGE OF THE ACTIVITIES THE TEACHER HAS
PERFORMED DURING THE SCHOOL DAY

Combinations checked ^a																	Per Cent
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
x		x								x							2
x														x			2
x											x				x		2
x					x		x			x				x			2
x			x		x		x			x							2
x		x			x												2
x		x	x								x						2
x		x	x		x		x			x	x	x		x	x		1
x			x		x		x			x	x			x	x		1
x										x							1
x		x	x		x		x			x	x	x		x	x		1
x		x	x		x	x	x			x	x	x		x			1
x		x	x							x	x						1
x			x							x	x						1

^aSee information blank, Item 15, Appendix A, for key to numerical expression

TABLE XLIII (continued)

KNOWLEDGE OF THE ACTIVITIES THAT THE TEACHER PERFORMED
DURING SUMMER MONTHS WHEN SCHOOL WAS NOT IN SESSION

Combinations checked ^a														Per Cent
1	2	3	4	5	6	7	8	9	10	11	12	13	14	
		x												2
	x	x	x	x	x	x			x	x				8
	x	x	x	x	x									2
		x	x				x			x				2
										x				4

^a See information blank, Item 16, Appendix A, for key to numerical expression

TABLE XLIV

KNOWLEDGE OF SOURCE OR SOURCES OF FUNDS FOR PURCHASING
EQUIPMENT AND SUPPLIES

Combinations checked	Per Cent
1. Do not know	17
2. County government, vocational agriculture students, FFA ^a	11
3. County government, FFA	9
4. County government, vocational agriculture students, FFA, Federal, state government, high school	7
5. Vocational agriculture, FFA	5
6. State and FFA	5
7. State and county	5
8. FFA	5
9. Federal and state	4
10. County	4
11. High school, county, state government and FFA	4
12. High school, county government, vocational agriculture and FFA	3
13. High school, vocational agriculture and FFA	3
14. State	3
15. County, Federal and state government	3
16. County and state governments, vocational agriculture	2

TABLE XLIV (continued)

KNOWLEDGE OF SOURCE OR SOURCES OF FUNDS FOR PURCHASING
EQUIPMENT AND SUPPLIES

Combinations checked	Per Cent
17. County and vocational agriculture	2
18. County, FFA and local businesses	2
19. County, state government, vocational agriculture, FFA, local businesses	2
20. High school and county government	2
21. High school and FFA	2

^aDenotes correct answer

TABLE XLV

KNOWLEDGE OF PERSON OR PERSONS PLANNING VOCATIONAL
AGRICULTURE PROGRAM

Combinations chosen	Per Cent
1. Teacher	25
2. Do not know	19
3. Teacher and student	17
4. Teacher, student, district and state supervisors	9
5. Teacher, student, district and state supervisors, and local administration	7
6. Teacher, student, district and state supervisors, adult and young farmers ^a	7
7. Teacher, district and state supervisors	5
8. Teacher and district supervisor	4
9. Teacher and young farmers	3
10. Teacher and state supervisor	2
11. Teacher, district and state supervisors, local administration	2

^a Denotes correct answer

TABLE XLVI

KNOWLEDGE OF THE BASES FOR DECIDING WHAT TO
TEACH

Combinations chosen ^a							Per Cent
1	2	3	4	5	6	7	
x	x	x					44
						x	19
x	x						18
x							5
x	x			x			4
x	x	x		x			4
				x	x		2
x	x		x	x			2
x	x		x				2

^aSee information blank, Item 23, Appendix A, for key to numerical expression

TABLE XLVII

KNOWLEDGE OF THE PHASES OF THE INSTRUCTIONAL PROGRAM

Combination of Phases											Per Cent
1	2	3	4	5	6	7	8	9	10	11	
x	x	x	x								39
x	x	x									15
										x	14
x	x	x									6
x	x	x	x					x			5
x	x	x	x				x		x		4
	x	x	x								3
x	x	x	x	x							3
	x										2
x	x	x	x				x	x	x		2
x		x	x	x	x	x					2
x	x	x	x				x	x			2
x	x	x	x						x		1

^aSee information blank, Item 13, Appendix A, for key to numerical expression

TABLE XLVIII

KNOWLEDGE OF THE ACTIVITIES PARTICIPATED IN BY THE
FUTURE FARMERS OF AMERICA CHAPTER

Combinations checked ^a																					Per Cent
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x		21
x	x	x	x	x	x	x	x	x	x	x	x	x	x	x					x		15
																				x	12
x	x	x	x	x	x	x	x	x	x	x		x	x	x	x				x		5
x	x		x	x						x	x	x			x	x					5
x	x	x	x	x	x	x	x	x	x	x		x	x	x	x		x		x		5
x	x	x		x	x		x			x	x	x	x	x					x		5
x	x	x	x	x	x		x	x	x	x	x	x			x	x	x		x		4
x	x	x	x	x			x	x	x	x	x		x						x		4
x	x	x	x	x	x		x	x	x		x				x				x		4
x	x	x		x			x						x	x	x				x		3
x	x	x	x	x	x	x	x	x	x	x	x	x	x	x			x	x	x		2
x	x	x	x	x	x	x	x			x	x	x	x	x					x		2
x		x	x	x	x		x				x		x				x	x		x	2
x	x	x	x	x			x	x	x										x		2
	x	x		x	x		x						x						x		2
x	x	x	x	x			x	x	x	x	x		x						x		2

TABLE XLVIII (continued)

KNOWLEDGE OF THE ACTIVITIES PARTICIPATED IN BY THE
FUTURE FARMERS OF AMERICA CHAPTER

Combinations checked ^a																					Per Cent
1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	
x	x	x	x	x			x				x	x			x				x		1
x	x	x			x	x		x			x	x	x	x	x		x		x		1
x	x	x			x	x	x	x			x	x	x		x						1
x	x	x	x	x	x			x			x	x	x	x	x		x		x		1
x	x	x	x	x			x				x	x	x	x	x		x		x		1

^aSee information blank, Item 33, Appendix A, for key to numerical expression