A Handbook for the Administration of Vocational Education in Agriculture in the Public Secondary Schools of Louisiana.

Emil S. McCarty

Louisiana State University and Agricultural & Mechanical College

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A HANDBOOK FOR THE ADMINISTRATION OF VOCATIONAL EDUCATION IN AGRICULTURE IN THE PUBLIC SECONDARY SCHOOLS OF LOUISIANA

A Dissertation

Submitted to the Graduate Faculty of the Louisiana State University and Agricultural and Mechanical College in partial fulfillment of the requirements for the degree of Doctor of Philosophy in

The Department of Vocational Agricultural Education

by

Emil S. McCarty
B. S., Louisiana State University, 1948
M. S., Louisiana State University, 1952
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ABSTRACT

This study is concerned with a consideration of the problem of developing a suggested guide for the administration of vocational education in agriculture in the public secondary schools of Louisiana.

The normative survey method, utilizing the questionnaire technique characterizes the method of research used in the study in which 409 educators participated. Data are compiled in tabular form.

A handbook for the administration of vocational education in agriculture in the public secondary schools in Louisiana is suggested as the conclusion to the study.

Thirty characteristics are identified as specific local level administrative practices that will enhance the effectiveness and efficiency of a local program of vocational agriculture. The thirty items are projections of: (a) the importance of the administrator understanding and appreciating the aim and objectives or purposes of the various educational activities of vocational education in agriculture, and (b) the necessity of local level administrative participation in the activities of planning, organizing, directing, coordinating and controlling as are necessary to create and maintain an effective and efficient local program of vocational agriculture as a part of the total educational program of the school and community.
The suggested guide involves: (a) the establishment of a foundation for administrative policies for local administrators to use as a guide in providing educational leadership for local departments of vocational agriculture, (b) an outline of a complete program of vocational education in agriculture, (c) suggestions for local administrative policy relative to facilitating a complete program, and (d) implications of the current Louisiana State Plan for Vocational Education as it affects the local administration of vocational education in agriculture.
CHAPTER I
INTRODUCTION

This study is concerned with the functions of public secondary school administration necessary to create and maintain such conditions as will, with proper supervision, result in effective and efficient local programs of vocational agriculture in the public secondary schools of Louisiana.

The quality of a local program of vocational agriculture is conditioned by the character of educational leadership proper to the administration of the local public secondary school. It is within the environment created and maintained through administrative leadership that vocational agriculture seeks to provide systematic instruction necessary to meet the pertinent educational needs of farm youth and farmers concerned with the business of farming. Maintaining and developing an environment conducive to the best in vocational agriculture involve an understanding and appreciation of the purposes which direct or motivate the inherent functions appropriate to the fulfillment of the purposes of vocational agriculture in the public secondary school.

The consensus is that the problems of administration of vocational agriculture are essentially the same as those already established by practice and justified by experience.
in the field of general education. Although this consensus has foundation, a difference does seem to exist with regard to organization, with regard to training of teachers, with regard to the selection and determination of course content and with regard to the determination of standards by which the efficiency of vocational agriculture can be evaluated in terms of its real economic and social value.

It is conceivable that these differences could spawn a situation wherein the educational administrator would find it exceedingly difficult to understand and appreciate the purposes and inherent functions of vocational agriculture, thus failing to provide the necessary environment essential to effective and efficient local programs. Such conditions only lead to mere dabbling with agriculture as a part of the educational program, adding nothing to the personality of the individual so enrolled that could be properly identified with general or vocational education. It is also conceivable that vocational agriculture could subordinate general education to the point where the latter would practically disappear.

Neither situation is desirable. In order to fulfill its purposes and perform its inherent functions in contributing to the appropriate kind of education, vocational agriculture must be a part of a rigidly administered educational program in terms of the criteria for both vocational agriculture and general education.

Administration of vocational agriculture is
contingent upon proper understanding and appreciation of the distinctive purposes and functions that characterize vocational agriculture as an integral part of the educational program of the school and community. Certainly, then, if a local program is to fulfill its purposes and perform the functions essential to those purposes, it is essential that:

1. Administration must appreciate the special characteristics of the teacher of vocational agriculture in that he is especially trained, experienced and practical.

2. Administration must be the catalytic agent whereby academic teachers and teachers of vocational agriculture become personally acquainted with, understand and appreciate each other.

3. Administration must appreciate that vocational agriculture is intended for a select group.

4. Administration must function with an understanding and appreciation of both the philosophy and the specific administrative policies required for genuine vocational education in agriculture.

5. Administration must be a participant in the planning, organizing, directing, coordinating and controlling of the local program of vocational agriculture.

6. Administration must help to promote, develop and maintain an effective program of vocational agriculture in the school and school community.

7. Administration must keep the vocational agriculture program and the general education program in proper balance.

It is not intended to imply that no attempt is being made to fulfill the essential prerequisites to an effective and efficient local program of vocational agriculture as
outlined above. It is intended to emphasize the proper functions of secondary school administration with regard to effective and efficient local programs. The remainder of this thesis is devoted to the task of delineating a suggested plan emphasizing the qualitative aspects of secondary school level administration of vocational education in agriculture.

The Problem

Statement of the problem. Under consideration in this study is the problem of suggesting a handbook for the administration of vocational agriculture in the public secondary schools of Louisiana.

Purpose of the study. The controlling purpose of the study is to emphasize the proper functions of secondary school administration by delineating a suggested plan involving qualitative aspects essential to effective and efficient administration of the local program of vocational agriculture.

Scope of the study. This study is limited to the public secondary schools of the State of Louisiana having departments of vocational agriculture approved by the State Department of Education under provisions of the Federal Vocational Education Acts.

In context, the study involves the purposes which direct or motivate the peculiar functions of vocational agriculture in the public secondary school, and the
necessary functions of secondary school level administration essential for an effective and efficient program of vocational agriculture in the school and community.

Definition of the study. This study, it has been pointed out, is concerned with the functions of public secondary school administration necessary to create and maintain such conditions as will, with proper supervision, result in effective and efficient programs of vocational agriculture in the public secondary schools of Louisiana. The focal point of the study is the function of local levels' administration of programs of vocational agriculture in the secondary school.

In view of the point of emphasis, the study is centered within those local level school administrative activities involving the direction, control, and management of all matters pertaining to local secondary school affairs, including business aspects of administration, such as teacher and pupil personnel, program of activities, curriculum, methods, instructional aids and guidance. More specifically, the study is centered around those local level educational administrative activities that help to shape the local program of vocational agriculture and to provide such leadership and supervisory services as are needed to assure an effective and efficient program of vocational agriculture that meets the proper agricultural and educational needs of the individual in the school and
the community.

**Hypothesis.** The following statements are advanced as tentative postulates: (1) The conditions that are considered desirable for effective administration of vocational agriculture in the public secondary school of Louisiana are such a critical analysis of their component parts, based upon a combined inventory of those responsible for the operation of local departments, will permit the delineation of a practical guide for the administration of vocational agriculture in the public secondary schools of Louisiana, and, (2) presentation of such a suggested plan will enhance and stimulate effective administrative functions favorable for a harmonious and fruitful contribution of vocational agriculture to the agricultural and educational needs of the individual in the school and community.

**Method of research.** The method of research employed in this study is the normative survey utilizing the questionnaire technique. The data are summarized and placed in tabular form for visualization.

**Procedure utilized.** A questionnaire (copy in Appendix) relative to the problem under consideration was prepared and presented to those involved in the conduct of local programs of vocational agriculture in the public secondary schools for white people in the State of Louisiana.
A total of 582 persons is included in the survey. Of this number, 409, or 70.27 percent, replied. The data obtained in the replies are included in the analysis in Chapter III.

Included in the 582 cases cited above are 56 parish or city school superintendents. A total of 43, or 76.79 percent, replies from this group is included in the data.

Sixty-six parish or city school system supervisors are included in the survey. Forty-nine replies are included in the data. This represents 73.44 percent of the 66 surveyed.

Replies from 169, or 68.83 percent, of the 231 secondary school principals presented questionnaires are included in data of this study.

Teachers of vocational agriculture in the public secondary schools of Louisiana are represented in the study by 168 responses to the survey. This number represents 68.40 percent of the 231 invited to participate in the study.

Treatment of the data. The data are computed in tabular form. Salient factors brought out by the study are treated in a descriptive manner and compared to pertinent studies reviewed in connection with this study.

Organization of the Study

A survey of literature relative to the problem under consideration is presented in Chapter II. The
survey of related information has for its purpose the examination of studies, related writings and other instruments that bear on the question under consideration. Relying heavily on the framework wherein the administration of vocational agriculture must function, it seeks to present purposes, functions and accepted standards of the various phases of a complete program of vocational education in agriculture, as well as presenting considerations relative to the role of local level secondary school administration.

Chapter III presents an analysis of the data obtained through a survey of those persons involved in the conduct of local programs of vocational agriculture in Louisiana.

A summary of the pertinent findings of the study followed by a conclusion in the form of a suggested handbook for the administration of vocational agriculture in the public secondary schools in Louisiana constitute the fourth chapter.

A fifth and final chapter is devoted to recommendations for further study in this and related areas.
CHAPTER II
A SURVEY OF RELATED LITERATURE

A knowledge of the dynamics of vocational education in agriculture is essential to its effective and efficient administration in the public secondary school. This inquiry into literature seeks comprehension of the essentials necessary to functional administration of vocational agriculture in the public secondary school. To that end, this survey suggests pertinent matters relating to the historical development of vocational agriculture; the forces and principles that create, control and guide the program; and, a review of the administrative qualities that relate to the controlling purposes of the study.

Action pertaining to establishing agricultural education in the public secondary schools of Louisiana was undertaken through a conference called in 1904 by James B. Aswell, then State Superintendent of Schools. During the year of 1904, an outline on agriculture was prepared and the State Board of Education, in an official action, required that agriculture be taught in all elementary schools. Corn clubs were used as the approach and a newly appointed inspector of agriculture in public schools -- Professor V. L. Roy -- spent most of his time in organizing and working with these clubs. In 1909 agricultural departments were organized in seven of the public secondary schools.
of Louisiana. The General Assembly of Louisiana of 1910 appropriated $25,000.00 annually, for a period of two years, for establishing agricultural departments in the secondary schools of the state.

An Act of the legislative body of the State of Louisiana in 1910 required that:

... agriculture or horticulture, including home economics, shall be taught in all the elementary and secondary schools of the State of Louisiana.

Section 1. Be it enacted by the General Assembly of the State of Louisiana, that in addition to the branches in which instruction is now given in the public schools of the State of Louisiana, instruction shall also be given in all elementary and secondary schools of the State in the principles of agriculture or horticulture and in farm or farm economy.

Gravois summarized the activities of the period of 1908-1917 in these words:

Interest in the teaching of agriculture in the high schools of Louisiana was stimulated in nineteen hundred and eight and led to the establishment of seven approved departments of agriculture in the high schools of Louisiana during the regular school session of nineteen hundred and nine. There was an increase in the establishment of new departments for each year of the pre-vocational period of 1908-1917. In 1909-1910 there were seven departments of agriculture of the high schools of Louisiana as compared to

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forty-three in 1916-1917.

The State in cooperation with the Parish School Boards helped to support the agriculture schools of Louisiana high schools.

The aim of the schools was to teach the youths of Louisiana the fundamental principles underlying agriculture and livestock husbandry. Such was the beginning of agricultural education in the public secondary schools of Louisiana.

Imetus for agricultural education in the public secondary school was provided nationally as a result of the adoption of Public Law, No. 347 — Sixty-fourth congress, approved February 27, 1917. This instrument is popularly known as the Smith-Hughes law. It is identified as:

An Act to provide for the promotion of vocational education; to provide for cooperation with the States in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the States in the preparation of teachers of vocational subjects; and to provide money and regulate its expenditure.

In analyzing the preamble of the Federal Act under consideration, the position of the federal government involves promotion of vocational education, cooperation with the States in the promotion of such education in agriculture and the trades and industries, cooperation with the States in the preparation of teachers of vocational subjects, and the appropriation of money with such regulations as are

3Gravois, op. cit., p. 11.

4Public Law No. 347, 64th Congress, S. 703, Preamble.
necessary to insure proper expenditure. It is considered important to note that promotion and cooperation with the states in the development of programs of vocational education dominate the expression of the purpose of the act. Regulation is stipulated only in connection with conditions regarding the expenditure of such monies as the legislation provides to be appropriated.

There is evidence of disagreement with the preceding analysis. In discussing the effects of government on public education, Miller and Spalding note that:

... there is need for a careful study of the role of the state department in encouraging the improvement of education at the local level. And it is here that there may be real conflict with vocational education. Except in the area of vocational education there is great faith in the wisdom of the people in the local school district and belief in development at the grass roots. Vocational education not only has relied upon centralized control through state and federal officials, but also has established separate advisory committees in many communities.5

A statement prepared and published by the American Vocational Association is worthy of attention at this point. The statement serves to define the function of state administration of vocational education.

The primary responsibility for the promotion, development, operation and supervision of vocational education rests with the several states. The states have set up administrative policies in keeping with their own educational objectives and practices, and thus there is no standardized

pattern for the whole country. The State Board for Vocational Education is the legal authority for the operation of the state program of vocational education. In many states the State Board of Education serves also as the State Board for Vocational Education, but some states have created separate and independent boards. In many states the staff of the State Board for Vocational Education is considered to be a part of the State Department of Education, under the Chief State School Officer, who frequently serves as the Executive Officer of the State Board for Vocational Education. In addition to the Executive Officer, the staff is usually made up of a State Director for Vocational Education and such other persons as are needed for the promotion, organization, coordination, and direction of the total vocational program in the state. Most states make provision for teacher trainers and for a state supervisor in each of the several fields of vocational education. The staff may also include personnel responsible for such activities as vocational guidance, research, public relations, editorial, fiscal, statistical, and clerical work.

The State Boards for Vocational Education are charged with three main duties -- administration of the total program of vocational education within the state, supervision and improvement of instruction, and teacher training. The fact should be emphasized that the federally reimbursed program is only a part of the total vocational program in the states. In connection with the federally reimbursed program, the duties of the State Board include preparation of the State Plan and the collection of information necessary to assure that local programs have complied with the State Plan and are thus eligible for reimbursement from federal funds.6

Undoubtedly the question might be raised as to how much freedom a local school system has in the development of a vocational program. The answer may be found in part

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Legal requirements and limitations are important considerations in the formulation of administrative policies for vocational education. However, the school administrator should recognize that the intent of federal aid and state legislation is to encourage high standards and maximum freedom in building a vocational program to meet local training needs. Federal and state standards are established in keeping with sound educational practice and their function is to assure achievement of the specific objectives of vocational education. The use of federal funds for certain aspects of the vocational program does not commit the program to federal control and supervision. It is not the function of the state Boards for Vocational Education to prescribe an ideal program for all schools in the state. Each community is encouraged and helped to discover its own training needs. Assistance is offered through the establishment and maintenance of minimum standards for the courses which the school decides to offer. Federal funds can be used to reimburse only those activities set forth in the State Plan but a local community can use its own funds to expand the vocational program at will.7

Cooperation on the part of the State was not coerced by the measure. Indeed, the autonomy of the State was, in part, preserved by the stipulation:

That in order to secure the benefits of the appropriations provided for in section two, three, and four of this Act, any State shall, through the legislative authority thereof, accept the provisions of this Act and designate or create a State board, consisting of not less than three members, and having all necessary power to cooperate, as herein provided, with the Federal Board for Vocational Education in the administration of the provisions of this Act. The State Board of Education, or other board having charge

7 Ibid., p. 9.
of the administration of public education in the State, or any State board having charge of the administration of any kind of vocational education in the State may, if the State so elect, be designated as the State board, for the purposes of this Act.8

Louisiana was among the first -- if not the first -- of the several states to accept the provisions of the Act. Gravois reports that:

During the Regular Session of the Legislature of May, 1916, a body of men was ready to pass and act upon the acceptance of the proposed National Vocational Act (Smith-Hughes Act). Act 179, of May, 1916, was incorporated in the laws of Louisiana and became a law when it was signed by Governor Ruffin G. Pleasant, on July 6, 1916. This Act authorized the Governor to accept the provisions of what is now known as the Smith-Hughes Bill, providing for vocational education in the high schools of Louisiana and other states of the union. Act 179 of the State of Louisiana also designated the State Board of Education to cooperate with the Federal Board for Vocational Education in the administration of said act (Smith-Hughes Act), and was ready to take effect from and after the passage of the said Smith-Hughes Bill by the Congress of the United States. Thus, Louisiana showed its interest in vocational agriculture and accepted the National Vocational Act, six months before its passage in Washington.9

In the first Statement of Policies issued by the Federal Board for Vocational Education reference is made to the intent of the Federal government in regard to vocational education. Note the following:

Under this act the Federal Government does not propose to undertake the organization and immediate direction of vocational training in the

8Public Law No. 347, op. cit., Sec. 5.
States, but does agree to make from year to year substantial financial contribution to its support. It undertakes to pay over to the States annually certain sums of money and to cooperate in fostering and promoting vocational training and the training of vocational teachers. The grants of federal money are conditional, and the acceptance of these grants imposes upon the States specific obligations to expend the money paid over to them in accordance with the provisions of the act.¹⁰

Acceptance of the conditions of the Smith-Hughes Act, it must be noted, is a function of the State. The Act stimulates that:

Any State may accept the benefits of any one or more of the respective funds herein appropriated, and it may defer the acceptance of the benefits of any one or more of such funds, and shall be required to meet only the conditions relative to the fund or funds the benefits of which it has accepted:...¹¹

The Federal Board for Vocational Education referred to in the preceding quotation was created through provisions of the Smith-Hughes Act, and as stipulated in the legislation —

... shall have power to cooperate with State boards in carrying out provisions of this act ... ¹²

The Federal Board for Vocational Education administered the Smith-Hughes Act and acts supplementary to it from July 1917 until October 10, 1933. The functions of


¹¹Public Law No. 347, op. cit., Sec. 5.

¹²Ibid., Sec. 6.

the Federal Board for Vocational Education are presently performed through administrative offices of the Commissioner of Education, United States Office of Education, Department of Health, Education, and Welfare.

Further evidence of the autonomy of the States is provided through examination of the following provision of the Smith Hughes Act:

... the appropriation for the salaries of teachers, supervisors, or directors of agricultural subjects ... shall be devoted exclusively to the payment of salaries of such teachers, supervisors, or directors having the minimum qualifications set up for the State by the State Board with the approval of the Federal Board for Vocational Education.14

Relating to the State Board, the Federal Board identifies them as trustees of Federal money. It is pointed out that:

They are not only agents for the State in carrying on work in vocational education, but they are also trustees of federal moneys. As such, they are responsible to the Federal Government, through the Federal Board, for the proper expenditure of such funds in conformity with plans submitted by the States and approved by the Federal Board.15

The responsibility of the Federal Government to the States in the undertaking is reflected in this statement:

That there is hereby annually appropriated, out of any money in the treasury not otherwise

14Public Law No. 347, op. cit., Sec. 9.

appropriated ... to be paid to the respective State for the purposes of cooperating with the States in paying the salaries of teachers, supervisors, and directors of agricultural subjects, ... 16

Responsibility of the Federal Government under the Vocational Education Acts, as set forth by the U. S. Office of Education, is stated as follows:

In the promotion, development, and operation of programs of vocational education the States have the primary responsibility. The Office of Education, as the Federal agency in the cooperative arrangement for the national program, does not organize or operate vocational schools or classes. It does, however, have certain responsibilities related to vocational education which are assigned to it by the several Federal acts. Among these responsibilities are the following:

1. Cooperating with State boards in the administration of the acts.

2. Examining plans submitted by the State boards and approving such plans if in accord with the provisions and purposes of the acts.

3. Making, or causing to have made, studies, investigations, and reports for the purpose of assisting the States in the establishment of vocational schools and classes, in providing instruction in commerce and commercial pursuits, and in the several vocational fields for which Federal funds have been made available.

4. Certifying to the Secretary of the Treasury annually each State which has accepted the provisions of the Federal acts and complied with them, together with amounts which each State is entitled to receive.

16Public Law No. 747, op. cit., Sec. 1.
5. Ascertaining annually whether the several States are using, or are prepared to use, the money received by them in accordance with the provisions of the acts.

6. Adopting rules and regulations and making interpretations relating to the administration of the Federal Acts.

7. Making an annual report to Congress on the administration of the acts including information as to the expenditure of money allotted to each State and the work done with it.17

Further evidence of the autonomy of the State in regard to its program of public education as well as an expression of the nature of the cooperation to exist between the State and Federal Government is expressed in this stipulation of the Smith-Hughes Act:

... any State shall, through the legislative authority thereof, appoint as custodian for said appropriations its State treasurer, who shall receive and provide for the proper custody and disbursements of all money paid to the State from said appropriations.18

Implications of the responsibility of the State under the Vocational Education Acts are stated as follows:

In order to participate in the benefits of the funds provided by the Federal acts, the State, through its legislative authority, must have accepted the provisions of the acts; appointed its State treasurer as custodian of the vocational education funds allotted to the State; and


18 Public Law No. 347, op. cit., Sec. 13.
designated or created a State board of not less than three members having all necessary power to cooperate with the Office of Education in the administration of the Federal acts.

The State Board for Vocational Education is the State agency which is responsible for carrying out the provisions of the Federal acts in the State and for the expenditure of Federal funds which are allotted to it. In caring for these responsibilities the State board will, through its executive officer and staff, perform the following duties:

1. Prepare plans giving information about the kinds of vocational education for which the State expects to use Federal funds and submit these plans to the Office of Education for approval.

2. Maintain State programs of administration, supervision, and teacher training.

3. Provide for the promotion and development of vocational education and for the use of Federal funds.

4. Make annual reports to the Office of Education on the work done and the receipts and expenditures of Federal funds.

It is important to note that vocational education workers in the states are not federal employees.

Vocational directors, supervisors, teacher trainers, and teachers are employees of the board of education or institution by which they have been appointed. They are not Federal employees even though reimbursement may be made from Federal funds for a part of their salaries. They are subject to the regulations prescribed by the employing boards and work under the direction and supervision of these boards. Any departure from the conditions which apply to the duties of other

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19 Administration of Vocational Education, op. cit., p. 6.
educational workers should be made because of the nature of the vocational work to be done and not because of possible reimbursement from Federal funds.20

With the Smith-Hughes Act as the organic measure, the Congress has passed a number of acts relating to vocational education of less than college grade. Five of these acts are of importance to this study. These acts are:

1. The Smith-Hughes Act approved February 23, 1917 (Public, No. 347, 64th Cong.). This is the basic act since it contains many provisions which have been made to apply to later acts. The act provides annual appropriations for distribution to the States for the promotion of vocational education in agriculture, trades and industry, and home economics, and for the training of teachers for those fields. This act is still in effect. [copy in Appendix]

2. The George-Reed Act approved February 5, 1929 (Public, No. 702, 70th Cong.). This act authorized appropriations of additional funds for use by the States and Territories for vocational education in agriculture and home economics. In general, the conditions of the Smith-Hughes Act applied to work done under this act.

3. The George-Elizay Act approved May 21, 1934 (Public, No. 245, 73d Cong.). This act replaced the George-Reed Act and authorized, for a period of 3 years, appropriations to the States and Territories for vocational education in agriculture, home economics, and trades and industries, to be expended under general provisions of the Smith-Hughes Act.

4. The George-Dean Act approved June 8, 1936 (Public, No. 673, 74th Cong.). This act replaced the George Elizay Act in 1937 and authorized annual appropriations for use by the States and Territories, including Puerto Rico and the District of Columbia. Additional

20 Ibid., p. 10.
financial provisions were made for the services covered by the Smith-Hughes Act and, also, for education in distributive education. Some exceptions were made to the conditions of the Smith-Hughes Act. The principal change provided for the matching of Federal funds on a graduated scale, starting at 50 percent and reaching 100 percent in 1947.

5. The Vocational Education Act of 1946, commonly known as the George-Barden Act, approved August 1, 1946 (Public Law 586, 79th Cong.). In form, this act amended the George-Deen Act; in reality, it rewrote that act adding many new provisions and thus superseded the George-Deen Act. Like the George-Deen Act, the George-Barden Act is permanent legislation authorizing annual appropriations. The amounts of the annual appropriations authorized were increased and expenditures for a number of new phases of work were authorized. The Act is currently in effect.\(^\text{21}\) [copies of Acts in effect included in Appendix]

Two other Federal Acts affect secondary school vocational agriculture. One of these acts extends the provisions of the Smith Hughes Act to Hawaii;\(^\text{22}\) the other extends the provisions of the Smith-Hughes Act and any supplementary acts to Puerto Rico.\(^\text{23}\) Since application of these acts has no bearing on the problem under consideration in this study they will not be dealt with further in this presentation.

It will be noted that two Acts of the Federal Congress are currently in effect that have implications for secondary

\(^{21}\text{Ibid., p. vii.}\)

\(^{22}\text{Ibid.}\)

\(^{23}\text{Ibid.}\)
school level of administration of vocational agriculture. Further treatment of the provisions and conditions of the Acts will be presented as the review of related literature is developed.

It could be recorded, with a satisfactory degree of accuracy, that the provisions of the Acts form the basis for policies of vocational education in agriculture; however, it will be more accurate to state that the Acts are statements of social policy regarding secondary education. Hence, even though derived from provisions of the Acts, policies affecting vocational agriculture in the public secondary school are actually expressions of a broad social policy. Indications of the veracity of these statements permeate pertinent literature and will be reflected throughout the context of this chapter.

Particularly worthy of note is the provision for State Plans for vocational education in the State. Note again the autonomy of the State in the following provision:

That in order to secure the benefits of the appropriation for any purpose specified in this Act the State board shall prepare plans showing the kinds of vocational education for which it is proposed that the appropriation shall be used; the kinds of schools and equipment; courses of study; methods of instruction; qualifications of teachers; and, in the case of agricultural subjects the qualifications of supervisors or directors; plans for the training of teachers; and in the case of agricultural subjects, plans for the supervision of agricultural education, as provided for in section ten. Such plans shall be submitted by the State Board to the Federal Board for Vocational Education, and if the Federal
Board finds the same to be in conformity with the provisions and purposes of this Act, the same shall be approved. The State board shall make an annual report to the Federal Board for Vocational Education on or before September first of each year, on the work done in the State and the receipt and expenditures of money under provisions of this Act.24

Further pertinent provisions relative to State Plans are found in the following statements:

... That in order to receive the benefits of such appropriation for the salaries of teachers, supervisors or directors of agricultural subjects the State board of any State shall provide in its plan for agricultural education that such education shall be that which is under public supervision and control; that the controlling purpose of such education shall be to fit for useful employment; that such education shall be less than college grade and be designed to meet the needs of persons over fourteen years of age who have entered upon or who are preparing to enter upon the work of the farm or farm home; that the State or local community, or both, shall provide the necessary plant and equipment determined upon by the State board, with the approval of the Federal Board for Vocational Education, as the minimum requirement for such education in schools and classes in the State; that the amount expended for the maintenance of such education in any school or class receiving the benefits of such appropriation shall be not less annually than the amount fixed by the State board, with the approval of the Federal Board as the minimum for such schools or classes in the State; that such schools shall provide for directed or supervised practice in agriculture, either on a farm provided by the school or other farm, for at least six months per year; that the teachers, supervisors, or directors of agricultural subjects shall have at least the minimum qualifications determined for the State by the State board, with the approval of the Federal Board for Vocational Education.25

24Public Law No. 347, op. cit., Sec. 8.

25Tbid., Sec. 10.
An interpretation of an important stimulation of the acts follows:

One guiding principle of the vocational education acts -- and it cannot be too strongly emphasized that this principle applied to every phase of activity under these acts -- is "that such education shall be given in schools or classes under public supervision or control."

A school or class is considered to be under public supervision or control, within the requirements of the Federal vocational education acts when it meets all of the following criteria:

1. It is organized and operated under the direction of a State or local board responsible for expenditure of public-school funds for vocational education in the State or community.

2. The teachers are paid from public funds in the same way as other public-school teachers employed by the State or local board responsible for vocational education are paid.

3. Officials on the staff of a State or local board responsible for vocational education have full charge of:
   (a) Selection, salaries, and length of term of the teachers.
   (b) Qualifications and admission of the pupils.
   (c) Content and organization of all courses and curricula.26

That such education shall be of less than college grade is interpreted in the following quotation:

One of the conditions of the Smith-Hughes Act is that the funds provided for vocational instruction may be used only for education which is "of less than college grade." A program of vocational education is considered to be of less

26Administration of Vocational Education, op. cit., p. 3.
than college grade when all of the following conditions are met:

1. The objective is to provide training which will be advantageous in entering or continuing in employment in specific occupations or fields of work.

2. Admission is based upon the ability of pupils to profit by the instruction offered rather than upon the possession of secondary school credits required for college entrance.

3. The instruction offered is based upon the needs of workers in the occupation for which training is given.

4. The instruction is terminal in nature and not a part of a course which is to be continued in a college or other higher institution.

5. The instruction does not lead to a baccalaureate degree and is not organized to conform to the requirements of a course which does lead to such a degree.

A statement regarding the use of federal funds by the state is administered in accordance with the following statement:

In reimbursing from George-Barden funds for the cost of State and local programs of administration and of vocational guidance, for which no specific appropriations are authorized, it will be necessary to prorate the payments among the several funds which are provided. Section 6 of the George-Barden Act states that the several funds appropriated may be used for the salary and necessary travel expenses of a State director "on a prorated basis determined by the State board." The same principle applies to other situations where these funds are to be prorated. In selecting the basis for prorating, the State board may

\[27\text{Ibid.}\]
consider several possible plans, such as:

1. On the basis of the time given to each of the several vocational fields served.

2. On the basis of the portion of the total Federal vocational funds which are available for use in each of the several vocational fields served.

3. On the basis of the actual expenditures from Federal funds for the several vocational fields within the State.

The State Plan and its effects on the local program are outlined in the following quotation:

The State Plan, required under the terms of the federal acts, is a description of the state's program of vocational education. It must furnish certain definite information required by the federal statutes, but in every other respect it is a description of what the state intends to do to meet its own educational purposes and training needs. The state determines and describes in the plan the qualifications and duties of state and local vocational personnel, teacher training facilities and teacher qualifications, minimum standards for plant and equipment, requirements covering hours and length of courses, provisions for supervision and coordination, entrance requirements, standards for curriculums and courses of study, and other specific standards for vocational education programs. This plan, when approved by the U. S. Commissioner of Education as conforming to the official policies of the U. S. Office of Education, becomes in effect a contract between the state and federal government, and federal funds may be used to reimburse those activities meeting the approved standards included in the State Plan.

The State Plan is a state instrument prepared to meet state and local conditions, and its operation provides the means for coordination between the U. S. Office of Education and the state.

Ibid., p. 15.
administration for vocational education. It is the State Plan which sets the standards and regulations to be met by the local schools conducting programs of vocational education. The State Board for vocational education assures itself that the terms of the State Plan have been met by supervising the courses and obtaining necessary records and reports before requesting for reimbursements from federal and/or state funds. The school administrator should recognize that the details of the country's vocational education programs are determined in the several states and not in Washington, D. C. 29

Provisions are made through Federal legislation for organizations of students of vocational studies.

The George-Barden Act, in the section making an appropriation for the field of agriculture, provides *** for vocational education in agriculture, including supervision by the vocational agriculture teachers of the activities related to vocational education in agriculture, of the Future Farmers of America and the New Farmers of America ***. Student organizations such as the Future Farmers of America and the New Farmers of America offer opportunities to youth for valuable experiences in learning to work on problems which affect their occupational lives. The decision as to whether such groups are to be organized should be determined by State or local boards of education. 30

The State Department of Education of Louisiana offers statements regarding the purposes of public education that are pertinent to this study. The materials quoted below are a reproduction of "Purposes of Public Education" taken from a Handbook For School Administrators.

29 The School Administrator and Vocational Education, op. cit., p. 7.

30 Administration of Vocational Education, op. cit., p. 36.
Many excellent statements of the objectives of education have been made. Writing in 1960, Herbert Spencer identified five major concerns of people: "(1) Self-preservation, (2) securing the necessities of life, (3) the rearing and discipline of offsprings, (4) the maintenance of proper social and political relations, and (5) the activities which make up the leisure part of life, devoted to the gratification of the tastes and feelings."

In 1919 the Commission on Reorganization of Secondary Education published the famous "seven cardinal principles of education: (1) health, (2) command of fundamental processes, (3) worthy home-membership, (4) vocation, (5) citizenship, (6) worthy use of leisure, and (7) ethical character."

Perhaps the most comprehensive statement of educational objectives is contained in the report of the Educational Policies Commission, The Purpose of Education in American Democracy, which was published in 1925. According to this report:

"... four aspects of educational purpose have been identified. These aspects center around the person himself, his relationships to others in home and community, the creation and use of material wealth, and socio-civic activities. The first area calls for a description of the educated person; the second, for a description of the educated member of the family and community group; the third, of the educated producer or consumer, the fourth, of the educated citizen. The four great groups of objectives thus defined are:

1. The Objectives of Self-Realization
2. The Objectives of Human Relationship
3. The Objectives of Economic Efficiency
4. The Objectives of Civic Responsibility

Each of these is related to each of the others. Each is capable of further subdivision.

All who are concerned with public education
should carry on a continuing study of school purposes. This study should be closely related to a continuing program of school evaluation. Attention should be focused on such items as:

1. The imperative needs of children and youth
2. Changing social and economic conditions of school and community
3. Research concerning the nature of children—how they grow and develop
4. Grading, marking, reporting to parents, and promotional policies
5. Follow-up studies on graduates and dropouts
6. Making adequate provision for individual differences by using effective grouping procedures
7. Improving guidance services, including achievement, attitude, and intelligence testing
8. Improving school records and reports
9. Improving school health and nutrition education programs
10. Improving safety and physical education programs.

Charles Judd, writing in The School Review, states that:

Vocational education can be made, and should be made, a wholesome part of the schooling of every young person. This is a technological age. The problems of society will be solved only when there is general, intimate, and sympathetic understanding of industry and agriculture. Furthermore,
Vocational education furnishes the best possible means of teaching the essential facts about human evolution. Civilization was created through invention. It is a curious fact, when one comes to think of it, that the schools have never given pupils an understanding of the importance of invention. The exercises of the schools have too often been of a type which destroys initiative and makes learners conformists rather than aggressive participants in the movement of progress. Courses in inventions and in the natural sciences which explain the nature of modern technology, coupled with courses in vocational education, are among the most promising lines of emphasis which are sure to characterize the schools of the future. Vocational education, when properly organized, is an essential element of general education. It has come into the schools to stay. It will be greatly expanded.32

The place of vocational education in the total educational program is identified in the following quotation:

A well-balanced program of public education should consider each individual from at least three standpoints: (1) As an individual, (2) as a citizen, and (3) as an economic unit of society. Education and training offered at public expense should be so balanced that each and every individual may have an opportunity to become reasonably efficient in all three of these fields.

Education to serve an individual's personal interests and responsibilities and to increase his ability to put more in, and get more out of life as an individual includes many recognized phases of general education based upon the ability to read, write, and figure. When examined closely, many subjects offered in schools and colleges are taught for the purpose of enabling persons as individuals to appreciate the finer things of life such as literature, art, and music.

A second phase of education is directed toward making individuals efficient as citizens in a democracy. While the acquisition of information about such things as world geography, government, and history contribute to the understanding of mankind, it is important that young citizens acquire those habits and attitudes which should be attributes of all citizens. It is important for young people to respect the personal and property rights of others and to function efficiently as members of a group according to democratic ideals. Many extracurricular activities in school and college, such as athletics, glee clubs, orchestras, dramatics, and other student activities which require individuals to assume responsibility and call for cooperation and teamwork, accomplish much in preparing individuals to become efficient citizens.

A third phase which until recent years has been left to take care of itself, except on the professional level, is that part of a person's education which makes him efficient as an economic unit of society. This means education for purposeful work. Theoretically, every American citizen ought to perform some work or render some service to justify his own existence. If he does not perform his share of the world's work in an acceptable manner, it means that others more efficient than he have to carry him along. Where this fact is recognized, the conclusion that education for work is an integral and absolutely necessary part of a person's education is inescapable.

For a considerable period of years vocational education for professions has been well provided. The select few who were qualified for professional careers have been taken care of in the public schools in college-preparatory courses. However, as not more than 9 percent of all the people who work are needed in professional occupations it becomes the responsibility of public education to provide for the other 92 percent of the people the kind of education they need in order that they may become economically efficient as wage earners, salaried employees, businessmen. When viewed from this angle, vocational education cannot be regarded as a fad or frill or as something extraneous to public education. It is a
field of education which must be intelligently dealt with by the American people if the Nation is to prosper.

A concept of vocational education may be developed and clarified by an exposition of the relationship of vocational education to general education. Such an explanation is offered by Prosser and Quigley:

... In a democratic system of education, every citizen should have as part of his training both types of education.

The relationship of vocational education to general education may be stated as follows:

1. Controlling purpose — General education should prepare us to live more intelligently as citizens and to understand and enjoy life. Vocational education should prepare us to work more efficiently. Both are necessary to the well-equipped citizen.

2. Subject matter taught — As the name implies, general education should give training in the general information needed as a background for life and training in the general tools of learning needed to help us learn more about life and about our vocations. On the other hand, efficient vocational education gives specific training in the usable skill and knowledge for each occupation taught.

3. Groups served — General education is designed to serve everyone during the period of compulsory school attendance, which in most states now terminates at

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the age of sixteen, and to continue this service through high school and beyond for anyone desiring it and able to profit by it -- irrespective of their vocational interests and plans. Efficient vocational education for any employment can be given successfully only to those who are being prepared for such employment or who are already employed in it.

4. Method of instruction -- General education relies almost entirely on what might be called the reading and reciting method -- reading to obtain the information and reciting to interpret and fix in the memory. Efficient vocational education uses experience as its main method -- experience in performing jobs to develop skills and in thinking about the performance of the job, thus gaining understanding and resourcefulness in the work of the vocation.

5. Their sequence -- General education now precedes vocational education, which uses it as a foundation. The former, as has already been pointed out, aims to provide a background of general knowledge and use of the elementary tools of learning needed for vocational training. The latter gives point, purpose, significance, and application to the former.

6. Fundamental psychology -- Broadly speaking, the content and method in general education have come down to us from the time when educators held to the psychological concept of general mental faculties which they believed could be developed best by the mastery of traditional subject matter organized and taught as formalized disciplines. That belief is epitomized in the declaration of President Eliot of Harvard in which he states that the same course of study which best prepares one student for college best prepares another for life. While most educators today have abandoned or never held these beliefs, the general educational content and method originally based on these beliefs still persist. Efficient vocational education on the other hand is based on the
psychological concept that the mind is a habit-forming machine which learns through practicing habits of doing and thinking to accomplish in which the learner must be interested.\textsuperscript{34}

Relating vocational and the total educational program, the American Vocational Association states that:

Courses and activities designed to prepare students for specific occupations should not lose their identity in the total educational program. A sound program of vocational education should be designed to accomplish the following goals:

(a) contribute to the educational program by making it more purposeful and functional, especially in the development of abilities and work attitudes which are essential to the worker

(b) provide opportunity for youth in the secondary school to supplement a general education with specific occupational training in marketable skills and knowledge which will fit them for adult family responsibilities

(c) assist each individual youth in the secondary schools to understand more clearly his interests, aptitudes and abilities so that he may choose a suitable occupational objective.\textsuperscript{35}

As a means of adding to the concepts surrounding vocational education in the secondary school, the following quotation is offered:

Courses in a secondary school curriculum may


properly be designated as vocational when the following conditions or characteristics are found:

1. the aim of the course is to train individuals for proficiency in a specific occupation

2. the teaching content is such that will specifically function in the occupation; it is based upon an up-to-date analysis of the occupation as practiced by the most successful and efficient workers in it

3. the students have made a tentative vocational choice based on their interests and aptitudes as they meet the requirements of the occupation

4. the instructional environment approximates, to the maximum possible degree, the present working conditions of the occupation

5. the teacher has had appropriate training and experience and is skilled in the occupation for which he is providing training

6. the course is sufficiently complete to actually develop a degree of vocational competence on a given occupational level

7. the instruction includes skills, technical knowledge, understandings, attitudes, safety habits, and related information essential to success in the occupation chosen.\textsuperscript{36}

In setting forth the educational objectives on a broad national scope, the U. S. Office of Education refers to the provisions of the Federal Acts, stating:

These acts, therefore, make it mandatory that the agricultural education program be vocational

\textsuperscript{36}\textit{Ibid.}, p. 3.
in character if it is to be aided by the Federal Funds appropriated under provisions of these acts.

A U. S. Office of Education publication sets forth four aims of education that relate to the fundamental activities of present day life. They are:

1. To develop the individual as completely as possible. The individual should understand his capacities, limitations, and abilities and his relationship to other individuals, home and society. He must be concerned about his vocation, business affairs, and personal development. He needs to be aided in acquiring desirable personal qualities and characteristics. In his struggle for successful accomplishment he must cultivate all of his desirable native qualities.

2. To promote personal-group relationships with emphasis upon home and family life as fundamental to the individual's growth and to the public welfare. Individuals and groups living in a society are dependent upon the family for group relationships. The farm family is intimately connected with its means of livelihood; hence the farm home has peculiar significance for success in farming. Certain problems of the farm are frequently problems also of the home, the community, government, and other social institutions.

3. To make individuals and groups responsive to the needs of other individuals and groups, of communities, of governments and of other desirable social agencies. Individuals in a society must be concerned with the welfare of others in the solution of their own problems. Social life is essential to the development of the individual, of the home, and of life's

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interests in general. There are many social
changes in a constantly changing and progressive
society. Individuals and groups have great
responsibility in the determination of the
direction of that change.

4. To train present and prospective workers for
proficiency in their respective fields. —
The individual must be prepared for proficiency
in his occupation in keeping with accepted
standards and must also be responsive to the
progressive advancement of such standards.
This fourth aim implies continuous systematic
instruction to develop abilities that are
needed by the individual for such proficiency.
It makes necessary complete programs of voca-
tional education for youth, in and out of
school, and also for adults.38

A specific aim -- broad in scope -- is projected
by the U. S. Office of Education for vocational education
in agriculture. It is stated below:

To train present and prospective farmers for
proficiency in farming.

The attainment of this aim includes making
a beginning and advancing in farming occupations
and involves training in the production of agri-
cultural commodities, with its constantly enlarg-
ing demand for the use of machinery and mechanical
devices; training in the protection of animals and
plants against pest and disease; training in ac-
tivities involved in the marketing of farm products;
training in the procedures of farm management and
agricultural finance; and training to conserve
soil and other natural resources. It involves an
understanding of the problems growing out of farm
production and the exchange of farm products,
whether on a local, State, National, or interna-
tional basis.

The attainment of the aim also includes the
significant relationship of the farm to the farm
home, as well as responsibility in civic and public

38 Ibid., op. 2-3.
welfare and cooperative effort for the common
good. It embraces instruction in the interde­
pendence of farming and industries closely re­
lated to farm and home, as well as the
relationships of farming as a business to the
other industrial pursuits. It involves training
in leadership and a willingness to follow con­
structive leadership.40

Stewart treats the aim of agricultural education
from the standpoint of a "to where" assignment — taking a
derparture in the "from where" of the past. Basically he
thinks of the needs of life.

What are the needs of life in agricultural
vocations? Obviously, this is a question of
philosophy. Several approaches to this query are
possible. We use only our own. The needs of
life are disclosed in one's concept of a "complete
life", a "well-rounded life." Such a concept is
particularly necessary to one who is attempting to
educate students, for it is quite identical with
one's concept of an ideal education. To this end
we submit that a complete education rounds out
life on several sides — health, vocational,
social, civic, family relationships, avocational,
ethical, religious and perhaps others. Further,
for each of these "sides of life" a concept of a
complete education may be found in a contrast of
one educated ideally with one who is sadly defi­
cient in his education. To this end contrast the
ideally educated farmer with one who is poorly
educated. In the contrast are noted differences
in abilities both managerial and manipulative, in
skills, habits, interests, ideals, understandings,
attitudes, and appreciations. Another way of
stating these ends is that they constitute
knowledge functioning in life. If this is true,
if these are the fruits of a good education, it
may be assumed that they constitute the needs of
life.40

39 Ibid., no. 3-4.
40 W. F. Stewart, "Relating Instruction to Life
Needs," Whither Agricultural Education, (Des Moines, Iowa:
Meredith Publishing Company, 1938), no. 5-6.
Stewart then cites the point of view of current writers of recommended educational practice in the field of teaching objectives. He then comments as follows:

How do the aims and objectives as set forth by these authors compare with our objectives as stated in earlier paragraphs, namely, developing present and prospective farmers ideals, interests, habits, skills, abilities, understandings, attitudes, and appreciations, in vocational and other areas? A perusal of the quotations seems to show that each writer supports some of the objectives but not all of them. However, the objectives stated by all writers in the aggregate reach the equivalent of our objectives, and in one or two quotations they agree further by implying the development of these same aims in the other "sides of life", such as civic, social, health and vocational. By such a test our statement of aims and objectives seems to be more comprehensive in any one field and broader in the number of sides of life conceived of as a necessary part of an ideal education than is stated by any of the writers quoted. 41

Stewart offers this consideration of vocational agriculture as he terms it:

... in its broadest scope and will include instruction in the classroom, laboratory and field; both class and individual instruction; instruction in school and at home; instruction of boys, young men, and adult farmers; instruction through the activities of the organization of Future Farmers of America and through extracurricular events. In brief, it is a comprehensive interpretation of instruction including all agencies and methods used by workers in agricultural education.42

Relative to the matter of the controlling purpose

41 Ibid., p. 8.
42 Ibid., p. 5.
of vocational education in agriculture, a southern region study reported that almost one-half of 1,244 interviewees reported that it was more important to train for farming and proficiency in any agricultural occupation than for any other purpose. In summarizing the study, it is stated that:

Only 15.4 percent felt that the controlling purpose of vocational education in agriculture should be to train for useful employment and proficiency in farming.

Almost one-half (46.3 per cent) indicated that it was more important to train for useful employment in farming and proficiency in any agricultural occupation than for any other single purpose.

Among the six groups, only the principals and the superintendents were in the majority in their belief that to train good citizens, intelligent consumers and efficient producers should be the controlling purpose. Exactly 50 per cent of the superintendents favored this purpose, but 33.6 per cent of them favored the controlling purpose selected by 46.3 per cent of all the interviewees.

Naugher made significant statements on the issue of controlling purpose in an address delivered before members of the Southern Regional Conference. His statements follow:

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43 What Constitutes an Effective Program of Vocational Agriculture in a Community, Report of a Regional Study in the South, Made under the Direction of the Research Committee of the Southern Region, T. J. Horne, Chairman, p. 12.

44 Ibid., p. 39.
Although the opportunities for establishment in farming may appear discouraging, we must not allow ourselves to be stampeded into unwise adjustments that might appear on the surface to be good, but which in experience might prove detrimental to the best interest of farm boys. Regardless of how carefully we screen students, we cannot expect all boys who study agriculture to become farmers. From the time they enter school to their graduation there may be family changes, or changes in the economic situation that will affect their chances for establishment. In addition, the boy, himself, may see better opportunities in other fields and decide on an occupation other than farming. We never have had 100 percent establishment in farming by our students, and we never will have.

While there are decreasing opportunities in farming, there are increasing opportunities in jobs related to agriculture, and many of us are convinced that the regular program of instruction in vocational agriculture, coupled with activities in the Future Farmers of America organization, is the best and most practical kind of high school training that is known, or has been proposed, for these boys who may enter related occupations.

A publication directed to school administrators by the American Vocational Association expresses the purpose of vocational education. The statement has pertinent implications:

As defined by the Smith-Hughes Act to provide federal aid for vocational education, the controlling purpose is "to fit for useful employment". This is interpreted to mean not merely preparation for specific skills in job competency but also the knowledge and training that will contribute to a satisfying and productive life of employment. Vocational education develops skills, abilities,

understandings, attitudes, working habits, and appreciations and in addition helps individuals gain the knowledge and information needed by workers to enter and make progress in employment on a useful and productive basis. The goal of vocational education is the competent worker -- competent economically, socially, emotionally, physically and in a civic sense.46

Attention may properly be directed to the "cardinal principles of secondary education." The impact of these expressions upon secondary education is expressed by Williams as follows:

The bulletin Cardinal Principles of Secondary Education might well be designated the Magna Charts of modern secondary education in the United States. In this document are crystallized years of discussion and deliberation over basic questions affecting public secondary education. It not alone sets up objectives, often erroneously referred to as the "seven cardinal principles", but it presents in concise and pungent paragraphs basic guides to action in planning and administering public high schools as a part of an organized system of schooling in the United States. It is from these basic concepts and in the spirit of these principles that the reorganization of public education has proceeded throughout the nation.47

Phelps indicates some contributions that vocational education in agriculture might make to the seven cardinal principles of education:

Some examples of the ways that vocational education in agriculture contributes to the seven cardinal principles of education are indicated in

the following statements:

1. Vocational agriculture provides for many activities through individual farming programs, the Future Farmers of America, New Farmers of America, field trips and numerous other outdoor activities which contribute to the health of the student.

2. Vocational agriculture instruction develops abilities in constructive thinking and problem-solving which enables the student to have a better command of the fundamental processes.

3. Vocational agriculture instruction provides desirable training for worthy home membership in that the instruction includes many problems closely related to the home and farm family living.

4. Vocational agriculture contributes to a vocation by affording a student opportunities to receive guidance regarding the occupation of farming, to progress in farming, and to apply through his farming program the knowledges and skills taught at school.

5. Vocational agriculture provides for many activities through the Future Farmers of America, and other school sponsored organizations provides for the development of abilities essential to desirable citizenship.

6. Vocational agriculture through the activities of the Future Farmers of America, New Farmers of America, and other school sponsored organizations provides for the development of many abilities essential to worthy use of leisure time.

7. Vocational agriculture contributes to the development of an ethical character through the patterns set by the teacher who spends considerable time with the students in
many activities such as those in leadership, cooperation, savings, recreation, and supervised farming.48

Commentary on the nature of vocational education in agriculture is offered from Keller as follows:

... it is clear that a most important group for vocational education will always be those who produce the food that we eat and the many other types of raw material that enters into numerous manufactured products.

METHOD. We have referred to the natural method whereby children in more primitive society learned the occupations which they in turn pursued and handed down to their children. Where food and clothing and shelter symbolized the everlasting struggle for survival, children learned through imitation, emulation, and immediate stimulus from the parent, to become vocationally proficient. They were taught by the one natural method in which the parents are children's vocational teachers and the community is coincident with work. In the technical sense, there is no such thing as placement, for children are "placed" from the moment they lift their hands to do a chore in home or field. Learning is conterminous with work and the rewards of work are in the product itself.

The method is personal. If the father is intelligent and industrious, his methods are likely to be good, but if he is dull and slipshod, the child not only inherits a low economic status, but is unlikely to rise out of it when he is dependent upon his own work.

Modern agricultural education is only an extension, a clarification, a scientific upgrading of the natural methods of learning. The best instruction is based upon projects which young people set up on their parents' farms, or whatever plot of ground they can commandeer. The teacher is

an experienced farmer who has himself learned the very best methods, and who, by observation, demonstration, personal conference, helps the young farmer to carry through his project according to the best known modern practice. The boy learns to do by doing. He learns to do better by listening and study and application. The time he spends in "school" is probably limited to conferences, library readings, and laboratory experiments plus the usual academic subjects, while his principal learning takes place outside the job. Literally what he learns in school he puts to use outside. All this is the well-known project method.

**INTEREST, PERSONALITY, AND EVALUATION.**

Interest is based on a happy combination of familiarity and novelty. The young farm boy is, perforce, familiar with farm work, and thus is readily excited by it if offered the novelty of better methods, higher production, and, naturally, greater income. He knows his goal and is ready to shoot for it. That is not to say that every boy has a burning desire to be a farmer nor that he should have that desire. There is no more reason why farming should be any more hereditary than boat-building or medicine or coal mining or the ministry. Actually, probably no more than 60 or 70 percent, at most, of boys who take agricultural courses, make farming a life work. However, those who take such courses learn farming under conditions that are highly favorable to the tanning of genuine interest.

The individual project, genuine concern of both teacher and parent, recognition of the community, responsibility for measurable results, inevitable contacts and communion with other young workers -- all these factors are potent in developing a responsible, well balanced personality. The wholesome independence of the farmer is a traditional trait. Insofar as the boy captures this spirit and puts it to work, not only for himself, but for the community, he is becoming a real person.

Evaluation is automatic and unmistakable. If the boy produces no better crops or cattle or poultry than he would have produced without instruction, then the instruction is futile. Standards for estimating worth of product are clear to himself and community. He can therefore readily evaluate himself as well as the product. During
the entire process the teacher is not only an instructor but, through conferences, follow-ups, and general supervision, the most helpful of personal counselors.

REALITY AND DEMOCRACY. The subject matter grows right out of life, as the boy knows it, and the method is natural. However, as with all work experience on a commercial basis, the subject matter is always arranged for production purposes rather than for learning. Therefore, it becomes the task of the teacher to select and to place in pedagogic order numerous items of farm life so that the young person may profit by them in terms of his previous experience, age, and special ability. The teacher presents related science, provides systematic supervision and evaluation, and stimulates mutual criticism of the group. The sharp eyes of the public, mostly farmers, are on both student and teacher. They are friendly but critical. This public knows that a good curriculum is based upon the needs of the individuals and of the community in which the individuals live. It is quite likely that they too go to a school for evening lectures and discussions. All this means a school with a real curriculum and a curriculum democratically arrived at.

ETHICS AND INTELLIGENCE. Here is a trade in which the worker can very literally see his product growing before his eyes. Except for those uncontrollable forces of nature -- drought, hailstorm, frost, disease -- the farmer is an artist, responsible for his work. The pride of the farmer is intense and he is entitled to it. He assumes great responsibility and carries it out to the end. Not that all farmers meet these high standards. There are individual differences among farmers too. There are sharecroppers in the South and migrant workers in the West. But the conditions of farming, and of learning to farm, averaging bad times with good, are highly favorable to drawing out the best there is in a man.

In the sense that we have used the word, "intelligence," the ability to learn acts or to perform new acts that are functionally useful, the whole program of agricultural education seems designed to foster it. Every day presents new problems, often emergencies. The "intelligent" farmer is the one who can understand them, meet
them head on and solve them. Not only his livelihood, but often his very existence, depend upon the exercise of that intelligence.

CITIZENSHIP. To detail agricultural education at its best is to describe a project in good citizenship. The balancing of personal and community interests, in fact, their identification, can only mean good civic conduct. However, there are two types of rural organization that seem especially fitted to promote this kind of citizenship. Among boys it is the Future Farmers of America. This is a country-wide organization of secondary school boys determined to "develop competent, aggressive rural and agricultural leadership, create and nurture a love of country life, strengthen the confidence of farm boys and young men in themselves and their work, create more interest in the intelligent choice of farming occupations, encourage members in the development of individual farming programs, encourage members to improve the farm home and its surroundings, participate in worthy undertakings for the improvement of agriculture, develop character, train for useful citizenship, and foster patriotism, participate in cooperative effort, encourage and practice thrift, encourage improvement in scholarship, and provide and encourage the development of organized rural recreational activities."

While the community cooperative is not primarily an agricultural or even a rural project, it is more likely to succeed and to have its repercussions upon the people themselves in a small, closely knit community. So cooperative canning plants, chicken hatcheries, cotton gins, breeders' associations, fruit marketing, and the like, are not only profitable to those who are members but are assets to the entire community in that they call for very real citizenship.

INDUSTRIALIZATION. The future of the farm, and therefore of agricultural education, cannot be clearly predicted. We know that, because of industrialization, the percentages of both agricultural workers and of total rural population have been rapidly decreasing. Young men and women have been leaving the country to work in the city. The trend has been toward mechanization, bigger farms, and "big business". These changes have robbed the farm and young farmers and farmers' wives and
children of some of the fine qualities we have been reciting, and have been injecting into wholesome surroundings a number of the social evils of industrialization. They have made it necessary for the farmer to become more and more a mechanic and for agricultural education to become more and more industrial. More than that, bigger business means more buying and selling, more accounts, more skills and knowledges of commercial education. Vocational education can do nothing about economic trends. It must go along with them. It is to be hoped that vocational education for rural young people will combine all the best features of agricultural, homemaking, industrial, and commercial education.⁴⁹

The concepts that surround vocational agriculture are expressed in the following excerpt from an address delivered by the late V. G. Martin. Mr. Martin's comments follow:

It is my opinion that today you rejoice in the physical stature of vocational education in agriculture. I share with you this exhilaration, yet I am deeply apprehensive as to some of the principles that seem to be guiding our progress now. In our innermost being do our satisfaction and pride spring merely from what we are doing or from what we are as we journey along? What elements of character in terms of basic principles vital to enduring achievement in vocational education in agriculture does our progress represent? In what do we deep down believe? By faith, and not works, our personal eternal destiny is shaped. This is to say that what I am is far greater and enduring than what I do. I believe that an omnipotent and omniscient God will forgive me for my acts but that He holds me to unrelenting account for what I am. My constant prayer is that I may be what I ought to be. There is a beautiful hymn whose most beautiful line is, "I'll be what you want me to be, dear Lord." It is high time for us to critically examine what is the character of our belief in vocational education in agriculture.

As we ponder towards formulating our belief in vocational agriculture the question naturally arises as to whether we as a group, large in numbers as we are, should be expected to unanimously agree on what we believe. The casual answer is probably no, yet based on fundamental considerations the answer is yes. Never will we agree, nor should we, on practices; but it is imperative that we be in complete agreement as to the basic guiding principles by which our program and practice should be shaped. In casting about for the framework on which to formulate a universally acceptable statement of our belief I submit that we should point up:

1. Our controlling purpose
2. Whom we shall teach
3. What we shall teach
4. How we shall teach
5. Measuring results

The Controlling Purpose of Vocational Education in Agriculture

I submit the hypothesis that the controlling purpose of vocational education in agriculture should be to train for proficiency in farming. This implies need for improving proficiency in farming and that education is an effective process by which the needed improvement can be brought about. To accept this hypothesis as a statement of basic principle the need must be critical in nature and education must be considered as the most effective process for remedying the need. Certainly there is abundant evidence that there is need for improvement in farming. Objective evidence is readily available to substantiate the claim but will not be presented in this discussion. This evidence, if submitted, would point out (1) the lag between present day farming practices and what available scientific information shows would be still better practices and (2) that scientific study in agriculture is going forward at a rapid rate which means that the best known information today is inferior to what will be known tomorrow. The need for the best current information by present day farmers is unquestionably great and it is safe to assume the need by future farmers will be equally great.

Surely we believe that education, enlightening the individual, is the best way to bring about
improvement in his well being.

Still another consideration enters the picture in seeking to state a basic principle in terms of controlling purpose. The federal act under which vocational education in agriculture is being carried on today specifically states that the controlling purpose of such education shall be to prepare for useful employment on the farm. Only willful lawbreakers could have a part in this program and not subscribe to this as the controlling purpose.

I, therefore, submit at this point as basic guiding principle number one that we believe:

The controlling purpose of Vocational Education in Agriculture shall be for improving proficiency in farming.

Whom To Teach

Training for useful employment in farming being our controlling purpose, it necessarily follows that those to be taught must be those who are farming or preparing to farm. Logical reasoning supports no other conclusion. Again there is a requirement of law to be complied with. The federal act makes specific specification on this — "for those farming or those preparing to enter upon the work of the farm". It therefore seems reasonable to assume as basic principle number two that we believe:

The ones to be taught vocational agriculture are those farming and those preparing to farm.

What To Teach

It is a generally accepted concept that education should bring about desirable change on the part of individual human beings. Desirable change being the end sought it is implied that individuals have needs calling for change from a less desirable state to a more desirable state. I do not think it amiss to suggest that all education might well seek to achieve this end. I am positive in declaring that vocational education must serve the needs for change in the vocation of the individual being taught. What to teach in vocational agriculture? The obvious answer is that which will
serve the vocation's needs. Again the federal law is specific "... to meet the needs of those ....."

Basic principle number three follows:

What to teach is that which will serve the vocational NEEDS of those being taught.

How To Teach

The answer to this can be found only in terms of sound principles of learning. For sake of brevity, suffice it to say that in vocational education in agriculture three simple, yet comprehensive, laws of learning will meet most, if not all, the requirements of good teaching. These are:

(1) The learner must be in a ready state of mind for what he is about to learn;

(2) The learner must use what he is trying to learn, and use it while he is trying to learn;

(3) The learner must have a satisfying effect from his learning experience.

Digressing but in passing, I would like to remark I would trade for a clear usable concept of these three principles on the part of my students preparing to teach vocational agriculture for all the other educational psychology they get, and to say further that I am still looking for one among these students who has received a simple understandable workable knowledge of these principles of learning.

The federal act may not be fully comprehensive on how to teach but it contains definite reference to this by general reference to needs and specifically citing that there must be a minimum of six months supervised practice.

Submitting basic principle number four in terms of good teaching, we believe:

Use of recognized simple principles of learning and good teaching are inseparable.

Measuring Results

"Wherefore by their fruits ye shall know them."
Matthew 7:20. On this divine declaration of the Master himself we may well rest our program. Unless vocational education in agriculture bears fruit - fruit more abundant - then we have fallen short in our achievement.

Then comes basic principle number five, we believe:

Education is measurable by the fruit it bears.

Summarizing on what we believe in terms of guiding basic principles on which all should agree, I submit:

1. The controlling purpose of vocational education in agriculture is training for proficiency in farming.

2. The ones to be taught are those farming and those preparing to farm.

3. What to teach is the needs of those farming and those preparing to farm.

4. How vocational agriculture is taught is most effective only when instruction is based on the utilization of fundamental principles of learning.

5. Results of vocational education in agriculture are measurable only in terms of more proficient thinking and more proficient practice on the part of those taught.

These are no new concepts. I believe they were in the mind of the pioneers in vocational education in the early days. I believe, too, they are the concepts to which we as a group have subscribed down through the years - 37 years.

There is a pressing and piercing question that we must face, however. Have we practiced what we have preached? Time at the moment is inadequate to attempt an evaluation of the program of vocational education in agriculture in chronological order since its beginning. Furthermore, perhaps it is irrelevant to attempt this. The question that we should face squarely today is: What about our present program that is in operation right now? By what principles is it being conducted?
What convincing evidence have we that the controlling purpose of what we are now doing is training for proficiency in farming? To what extent is our enrollment in vocational agriculture classes controlled in terms of those farming or preparing to farm? Are we teaching them practical solutions to critical present day farm problems or are we just teaching Agriculture - livestock, crops, soils, orchards, gardens, poultry, etc. Is vocational agriculture being taught like the teachers of vocational agriculture were taught? Are we measuring the effectiveness of instruction in vocational agriculture by formal academic standards and superficial publicity attractions such as many of the contests engaged in are, or are we looking for constructive farming practices in terms of the economic well-being of those being taught?

In terms of what we believe let us consider three questions:

1. Do we really believe what we say we believe? or
2. If not, what do we believe?
3. Whatever our belief can we prove it by our practice?

I have said at a previous point in this discourse that in terms of eternal destiny I believe that we may be forgiven for what we do but not for what we believe - our faith. At this point I want to slightly expand this creed, to wit: If a man departs too far in his acts from what he claims he believes he is merely lying about what he believes. So, I wholeheartedly subscribe to the scripture which says that faith without works availleth no man anything.

We are proud that the public has entrusted to our custody the expending of one-seventh of a billion dollars annually for vocational education. This signifies a strong confidence in our program. Our conscience must squarely face the question, however, are we worthy of this trust?

We boast that we are reaching three-quarters of a million with organized instruction in vocational agriculture, and of this number almost one-half million are boys (mostly farm boys) enrolled in in-school classes. Does examination of this
enrollment reveal that we believe and operate on the principle that the controlling purpose of what we are doing is training for proficiency in farming? I hope that I may shock you by making the arbitrary statement that of the 422,282 enrolled in all-day classes in 1952 not 100,000 or one-fourth of them will ever farm. I do not know how many of them will farm and I have found no adequate facts on which to base an estimate. One study just made in Mississippi revealed that only 13 per cent of those in one school who had studied vocational agriculture were farming. Studies over the nation show wide variations in their findings. The findings on this point in practically all the studies, though, are vitiated in that the percentage farming calculation is based on the total number reporting in the study and not on the total enrollment for the period of the study. It is highly probable that replies from those farming, who mostly farm in the area where they went to school, is a much higher percentage than the replies from those not farming who generally live outside the area of the school which they attended. In my opinion 25 per cent would be a liberal estimate of those farming out of the total number enrolled in all-day classes.

In this presentation I am not claiming to support or challenge the adequacy of the figure of 100,000 annually for the purpose of normal replacement requirements in farming. I am submitting, however, that what is being taught, how it is being taught, and our measures of results are being critically distorted by the presence of this 3/4 of our enrollment who will not farm. Yet I am not saying that it is necessarily bad that we have them in our classes. In fact, I believe it is possible to be law-abiding and still have a large percentage in our vocational agriculture classes who will not farm. Furthermore, I insist that it is inevitable that we have some of these boys, and conceivably good for all involved.

It is inevitable in that there is no valid method of identifying the sure-farming prospects at the time of beginning study of vocational agriculture. Assuming that the 14-year old farm boy has made a rational decision as to his life vocation is naive, if not assinine. Too, any quick process of counseling, testing and guidance is in about the same category.
The best selective process I can conceive is that of taking them in the vocational agriculture class and counsel and study them as prospects for farming. With some a decision can be reached quickly. With others the time for this will need be prolonged. Let's design our vocational agriculture courses consistent with our basic principles. Then at specified intervals screen out the unfit and select the fit. This screening process would probably be greatest at the end of one year of vocational agriculture. Further screening would be required at later intervals. Each successive group of older boys in vocational agriculture would be more select and represent better and better prospects for farming. Finally we would find the sure prospects for farming. Their study of vocational agriculture would proceed without interruption and follow-up and placement would fall in as a natural consequence.

Until we find out who our sure prospects for farming are, we need not deceive ourselves in thinking that our controlling purpose is preparation for useful employment in farming. We do not practice what we preach and I do not believe we even believe what we preach.

Much of what is taught and how it is taught is in conflict with the basic principles set forth in this discussion. In the areas that I know most about, home orchards are about as common as horseback riding as a mode of travel. Yet I believe most of the teachers I know spend more time teaching home orchards than they do on either corn or cotton production. Furthermore the instruction on cotton production is conducted largely around academic job units. The information taught is just as academic - theoretical, lending itself to reproduction on formal academic tests and examinations. Most cotton farmers I know need to reduce the labor devoted to producing cotton, better control the weeds and grass, get sure stands from the first planting, control insects and diseases, and fertilize properly. Yet it is hard to find evidence of effective instruction on these critical problems. The instruction simply is not pointed at needs farmers have. Too, there is a great deficiency of effective doing activities in the instruction.

The fallacy of our in-school program today is
not that we enroll boys who will not farm but in what and how we are teaching these boys. Our teaching is designed and taught according to a pattern either for no purpose at all or suited to those who will not farm, and not for useful employment in farming. It is imperative that this program be redesigned according to the basic principles of vocational education in agriculture and that it be constantly evaluated in terms of these principles. Under such a pattern we will be constantly finding the good prospects for farming and best serving their interests towards proficiency in farming. Contra-wise those who are not prospects for farming will be constantly weeded out of the program and it may be they will have received something good from studying vocational agriculture in the meantime.

More than filling our classes with the wrong boys, our real problem is what we are crowding into the program we call vocational agriculture. There is so much non-vocational in what we put in this program that there is little time left for what is truly vocational. The time devoted to contests is one of our most serious offenses in this connection, both judging and production contests. Limiting contests in each school to activities that vitally relate to the major economic enterprises and phases of farming of the locality might save a great deal of time that could be used to teach vocational agriculture. Petty shop activities, frills and hobbies, are also diverting time from worthwhile practical needed farm mechanic jobs.

There is drastic need for refining what is being taught in terms of what is needed for more proficient farming.

What we believe as to whom we shall teach will not permit neglecting out-of-school groups..... to meet the needs of those farming and those preparing to farm." I believe there is significant import to the order of listing those farming and those preparing to farm. I take no stock in the philosophy that our job is education for the future only - that youth (farm boys) can be taught to change farming practices but that the adult farmer is set in his ways and is beyond our reach - that "you can't teach an old dog new tricks," may be sound philosophy for dog education but it is utterly fallacious as applied to adult farmers. It would be more apt to say that many of the
tricks which we impose on boys won't fool the dads. Experienced farmers now farming will take all the "tricks" that a teacher has that will actually work. For the adult farmer tricks must be truths. Oh, if teachers only knew more truth about what those now farming need. To begin with we must know what the farmer's needs are - his practices in his business of farming that need to be improved. Only by first hand study on individual farms can the real needs be found. A must if we are to move forward in vocational education in agriculture is for agriculture teachers to spend more time studying the farms in the communities where they teach. More time spent this way would also greatly improve supervisors and teacher trainers.

After finding what the real needs of farmers are we can teach him to change his practice only after we have found indisputable informational evidence (truths) that will work under his conditions of operation. It is not enough for information to be good in theory. It must pay off on the expenditure to be made to put the information in practice. The teacher must know what the 2 plus 2 answer is when he comes to teaching a farmer to change his practice. Some colored sage has aptly said, "you can't no more teach what you don't know 'dan' you can come from where you ain't been."

Too, let us remember that our job is education - education that results in the individual doing enlightened thinking for himself. The philosophy that you can teach farmers by advising and recommending has no basis of democratic principles nor enduring education to stand on.

I am convinced that in vocational education in agriculture the ripest field for harvest is with adult farmers. Our shortcomings in this field spring from our weaknesses and not from faults of present day farmers.

Much could and should be said about reaching the young farmer out-of-school group in terms of our basic philosophy of whom to teach but this will be by-passed in this presentation.

Living up to what we believe is not a job just for the vo-ag teacher. Supervision and administration must be shaped and guided to conform to the same principles. Teacher training should be designed and conducted to the same end.
Time will not permit elaborating on this now. We on the state level are prone to lay the blame on the teacher. He does what he should not do and he does not do what he should do, to hear us tell it. We expect so much of him — non vocational in addition to his vocational duties — that there is no way for him to do all that is demanded of him. I do not know why he does not openly rebel...

It is high time that we as supervisor and teacher trainers design our programs and policies more in keeping with the basic principles of vocational education in agriculture.

It is high time too that school administrators and others in general education, understand the basic principles and philosophy that underlie the program of vocational education in agriculture. If everybody else concerned understood vocational agriculture in terms of its basic aims and purposes and governed themselves accordingly, then we might expect the teacher to put over the kind of job that should be put over.

In closing, may I remind you that we are travelling in the later years of the first half century of our existence. What traditions and heritage do we have to pass on to those who will shoulder the task for the next half century? Will the patterns of today survive the ravages of time and endure in principle to the end of the full century mark, February 13, 2017? The patterns of our practice may perish, and probably will, but the principles that guided us in this day should survive not only the test of 100 years but of all time and serve then as now to point the way to greater and more enduring achievement.

We shall continue to have shortcomings in our day-to-day task as we journey on. We may ask forgiveness for mistakes of the hand but let us pray that we are righteous at heart. Enduring achievement in vocational education in agriculture is like getting to heaven — by faith are we saved — and "Ye shall know the truth and the truth shall make you free". (St. John 8:32)

No, we are not philosophers but God grant that we may have abiding philosophies which keep our vision pointed upwards to heights we shall never attain, but having diligently striven towards such heights we reach higher up the peak
than otherwise we would have.

There will be difficulties and obstacles encountered as we journey along but in the words of Robert Montgomery, "...the answer is not one big blaming action but many little ones, fought on many different fronts - usually by unsung people who believe like giants." 50

Recognizing objectives of vocational agriculture as being educational in nature, Bender offers challenging considerations as to the nature of objectives in vocational agriculture. He states:

Inasmuch as the program of vocational agriculture is educational, our emphasis should be placed upon the development of educational objectives. These involve the changing human behavior -- the development of interests, understandings, skills, abilities, and appreciations that are necessary to serve well in farmers as well as prospective farmers. Teachers have a tremendously important responsibility in helping learners to have worthwhile goals or objectives. Their practices and their accomplishments will be no better than their goals. These goals need to be coordinated and integrated as a part of the total educational program. We should recognize that all our students have interests and needs in addition to the vocational. These involve health, citizenship, home and family, use of leisure time, morals and religion. Too often, objectives associated with the economics of living are developed without a full appreciation of the development of the total personality. 51

In 1929 a committee formulated certain aims of

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51Ralph E. Bender, "Where Are We Going?" The Agricultural Education Magazine, 29:123, December, 1956.
agricultural education of less than college grade. They are presented here for their intrinsic value:

1. To produce agricultural products efficiently.
2. To market agricultural products commercially.
3. To select and purchase suitable farm equipment and supplies.
4. To cooperate intelligently in economic affairs.
5. To manage the farm business effectively.
6. To maintain a satisfactory farm home.
7. To perform appropriate and economic farm mechanic activities.
8. To participate in worthy rural social activities.
9. To use scientific knowledge and procedure in farming occupation.
10. To exercise constructive leadership.
11. To grow vocationally.
12. To get successfully established in farming.

More recently, the aim of vocational education in agriculture is advanced in the monograph entitled, Educational Objectives in Vocational Agriculture, as: "To train present and prospective farmers for proficiency in farming." Noting that this aim is contingent upon the attainment of specifics, the publication states:

The attainment of this aim includes making a beginning and advancing in farming occupations and involves training in the production of agricultural commodities, with its constantly enlarging demand for the use of machinery and mechanical devices; training in the protection of animals and plants against pests and diseases; training in activities involved in the marketing of farm

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products; training in the procedures of farm management and agricultural finance; and training to conserve soil and other natural resources. It involves an understanding of the problems growing out of farm production and the exchange of farm products, whether on a local, State, National or international basis.

The attainment of the aim also includes the significant relationship of the farm to the farm home, as well as responsibility in civic and public welfare and cooperative effort for the common good. It embraces instruction in the interdependence of farming and industries closely related to farm and home, as well as the relationships of farming as a business to other industrial pursuits. It requires training in leadership and a willingness to follow constructive leadership.

The Handbook for School Administrators, issued through the State Department of Education of Louisiana states that:

The purpose of vocational agriculture is to increase proficiency in farming on the part of those now engaged in farming and to train prospective farmers.

To follow in this narration is an explanation of educational objectives in vocational agriculture. Preceding that presentation, a quotation regarding the use and attainment of the objectives is offered. The source material notes that the monograph:

...is intended for use as a guide in developing vocational education programs in agriculture and not as a course of study. Acceptance of major objectives as stated in the publication and a

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53 Educational Objectives in Vocational Agriculture, op. cit., pp. 3-4.

consideration of the contributory objectives should influence the scope, content, and organization of such educational programs.

In the attainment of the objectives, chief concern must be had by the teacher for the individuals who are recipients of the training program. It is the individual who is being educated. The production and marketing of farm commodities and participation in other farming activities are means to an end in the educational program. The principle of self-activity must be recognized in this educational program as in any other. Farming activities participated in by the individual must be analyzed and checked as to their significance in contributing to the attainment of the objective. Educational and farming programs to meet the needs of individuals may then be developed with a consideration of the abilities to be acquired as determined by the analysis.

It is recognized that there will be many different approaches in the realization of the objectives, depending on the characteristics of the individuals being trained, local situations, and types of problems being dealt with in the educational program. ...

Since vocational education in agriculture is to be concerned with the development of effective abilities, such education must be concerned with discovering the problems with which students are confronted in the development of their proficiency in farming. If this line of reasoning is correct, one of the major functions of a teacher is to study the characteristics and situations of the students individually, to identify the problem situations with which they are confronted, and out of these environmental situations select the problems that are to be the basis of teaching.55

Statements of the major educational objectives in vocational agriculture with relevant commentary follow:

The major objectives of vocational education

in agriculture are relatively few. They are distinguished from contributory objectives, which are more limited in scope and represent aspects or milestones in the attainment of the major objectives. In the attainment of both the major and the contributory objectives, the development of ability is essential.

The major objectives as stated in this publication are considered as embracing the more important objectives. The contributory objectives are stated in connection with and relative to the attainment of the major objectives. It is recognized that the objectives are not coordinate and that there will be overlapping in their attainment.

The major objectives of vocational education in agriculture are to develop effective ability to:

1. Make a beginning and advance in farming.
2. Produce farm commodities efficiently.
3. Market farm products advantageously.
4. Conserve soil and other natural resources.
5. Manage a farm business effectively.
6. Maintain a favorable environment.
7. Participate in rural leadership activities.

The different abilities are needed by individuals in connection with farm jobs and activities and in the solution of farm problems. These abilities are developed in situations where something needs to be done; where the learner has a part in selecting and evaluating information, in drawing inferences, in making decisions, in formulating and executing plans, and in evaluating outcomes. In agricultural education programs the development of the abilities, therefore, depends upon individuals having real situations on the farm as a basis for developing sound judgment and clear-cut modes of action relative to standards of good farming. The attainment of the objectives requires that there be a definite relationship between the course of study and the supervised or directed farming programs of individuals. The statement of the objectives in vocational education in agriculture in terms of abilities suggests certain important bearings upon the scope and organization of the instructional program.

Explanatory statements are made ... relative
to the seven major objectives. Each statement is followed by a list of important contributory objectives, stated in terms of abilities, which are essential to or assist in the attainment of the major objectives.

TO MAKE A BEGINNING AND ADVANCE IN FARMING

There are several different levels at which individuals are engaged in farming. There is also a difference in proficiency of individuals who are farming at the different levels. Farm boys in high school and out-of-school young men living on farms who are enrolled in vocational agriculture classes are usually participating in or independently engaged in many farming activities. Progressive advancement of these individuals from one level in farming to another calls for an intelligent analysis of their present farming status, resources, and available opportunities in farming occupations. Adults who are already engaged in farming and are advancing in the occupation must determine whether they should continue in the same type of farming in which they are engaged, what change to make in their farming status, and what improvement they should make in their farming practices.

A start in farming must be made by an individual at some level, such as being on a farm with a definite or indefinite allowance of money for food, clothing, recreation, and other minor expenses; being employed as a farm laborer, either on the home farm or another farm; having an income from one or more farming enterprises and/or supplemented from outside sources; being a partner in a farming business; renting and operating a farm; owning and operating a farm; or managing a farm owned by another individual or an institution.

It is the desire of all individuals who are hoping to establish themselves in farming on a satisfactory basis to get a start under the most favorable circumstances and to advance as rapidly as possible. To get a start in farming and make continuous progress in the occupation requires a number of abilities, the development of which constitutes the objective in a well-planned educational program basic to the needs and success of the individual.
The contributory objectives necessary to the attainment of this major objective may include effective ability to:

1. Evaluate resources for farming.
2. Analyze opportunities for farming at home and on other farms.
3. Locate advantageously for farming.
4. Arrange for initial participation in farming.
5. Procure suitable land for farm operations.
6. Obtain supplies for farm operations.
7. Procure necessary farm equipment.
8. Procure and maintain livestock.
9. Obtain needed capital on a sound financial basis.
10. Increase size of farming business.
11. Purchase farm lands advantageously.
12. Set up a long-time farming program.
13. Formulate and attain specific advancement goals at definite periods of time.
14. Formulate and carry out a self-improvement program.

TO PRODUCE FARM COMMODITIES EFFICIENTLY

The production of farm commodities is a major activity in farming and is an important factor in the success of the individual farmer. Some of the abilities needed in this area are closely related to certain other abilities; for example, the ability to produce farm commodities, with a consideration of certain conservation and management problems and practices, and the abilities to conserve soil and to manage a farm business.

In the production of farm commodities consideration must be given to the selection of enterprises and the production of commodities of such grade, quality, and amounts as will meet market demands. To be an efficient producer the individual must have ability with respect to approved production practices in specific enterprises. Certain of the practices are limited to one enterprise, but others are common to many enterprises. Efficiency in the different enterprises should finally contribute to the successful management of the farm business.

The contributory objectives necessary to the attainment of this major objective may include
**Effective Ability To:**

1. Determine the kind and amount of livestock to produce.
2. Select livestock for the farm.
3. Procure desirable farm animals.
4. Improve livestock on the farm.
5. Care for farm animals.
6. Feed livestock efficiently.
7. Determine the kinds and amounts of crops to produce.
8. Select and store seed.
9. Produce improved seed and crops.
10. Prepare the seedbed and seed the crop.
11. Fertilize the crop.
12. Cultivate and harvest the crop.
13. Store the crop.
14. Control diseases and parasites.
15. Formulate and use production standards.
16. Select, procure, and maintain farm equipment.
17. Make needed farm appliances.
18. Finance specific farm enterprises.
19. Manage the different enterprises.

**To Market Farm Products Advantageously**

The marketing of farm products has become so complex that special emphasis should be given to it by farmers. The complexity is caused by constant changes in agricultural markets, marketing practices, transportation, refrigeration, processing, storing, and supply of and demand for agricultural products. One of the chief difficulties in the marketing of farm products is that of financing sound marketing programs and practices. Consideration needs to be given to all means of marketing.

Many of the abilities necessary to the effective marketing of agricultural products are also essential in the efficient production of the specific commodity. While most problems of marketing are important factors in the production of farm commodities and in the management of the individual farm business, some of them, such as storing, financing, and advertising, are not closely related to production, marketing, and management practices in a total farm business, some specific abilities are needed.

The contributory objectives necessary to the
attainment of this major objective may include effective ability to:

1. Interpret market demands and trends.
2. Produce farm commodities to meet market demands.
3. Assemble products for marketing.
4. Grade and prepare products for market.
5. Process certain farm products.
6. Package products for marketing.
7. Transport products to market.
8. Follow sound storage practices.
9. Sell farm products.
10. Finance marketing programs and practices.
11. Advertise farm products.
12. Maintain desirable relationships with marketing agencies.
13. Expand present markets for farm products.
15. Influence desirable legislation for marketing.

**TO CONSERVE SOIL AND OTHER NATURAL RESOURCES**

The conservation of soil and other natural resources is one of the major difficulties of the individual farmer and is of concern to the Nation. Farming practices on the individual farm constitute important factors in the maintenance of soil and soil fertility. There is a definite relation between soil conservation on the farm as a whole and the management of the farm enterprises. Many soil conservation practices are carried out in connection with the different farm enterprises and others in connection with the management of the farm business.

Perhaps in no phase of farming is there more need for understanding and ability than in connection with the conservation of soils. Some farmers do not appreciate the fact that they have been depleting farm lands by their farming practices, and many lack knowledge of farming practices that will restore the depleted soils. Soil depletion is both physical and chemical. The

**"Conserve" is used in the broad sense, meaning to maintain productivity, not merely to save, protect, or hoard.**
form may or may not be clearly visible to the individual, while the latter is usually not easily detected by him. Depletion results in declines in yields, frequently increases crop failures, and causes deficiencies in nutrients in plants that may be used for feed and food. Consideration must be given to the conservation and management of water, wildlife, and forests, as well as soils.

The contributory objectives necessary to the attainment of this major objective may include effective ability to:

1. Make land-use surveys.
2. Adjust farming to soil types and topography.
3. Rebuild depleted soil.
4. Terrace farm land.
5. Construct and maintain dams, ponds, and water-spreading systems.
6. Irrigate farm lands.
8. Maintain appropriate cover crops.
9. Apply appropriate kinds and amounts of fertilizers.
10. Adjust grazing practices.
11. Reforest or regrass depleted and submarginal lands.
12. Practice selective cutting of farm woodlands.
13. Plant and maintain shelter strips.
14. Protect grassland and farm forests from fires.
15. Analyze causes of wasteful exploitation of resources.
17. Understand the social implications of conservation.
18. Analyze and use conservation programs.
19. Evaluate the effectiveness of conservation programs.

TO MANAGE A FARM BUSINESS EFFECTIVELY

The farm management activities of the farmer pertain largely to the individual crop and animal enterprises and to the farm business as a whole. The individual may be proficient in the specific
enterprises on a farm but lack ability to organize and coordinate the different enterprises and the various activities on the farm into a well-organized and well-managed farm business. A particular enterprise may be below the standard required for satisfactory income, although the farm as a whole may be organized on a satisfactory basis as to the selection, size, and combination of enterprises. To manage a farm business satisfactorily the farmer must focus his attention not upon enterprises alone as important parts of the farm business, but upon their relationship to the farm business as a whole.

The increased mechanization of farming, including transportation facilities, the changing types and kinds of machinery, the development of new materials for construction, the electrification of farms, the improvement of farm conveniences, and other developments in farm equipment require that a proportionately large part of the capital investment for a farmer's business be in farm equipment. Most of the problems of the maintenance of appropriate equipment for an individual farm are related to the production of agricultural commodities, but many of them affect the management of the farm business. The acquiring of equipment and its care and repair deserve special consideration in the management of a farm business.

The amount of capital necessary to obtain a farm business sufficiently large to make possible a satisfactory labor income, the operating costs incident thereto, the changes occurring in mechanical facilities, and the methods and cost of securing credit make the financing of a farm business of great importance to an individual farmer. It is recognized that some needs in financing will appear in connection with the production of farm commodities, others in the marketing of the products, and others in the maintenance of the equipment necessary for the effective operation of the farm, while still others will appear in connection with general operating expenses of the farm.

Significant changes in agriculture are taking place constantly as a result of changes in transportation facilities, marketing practices, demand for farm products, labor situations, and shifts between urban and rural populations. Certain developments in national and international
relationships affect agriculture. A farmer, to be successful, must have the ability to determine the effects that such changes have on agriculture. He finds it necessary to make adjustments in the organization and management of his farm business to particular trends in agriculture. He needs to be aware of the trends and to have ability to participate in activities which may influence the impact of these trends on his business.

The farm is both a place of business and a home. In many cases and on many farms the farm contributes in a large measure to the maintenance of the farm home by providing such food for the family as vegetables, fruits, meats, milk, and eggs. The food is not only produced but also processed and stored on the farm. Many farms, besides providing food, also supply the home with fuel and water. The efficiency of an individual as a farm manager is, in a measure, dependent upon his ability to make the farm contribute to the maintenance of the farm home.

Becoming skillful in the organization and management of a farm business requires ability on the part of the individual farmer to understand the factors that influence a farm business. This understanding requires the use of abilities that are developed in connection with the other major objectives and also requires the development of many new abilities.

The contributory objectives necessary to the attainment of this major objective may include effective ability to:

1. Analyze farm enterprises.
2. Determine the type of farming to follow.
3. Formulate a long-time farming plan.
4. Determine kind and combination of enterprises for efficient farming.
5. Keep and analyze farm records.
6. Analyze a farm business.
7. Equip a farm adequately and economically.
8. Rent certain farm equipment.
9. Get maximum efficiency from machinery, equipment, and livestock.
10. Manage farm labor effectively.
11. Draw contracts, mortgages, leases, and notes.
12. Select, procure, and maintain insurance and social security.
14. Develop satisfactory volume in the farm business.
15. Devise a desirable crop-rotation program.
16. Buy supplies and equipment advantageously.
17. Adjust farm organization plans as needed.
18. Produce food for the family.
19. Process and store foods for the family.
20. Provide facilities for processing food.
21. Provide storage on the farm.
22. Provide and use community storage and processing facilities.
23. Analyze the year's farm business, including problems of taxation.

TO MAINTAIN A FAVORABLE ENVIRONMENT

A favorable social and economic environment for farm people is an essential factor in the development of an efficient agricultural program. The ability to maintain a desirable social and economic environment is challenging and requires special consideration on the part of the individual farmer and groups of farmers. The attitude of the individual, his social environment, and his economic status are important factors in his proficiency in farming. The attitude of an individual toward farm life is, in a measure, dependent upon his understanding and ability to farm profitably. His attitude, therefore, is largely a result of the development of his abilities in farming.

The farm home and the farm are so intimately tied together that the problems affecting one also have a direct influence on the other. The maintenance of a desirable home is recognized as being essential to proficiency in farming. Maintaining, improving, and enlarging upon the influence of the rural home are considered as being of paramount importance in the development of an agricultural program. The conservation of human resources must be of concern in the development of educational programs in agriculture. Living on the land, where most of the physical labor demanded in connection with the occupation is performed out of doors, does not give assurance that the worker always is in the most favorable working situation and that his physical well-being is considered.
Long-time planning in the solution of an agricultural problem requires effort beyond individual action, and for this reason abilities to cooperate for the common good are essential. Cooperation is interpreted to mean working together in the solution of local, State, national, and international problems affecting agriculture. This cooperation may be between individuals in the local community working on problems of community interest, local groups working on common problems, and scattered groups working together on the larger problems affecting agriculture.

The contributory objectives essential to the attainment of this major objective may include effective ability to:

1. Analyze local situations.
2. Evaluate economic resources of a community.
3. Evaluate human resources of a community.
4. Analyze the general objectives of a community program.
5. Influence trends in a community.
6. Provide and maintain suitable farm homes.
7. Provide sanitation and protect health.
8. Provide adequate clothing.
9. Provide modern home and farm conveniences.
10. Provide recreational and social activities.
11. Secure good roads and other transportation facilities.
12. Secure desirable rural institutions.
13. Determine the effects of national and international situations, debts, wars, trade agreements, and tariffs on agriculture.
14. Determine the effects of monetary policies on agriculture.
15. Determine the effects of shifts in industries on agriculture.
16. Evaluate the trends of exports and imports.

TO PARTICIPATE IN RURAL LEADERSHIP ACTIVITIES

As society becomes more complex, there is an increasing need for the development of constructive leadership, recognition of that leadership, and willingness to follow it. The success of agriculture depends greatly upon the ability of the leaders to develop programs and policies affecting
agriculture and an understanding of each program and policy by farmers and by others. Some abilities in agricultural leadership are needed in connection with financing, marketing, program planning, and other aspects of farming and farm life. National and international relationship and changing conditions make it desirable for the farmer to have ability to understand intelligently certain of the larger community, State, national, and international relationships as they affect agriculture. The leadership developed in agricultural education must have the ability to influence some of the trends and policies that affect agriculture.

The Future Farmers of America, the national organization of farm boys studying vocational agriculture in rural public high schools of the Nation, provides through participating experiences in its many intra-curricular activities, excellent opportunities for the training of its members in the development of aggressive rural leadership. Its members learn how to conduct and take part in public meetings, to speak in public, and to assume civic responsibility. Through FFA activities the cooperative spirit is fostered and individual talent discovered and developed. Through the election of their own members as local, State, and national student officers, the organization exemplifies and embodies the fundamentals of a true representative democracy.

Contributory objectives necessary for the attainment of this major objective may include effective ability to:

1. Cooperate for the common good in rural activities.
2. Exercise and follow desirable rural leadership.
3. Get along with others.
4. Organize constructive group activities.
5. Finance group activities.
6. Maintain desirable relations with urban groups.
7. Decide whether or not to participate in agricultural programs.
8. Effect programs that have a desirable bearing on agriculture.
10. Provide an FFA chapter leadership training school.
11. Hold local, State, and National FFA public speaking contests.
12. Hold parliamentary procedure contests.
13. Prepare and put on radio and TV programs.
14. Have FFA members participate in State and National FFA conventions.

An evaluative criteria developed by the Vocational Agriculture Education department at Louisiana State University and Agricultural and Mechanical College lists one additional educational activity for local programs of vocational agriculture. It is to develop effective ability to select, procure and maintain farm equipment and make needed farm appliances.

The United States Office of Education considers a complete program of vocational education in agriculture to consist of: (1) Classes for in-school youth (all-day or day-unit), (2) classes for out-of-school young farmers, and (3) classes for adult farmers. Reference to the constitution of a complete program follows:

For this complete program the element of time should be considered in terms of years as well as in terms of minutes and days per week or month. The in-school youth needs instruction in agriculture to lay a foundation for his farming career. As an out-of-school young farmer he

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56 Ibid., pp. 4-15.
57 Evaluative Criteria for a Local Program of Vocational Education in Agriculture, (unpublished mimeograph, Department of Vocational Agricultural Education, Louisiana State University, Baton Rouge, Louisiana.), p. 36.
58 Administration of Vocational Education, op. cit., p. 38.
needs systematic instruction dealing with the problems of becoming established in a farming occupation. Finally, as an adult farmer he should have an educational service which will keep him informed on the latest developments and the most recent approved practices that affect the enterprises in his farming operations. Therefore, a school should provide an uninterrupted program of instruction in agriculture.\(^59\)

Two significant requirements for instruction in vocational agriculture are noted in the publication previously cited.

The Federal vocational education acts contain two mandatory provisions which are peculiar to instruction in vocational education in agriculture. They are:

1. The instruction must be designed to meet the needs of persons over fourteen years of age who are preparing for farming or who are engaged in farming.

2. Provisions must be made for at least six months of supervised practice in agriculture each year.\(^60\)

Treatment of the pertinency of the materials cited above follows in subsequent pages of the survey of related information.

The program of instruction for vocational agriculture in the State of Louisiana includes four types of classes. They are: (1) All-day classes, (2) Day-unit classes, (3) Young farmer classes, and (4) Adult farmer

\(^{59}\text{Ibid.}\)

\(^{60}\text{Ibid.}\)
Attention is properly called to the four types of classes included in a complete program of vocational agriculture as outlined in the Handbook for School Administrators:

... schools offering vocational agriculture should conduct an instructional program for young and adult farmers in the community, as well as a training program for all-day students who are regularly enrolled in school.

Attention may properly be called to a paragraph from the same publication relative to the complete program:

The vocational agriculture program is an integral part of the total educational program of the school system and is under the direct supervision of the local high school principal. The high school principal is therefore responsible for the program of vocational agriculture in his school, which includes the all-day program for regularly enrolled students, an active chapter of FFA, and an out-of-school program of instruction for young and adult farmers.

More than 70 percent of a group surveyed in a Southern Regional study indicated that in-school youth and out-of-school farm youth and adults should be enrolled in vocational agriculture. Quoting directly from the summary of that study:


63 Ibid., p. 183.
Over 70 percent of the respondents stated that enrollment in vocational agriculture should include all three groups of students: in-school, out-of-school youth, and adults.\textsuperscript{64}

One of the types of classes to be conducted in the vocational agriculture departments in the public secondary schools of Louisiana is the All-day class. The current Louisiana State Plan for Vocational Education states:

The primary purpose of all-day instruction is the development of skills and abilities in young men who are preparing to farm. The work is designed to meet the needs of farm boys whose background indicates a definite vocational objective in farming. All-day classes in vocational agriculture shall be operated as a part of the regular work in high schools or schools of secondary grades. The instructor in such classes shall be under the direct supervision of the parish superintendent of education and the high school principal, just as any regularly employed high school teacher. If the agricultural instructor teaches classes in addition to vocational agriculture, reimbursement on his salary shall be prorated according to the fraction of his time devoted to the teaching of vocational agriculture.

(1) Minimum number and minimum age of students

The minimum number of students in a department for a full time instructor should be 20. The instruction shall be designed to meet the needs of persons over 14 years of age who have entered upon the work of or are preparing to enter the work of the farm.

(2) Length of course in years and in total hours of instruction

Schools undertaking to teach all-day classes

\textsuperscript{64}What Constitutes an Effective Program of Vocational Agriculture in a Community, op. cit., pp. 12-14.
In vocational agriculture should offer four years of high school work. The total number of hours of instruction will vary, depending upon the plan of instruction adopted.

(3) Length of daily sessions in minutes for each year

The length of daily sessions and number of sessions per week shall be determined by the general time plan that is adopted.

A school will use as a minimum one of the following plans for the determination of length of periods and number of periods per week for vocational agriculture.

Plan "A"

Two consecutive sixty-minute periods of instruction, five days per week, for one year, and one sixty-minute period of instruction, five days per week, for the other years.

Plan "B"

Two consecutive sixty-minute periods of instruction, two days per week, and one sixty-minute period, three days per week, for each class.

Plan "C"

Two consecutive forty-five-minute periods of instruction per day, five days per week, for each class.

Plan "D"

Sixty minutes of instruction per day, five days per week, for each class, provided that there is in operation a program of systematic group instruction for out-of-school young farmers and/or adult farmers, planned on a year round basis of not less than fifty clock hours.

In cases where none of the above plans meet the local situation, the school will provide not less than thirty clock hours of instruction in vocational agriculture per month of four weeks, or a total of 450 minutes per week.
Plan "D", in the light of the objectives of the program of vocational education in agriculture, is the recommended plan for departments in Louisiana.

(4) Number of sessions per week or month per year

Covered above

(5) Provisions for a supervised farming program

In order to give adequate time to pupil's supervised farming programs and to follow-up instruction, no teacher of agriculture may give less than four-fifths of his time to vocational agriculture unless there are two teachers of agriculture in a school. The school schedule where vocational agriculture is taught should allow the last class period each day for field supervision of farming programs and follow-up instruction. It should be the administrative policy of the school to use the agriculture teachers' time, not scheduled for vocational agriculture teaching, in planning and supervising farming programs for all-day, young farmer, and adult classes: in teaching general agriculture in Junior High School when it is offered: in follow-up work with former pupils and in teaching young farmer groups. In no case should an agriculture teacher be given a rigid schedule of extra-curricular activities at the close of the school day which would prevent needed supervision of farming programs of pupils and necessary farm home and community contacts and services.

All students enrolled in vocational agriculture classes are required to do at least 6 months directed or supervised practice in agriculture per year. All-day students enrolled in vocational agriculture classes should be required to conduct supervised farming programs consisting of productive enterprises, improvement projects, and supplementary farm jobs for not less than 6 months but preferably over the entire year.

It is recognized that the most satisfactory supervised farming activities are those which are conducted on the home farm. These
activities offer experience in the occupation under normal farm conditions and may be on a constantly changing basis, pointing definitely toward placement or establishment in farming at the conclusion of systematic instruction in all-day classes. First-year students should be encouraged to formulate a diversified farmer-training program as a definite organized part of their study in vocational agriculture. This program should lend itself to continuity and expansion necessary to develop a beginning farm business from which placement will not be difficult. Pupils enrolling for the first time for second, third, and fourth years in agricultural work should be encouraged to carry continuing expanding farmer-training programs to the fullest possibilities of their opportunities and capacities. The intent of this farming program is to set the stage for the pupil "to grow" into farming rather than "to go" into farming. Credit for farmer training and other supervised farm practices may be withheld until such work is satisfactorily completed.

(6) Provisions for follow-up instruction

Records of all former students of vocational agriculture, graduates and drop-outs, shall be kept by teachers of agriculture and efforts shall be made to guide or direct them in their farming operations and to continue to render educational service to them by providing further systematic instruction in vocational agriculture through young farmer classes and farm visits. The teachers of vocational agriculture shall, whenever possible, assist former students who are not yet in farming on their own responsibility to establish themselves in a farming occupation where they may have the opportunity to become permanently established on an independent basis.

(7) Each department of vocational agriculture for white schools should have an active chapter of the Future Farmers of America and in the Negro schools, an active chapter of New Farmers of America. These organizations are excellent devices for the development of leadership, cooperation, initiative, and
self-reliance. Through their program of work, these organizations provide excellent motivation by group activities for securing worthwhile training goals and objectives. It is the obligation of the teacher of agriculture to:

Organize a chapter immediately in a new department
See that regular meetings are held according to accepted procedure
See that regular degree work is carried out
See that an annual program is planned
See that the planned program is carried out
Cooperate with the State Association in carrying out its objectives.  

The Handbook for School Administrators, issued by the State Department of Education of Louisiana notes that:

The Future Farmers of America (FFA) is a national organization of, by, and for boys studying vocational agriculture in the public secondary schools under the provisions of the National Vocational Education Acts.

The FFA is an important part of the program of vocational education in agriculture, and has as its primary aim the development of agricultural leadership, cooperation and citizenship.

This publication notes specifically that the high school principal is "responsible for the program of vocational agriculture in his school, which includes ... an active chapter of FFA ...."

Provisions are made for day-unit classes in the public secondary schools of Louisiana. The State Plan

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67∗Ibid.
specifies that:

Day-unit classes may be organized in schools where there is a need for some vocational agriculture instruction but where the need is not great enough for full-time or part-time, all-day class instruction. Should a teacher not have a full-time teaching load in a high school, he may reach additional farm youth by teaching one or more day-unit classes in nearby schools, provided there is a need for this instruction and satisfactory arrangements can be made. For such classes, groups meet under the normal conditions for teaching vocational agriculture.

(1) The minimum number of boys in a class shall be 10. The instruction shall be designed to meet the needs of persons over 14 years of age who have entered upon or are preparing to enter the work of the farm.

(2) Day-unit classes may meet for one, two, or three years of work. The total number of hours of instruction per week shall be at least two.

(3) Length of daily sessions shall be for at least 60 minutes where the class meets twice weekly and at least 90 minutes where the class meets but once weekly.

(4) Number of sessions per week may be one or two.

(5) Provisions for supervised farming, follow-up instructions, F. F. A. and N. F. A. activities are the same as for all day classes.68

The U. S. Office of Education recognizes the all-day class as being:

... one which is organized in a secondary school for pupils who wish to secure systematic instruction in agriculture. The characteristic which

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experience has shown to be essential in securing the kind of training intended by the Federal acts include the following:

1. The instruction deals with practical farm problems.

2. Instructors are qualified in agriculture by both special training and practical experience.

3. Sufficient school time is provided to allow for--

   (a) Class, laboratory, and farm-shop instruction.
   (b) Studies and observations in the field.

   Future Farmers of America and New Farmers of America are generally accepted as parts of the instructional program. 69

According to a Southern Regional study, the majority of persons participating indicated that the instructional program for all types of students should be based upon the agricultural needs of the students, the community and the available sources of agricultural information. Only 7.1 per cent indicated that the instructional program should be based upon the needs of the student in conducting their farming programs. 70 Conclusions derived from this evidence is as follows:

When over 80 per cent of the respondents agree that the instructional program should be based upon the agricultural needs of the students,

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69 Administration of Vocational Education, op. cit., p. 39.

70 What Constitutes an Effective Program of Vocational Agriculture in a Community, op. cit., p. 17.
the community resources and available sources of agricultural information, the future programs should be highly beneficial to all concerned. Past and current programs have already felt the impact of this thinking.\textsuperscript{71}

Instruction in vocational agriculture for out-of-school farm youth has been identified as a part of the complete program of vocational agriculture in the public secondary school. Such programs of instruction is referred to as young farmer classes, although the program was earlier known as part-time classes. The position of the out-of-school farm youth group as an integral part of the complete program in vocational agriculture is identified as follows:

Young farmer classes are designed to meet the needs of young men who are establishing themselves in farming occupations. The instruction in these classes is so planned that it will serve youth who are legally out of school and who may or may not have had previous instruction in vocational agriculture. It is essential that the program be flexible enough to meet the needs of such individuals with varying educational attainments and farming experience. The following conditions are regarded as essential to the successful operation of such classes:

1. The instruction is designed to meet the needs of young men 16 years of age or older who are not yet definitely established in farming.

2. The instruction deals with problems of individuals in becoming established in farming.

3. Related instruction is provided for

\textsuperscript{71}Ibid., p. 43.
individuals when they need it to make progress in their training program.

4. Systematic instruction is provided on a seasonal basis during each year and planned for a period of years.

Classes of this type shall provide for supervised farm practice by each individual. There shall be not less than 16 meetings of such a class for at least two years or the program of instruction shall be planned for and conducted over the entire 12-month span of the year for a total of not less than 30 hours.72

Concerning the problem of whom to enroll in young farmer classes, a report of a regional study in the south, states:

Thirty percent were of the opinion that any young farmer who needs instruction in agriculture should be enrolled. However, 20.8 percent said that enrollment should be limited to those who are interested and need the instruction, and can carry out improved farm practices. Another 20.8 percent indicated that only young farmers who are interested and need the instruction and can and will carry out improved farm practice should be enrolled.73

It was noted that the need for the instruction was common in the standards favored by the majority of the interviewees.74

In regard to enrollment in young farmer classes,

72 Administration of Vocational Education, op. cit., p. 40.


74 Ibid.
the study concludes that:

No majority decision concerning whom to enroll in young farmer classes was indicated by the interviewees in this Region. That the young farmer should be interested in agriculture and have a need for the instruction is quite definite. It may also imply that he should have the opportunity and the facilities to carry out improved practices. It appears from the responses that a combination of requirements is still the most common practice in use.78

Statements of the primary objective of young farmer classes vary. Most are in agreement with this statement:

The primary objective of young farmer programs in vocational agriculture is establishment in farming on a satisfactory basis and increased proficiency in farming.78

Hammonds suggests several objectives that are quite general, although inclusive, that contribute to the attainment of the primary objective cited above. They are:

Objective: To develop effective ability to:

1. Produce farm products of quality and at the same time maintain or increase the productivity of the soil.

2. Plan and manage a farming program in keeping with one's farming status, modify the factors of production to meet varying situations, and unify the enterprises into an economically efficient program.

78Ibid., p. 43.

3. Market the farm products to advantage, and buy the materials and implements necessary to operate the farming program.

4. Plan for, select, and maintain in good condition the physical equipment and power of the farm.

5. Secure and wisely use the capital needed for the operation and expansion of the farm business, and plan for its repayment.

6. Cooperate with one's fellows in mutually helpful activities that expedite the solution of their common farm problems.

7. Participate in founding and maintaining an attractive and happy farm home.

8. Appreciate the inherent beauty and worth of the many objects, institutions, and activities of the rural environment, to the end that they will be a never-ending source of enjoyment.

9. Have a justifiable occupational pride in farming.

10. Participate in the civic institutions and movements whose program affects the young farmer's economic welfare.

11. Plan for oneself a program of placement and progressive establishment in farming and continue the study of agriculture and rural living.

12. Make a good and equitable rental or trade agreement.

13. Interpret and execute properly the legal papers that safeguard one's economic interest in becoming established in farming.

15. Be socially proficient (which includes the use of etiquette).  

The Louisiana Plan for Vocational Education includes plans for young farmer classes in vocational agriculture. Specifically, the provision reads:

It shall be the purpose of instructors in young farmer classes to offer an opportunity to out-of-school young farm boys who have not yet entered upon the work of the farm on their own responsibility to attend classes at stated times in order to increase their proficiency in farming and assist them in establishing themselves in the farming occupation. Most of the young men available for enrollment in these classes have made but limited progress in becoming established in farming. These young farmer classes should be planned to meet the needs of graduates of vocational agriculture departments as well as drop-outs from agricultural courses and young men with no systematic agricultural instruction.

Every teacher of agriculture should conduct at least one class of out-of-school young farmers where these men can be taught whatever they need most to learn about farming.

Systematic instruction and follow-up supervision during the training program is desirable because these young men are continually faced with new problems and challenging situations.

In teaching young farmer groups, an organization with elected officers and committees is almost essential to success. Wide use of committees can cover many phases of the program such as enrolling students, attendance, recreation and course content, thus developing leadership along with other learning outcomes.

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Goals of young farmer classes established in the Louisiana Plan for Vocational Education are as follows:

1. To develop proficiency in farming.
2. To assist in becoming successfully established in farming.
3. To develop ability and proper attitude toward cooperative effort.\(^79\)

Setting forth standards that pertain to the conduct of young farmer classes, this instrument reads:

It is important that the instructor conduct his part-time work in such a manner which will appeal to boys who are primarily interested in putting the instruction to immediate use on the farm. A plan based upon a general outline of the content of the course of study shall be made for the purpose of budgeting time. Each member must work out his own program, modifying it to meet the needs of his community and continually revising it in the light of developing experience and individual needs of his pupils. Classes may meet during the school day or in the evening.\(^80\)

Certain specific items pertaining to young farmer classes in vocational agriculture pertinent to the problem under consideration are designated in the Louisiana State Plan for Vocational Education. These items are basic to the conduct of young farmer classes. They are:

1. Age of student may generally range from 16 to 24.
2. Course is continuous from year to year.
3. The length of the sessions shall be 90 minutes or more.

\(^79\)Ibid., p. 6.

\(^80\)Ibid.
4. Instruction shall be continuous throughout the year. Effort will be made to provide such instruction just prior to the time the job would normally be performed on the farm.

5. Individual farming programs shall be planned and followed by each member enrolled. The program shall be based upon each individual situation, but each should progress toward a satisfactory establishment in farming as a goal.

The teacher shall act as counselor to the students, supervise their farming programs, keep records, and make reports of the progress and results of all activities and practices.

6. In providing for follow-up instruction the following practices will be observed:

Departments of vocational agriculture shall maintain a permanent system of records of the occupational status of all young farmer students. Establishment in farming shall be considered a definite responsibility of the teacher of vocational agriculture to all young farmer students.

These students may be encouraged to continue their education in agriculture through adult farmer classes, after becoming established in farming.\(^\text{81}\)

Of significant interest to this study is the role of the school administrator as presented by the U. S. Office of Education. Their statement follows:

The School Administrators Role. -- The local administrator has an important role in the young farmer program. He makes the decision as to whether there will be a program in the school. Consequently, he should have an understanding of the program, recognize the needs and problems

\(^{81}\text{Ibid.}\)
of young farmers, and accept the program as an integral part of the school and work of teachers of vocational agriculture. To maintain a broad understanding of the program the administrator will take advantage of opportunities to visit successful programs in other schools and to participate in conferences and other meetings dealing with important aspects of young farmer work. He will also discuss the young farmer program with the vocational agriculture supervisor, as well as with the teacher, the vocational agriculture advisory council, and young farmers.

The school administrator should explain the young farmer program to the high school faculty and the board of education. He should see that work with young farmers is specifically included in the vocational agriculture teacher's job, and especially that this work is recognized by an allocation of time for it in the teacher's schedule. After the local young farmer groups are organized, the school administrator should visit classes periodically and offer suggestions for the improvement of the program.82

A study of the number, characteristics and needs of youth in the rural areas of Louisiana points out significant facts important to those planning and conducting out-of-school programs for farm youth. Studying that group ranging from 16 to 30 years of age, the study points out that in 1950 the State of Louisiana had 70,408 rural farm white youth, 102,424 rural non-farm white youth, 52,428

non-white farm youth and 46,201 non-white rural non-farm youth.83

The study being cited offers salient points in the summary and conclusions. The more pertinent ones are:

Older rural youth of the state, as shown in their interest in formal programs of education and recreation, feel a keen interest for a more complete social life. Their past experiences in formal organizations are such as to lead one to expect that they would not be too difficult to work with in this manner. In this connection, the type of recreational outlets they have had leaves something to be desired in terms of well organized activities suitable for joint participation of boys and girls.

Older rural youth preferences with respect to educational programs indicate a strong desire for more information on topics dealing with the home, family farm and business. In this regard, they feel educational meetings should include community groups and be held on a Wednesday, Friday or Saturday evening. The great majority of older rural youth prefer the demonstration technique of presenting educational material. Many of this group use the radio or newspaper and other periodicals as sources of information.

According to their responses, older rural youth are partial to sports of one kind or another, movies, and dances as recreational outlets. They are keenly interested in planned recreational activity, however. Their remarks indicate that a community-wide social event planned for a weekend day and set for an evening hour would be a great success.

In general, older rural youth prefer joint educational and recreational programs. In this respect, most of them have transportation

83Alvin L. Bertrand, Older Youth in Rural Louisiana, Louisiana Bulletin No. 478, (Louisiana State University and Agricultural and Mechanical College, Agricultural Experiment Station, 1953), pp. 20-25.
facilities and would be willing to travel as far as 20 miles to attend such programs.

The responses of older rural youth give many indications that they are at a time when guidance and counseling is sorely needed. In this connection a significant proportion of them have no definite plans for the future. Also, many of them have given serious thought to leaving their present occupation or location. Furthermore, a large number have not found a suitable person to whom they can go for personal guidance. With respect to the latter point, the majority would prefer counseling on a group basis but many persons would need individual attention.

The concluding statement of the study is of interest:

In conclusion, much of the above should be of interest to local community leaders and persons professionally interested in bettering rural life. In fact, the needs and problems of older rural youth, as implied in the findings of this study, represent a definite challenge to all who are sincerely concerned with this segment of our population.

As an integral part of the complete program of vocational agriculture in the secondary school the adult farmer program occupies an important position. Specifically,

Adult farmer classes are planned to assist adult farmers by developing their ability to solve their specific farming problems. In order that the instruction may be specific and effective, it should be so planned that the work done in one year will show definite relationship to that offered in previous years, as well as that planned for succeeding years. Instruction in

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84 Ibid., pp. 50-51.

85 Ibid.
adult farmer classes should be:

1. Planned to assist established farmers in solving their farming problems.

2. Flexible enough so that it may be adjusted to meet emergency farm problems.

3. So organized that the work of each meeting of the class will have definite relationship to the course as a whole.

4. Organized on a seasonal basis.

There shall be not less than 10 meetings totaling at least 20 hours, over a period of not less than 2 weeks in any year.86

The current Louisiana State Plan for Vocational Education provides for adult farmer classes in vocational agriculture in the public secondary schools of Louisiana. The provisions follow:

This should be a long-time program in which the burden of maintaining the program is placed on the class members. Instruction should result in the general improvement of farm practices, hence, existing farm practices and their problems should be the basis of instruction. In general, discussion procedure is widely used with the teacher's role being that of an organizer and discussion leader. A class organization, with a name, elected officers and committees, usually gets good results. Use should be made of all organizations and existing agencies which may contribute to the program. The course of study planned should be of the unit type. Instruction shall be given on the specific units in which students are most interested, and the units are usually discussed immediately prior to the time for making a decision or applying a practice.

1. The classes shall be for adult farmers

86 Adminstration of Vocational Education, op. cit., p. 41.
already established in the occupation.

2. The course is continuous from year to year.

3. The class session shall be for 90 minutes or more.

4. Instruction shall be continuous throughout the year. Efforts will be made to provide such instruction just prior to the time the job would normally be performed on the farm.

5. As a result of instruction, members of the class shall be assisted in planning improved practices in some job or several jobs of a farm enterprise, or the improvement of farm enterprises as a whole, or the improvement of the farm or part of the farm, or the reorganization of the farm business.

The teacher is expected to "follow-up" adult farmer instruction and assist members in planning and conducting improved practices, check results, and make reports to the State Supervisor. This will require contacts with farmers at home and special visits to observe progress and results of work. 87

Eckstrom and McClelland delineate the following as objectives of adult farmer classes.

Adult education should assist the farmers to do the following things:

1. To provide and maintain appropriate farm machinery and power equipment.

2. To produce high quality farm products efficiently.

3. To market farm products economically.

4. To conserve and improve the soil.

5. To engage in cooperative buying and selling activities.

6. To keep, analyze and utilize some records.

7. To work with other farm and rural people in projects for the improvement of agriculture and community life.

In the Handbook for Teaching Vocational Agriculture, Phipps and Cook identify adult farmer classes as being:

... composed of farmers enrolled in intensive courses providing systematic instruction on practical farm problems and activities. These courses are organized for persons who have entered upon the work of the farm. The enrollees of a course carry on farming activities involving the use of approved practices related to the course of instruction and under the supervision of the teacher of the course.

In the same work, Phipps and Cook express the primary objective of courses for adult farmers in that the classes:

... should be to develop the ability of farmers through systematic instruction to solve their problems intelligently and to perform the manipulative jobs needed on their farm.

Some contributory objectives may be stated as follows:

1. Provide up-to-date information involving approved practices related to farming.

2. Develop abilities which will enable them


89Lloyd J. Phipps and Glen C. Cook, op. cit., p. 582.
to perform their necessary farm mechanics jobs.

3. Develop abilities which will improve the management of the farm business.

4. Develop abilities for a "Live at Home," "Farm Family Living" program.

5. Develop abilities in food production and conservation.

6. Develop abilities in cooperative activities which will result in desirable farm practice.

7. Develop abilities which will result in making a farm a better place to live.90

Hamlin outlines a broad view of adult education in agriculture as he proposes the following objectives:

1. Increased interest in life, in farming, in the community, nation and world.

2. Increased ability to work with others in the family and community groups.

3. Increased adaptability in anticipating change and making adjustments to it.

4. Increased understanding of the possibilities and values of a democratic way of life and increased ability to apply the principles of democracy in all relationships.

5. Increased ability to use the agencies which have been provided for the use of farmers.

6. Improved ability to think individually and as a member of a group.91

90Ibid.

Proposed steps for planning local programs for adult farmers classes in vocational agriculture may be derived from a consideration of the following:

In planning adult farmer programs we carry out the following steps, some of which overlap, even though we may not be aware of all of them.

1. Set up general objectives for the program.
2. Determine the instructional needs.
3. Set up specific objectives, including anticipated outcomes for the course to be taught currently.
4. Develop plans for farming activities through the course presentation.
5. Supervise the follow-up program.
6. Check upon outcomes.

Attention may properly be called to a statement appearing in the Handbook for School Administrators, published by the State Department of Education of Louisiana. It refers to the responsibility of the secondary school principal to out-of-school groups. The statement follows:

Programs of instruction in agriculture for out-of-school groups (youth and adults) shall be organized on a systematic basis. It shall be the responsibility of the high school principal to see that an adequate meeting place is provided and that a schedule of classes convenient to class members is arranged. All records of attendance shall be kept and filed as a part of the

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Phipps and Cook regard the administrator of a school as the:

... administrator of the local adult farmer program. Most administrators delegate some of the responsibility to their teacher of vocational agriculture.

The qualifications of teachers of vocational agriculture are outlined in The Louisiana State Plan for Vocational Education. The provisions are presented for their intrinsic worth.

Qualifications of teachers

a. Regular teachers of all-day, day-unit, young farmer, and adult farmer classes

(1) Education

(a) General

Teachers of vocational agriculture shall have 46 hours of general education in a distribution prescribed by the State Board of Education for the certification of teachers.

(b) Technical

Teachers of vocational agriculture shall have 60 hours of technical agriculture, which shall be in a distribution recommended by the State Supervisor of Agricultural Education and approved by the State Supervisor of teacher Certification.

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94Lloyd J. Phipps and Glen Charles Cook, op. cit., p. 540.
(c) Professional

He shall have a minimum of 18 semester hours of which at least 3 semester hours must be in the history of education, foundation of education, and/or philosophy of education; at least 3 semester hours in educational psychology and/or principles of teaching; at least 4 semester hours of student teaching; and an additional 8 semester hours in agricultural education appropriate to the teaching level.

(2) Experience, farming

The teacher of vocational agriculture shall be at least 21 years of age and shall have such qualifications as will fit him for leadership in a rural community. In addition, he must have had at least two years of practical farming experience since reaching the age of 14 and should have been reared on a farm.

Temporary teachers for all-day, day-unit, young farmer and adult farmer classes.

Effective July 1, 1950, no beginning temporary teacher whose qualifications are less than those indicated in a 2.a. above shall be employed unless teachers having qualifications as set forth in 2.a. above are not available in the state. Such temporary teachers must have prior approval of the State Supervisor of Vocational Agriculture before being employed.

Special teachers for young farmer and adult farmer classes

(1) Education

The instructors employed as special teachers for young farmer and adult farmer classes should preferably be graduates in agriculture of recognized colleges. When individuals with such educational background are not available, persons who have completed a minimum of two school years of training in recognized colleges, of which a minimum of 15 college hours must be in technical agriculture, may be employed as teachers.
(2) Experience

These special teachers shall be recognized as having an outstanding farm background and shall have not less than five years of recent wage-earning experience in farming occupations and shall have the ability to work with the people they are to instruct.95

Provisions for employing teachers of vocational agriculture are covered in the Louisiana State Plan for Vocational Education, as well as for use of advisory committees.

Teachers of vocational agriculture shall be employed and paid on a 12-month basis. They shall be entitled to not more than 2 weeks of summer vacation, such vacation to be taken at the time when summer supervisory activities are least urgent and shall be approved by the parish superintendent of education.

An advisory committee to guide and direct the teacher of vocational agriculture and other local school officials in planning the entire program of agricultural education within a community is selected by the teacher of agriculture and approved by the principal, parish superintendent or board of education. This committee should consist of seven or more members. Membership should be representative of the different local agricultural interests and not chosen to represent any particular organization.96

For purposes of this study, the inherent character of school administration is treated adequately in a publication of the State Department of Education of Louisiana. The role of school administration is defined

96Ibid., p. 9.
in that publication as follows:

The quality of the public school program is determined to a great degree by the quality of educational leadership possessed and used by school administrators. The kind of schools we have reflects their vision and beliefs concerning the role of public education in our society.

The role of leadership in a democracy is vital to its survival. Strong constructive leadership based on faith in people and an understanding of the democratic process enables a democratic society to grow and prosper. The individual is able to identify his purposes with those of the group in a way that is mutually profitable and satisfactory.

In contrast, leadership that is authoritarian in character weakens and is destructive of democracy. However benevolent its purposes, it denies to people the right to solve their own problems by doing their own thinking. It is limited by the narrow practice of policy making without consulting those for whom policies are made. It undermines the freedom of the individual to find his place in the social group according to his abilities, character, and inclination. This destroys the dignity and innate worth of the individual human being which is the very essence of democracy.

School administration has the function of making facilitating arrangements for teachers and pupils to come together in an environment that is conducive to good education. It has the further function of helping shape the curriculum and providing such supervisory and leadership services as are needed to assure that all children, youth, and adults enjoy educational opportunities according to their needs, interests and abilities.

Perhaps the most serious challenge to school administration at this time is the need to orient the school program so that it will be related to the needs of the people. Many attempts have been made in this direction, but much remains to be done. Unless there is good leadership, promising programs may be handicapped.

Leaders have formulated plans, passed them
out to people, and then wondered why people failed to go to work enthusiastically on them. Other leaders, with a little more insight, have tried to sugar-coat their plans by permitting the people concerned to share a little in some unimportant decisions, but retaining all the important decisions for the "experts" who "really know the answers." They, too, have failed. Authoritarian leadership methods seem to make little lasting impact on people. They might comply under duress, but their basic beliefs and behavior patterns remain unchanged.

If schools are to move ahead in the direction of providing a total program of education designed to meet the needs of all people, school administrators must provide dynamic democratic leadership. They must have the ability to bring together all who are interested in education -- teachers, parents, school board members, citizens, children and youth -- so they may work and study cooperatively to the end that schools meet the challenge of providing education for all in keeping with the needs of society. ...97

The subject matter of school administration as outlined by Sears serves to identify the practices of administration as well as the theory or philosophy underlying the practices. He outlines the subject matter of school administration as:

1. Establishing educational purposes by expressing them in the form of aims and a program of work to be accomplished, e.g., laying out its work.

2. The development and organization of a personnel and the necessary finances, housing, materials, and facilities for carrying on the work.

3. The procedures and techniques for the performance of the work, including the policies

and plans to guide it.

4. The nature and use of authority (legal, scientific, social, and personal) by which administration operates.

5. The origin and nature of the aims and processes by which administration operates.

6. The nature of the mechanism by which authority and knowledge are applied in the process of administration.98

Robinson calls attention to the identity of the administrative head of the local school. He states that:

Although the law is very brief on the point of administrative authority on the local level, tradition has provided that the principal of the school shall be the administrative head of the local school, subject to the control of the parish superintendent of education and the parish school board.99

With reference to certain legislation, Robinson observes that:

Act 109 of the Louisiana Legislature describes the parish school system as the operative unit on the parish level with the superintendent appointed by the parish school board as administrative head. By inference in the Act, and by delegation of authority by the parish school board through its superintendent, the principal of the high school is considered to be the administrative head of the local school in Louisiana.100


100 ibid., p. 10.
A study designed to provide a job analysis of the vocational high school principal has implications for this study. The following paragraphs are taken from that study:

In November, 1951, the National Association of Secondary-School Principals published a significant report entitled "Training and Experience Standards for Principals of Secondary Schools." A statement in one paragraph in this report started a chain of events which resulted in the preparation of a job analysis of the vocational high-school principalship. This article is a summary of the findings of the study, carried on at Cornell University as a part of the Co-operative Program in Educational Administration sponsored by the W. K. Kellogg Foundation of Battle Creek, Michigan. The paragraph mentioned reads:

Certification requirements should be the same for the different levels of education. The Committee does not see the need for separate certificates for principals of junior high schools, senior high schools, and junior colleges, or for principals of trade, technical, or vocational schools.

The question raised by this recommendation of the Committee on Educational and Experience Standards for Principals of Secondary Schools is simply this: Are the duties, responsibilities, relationships, specialized knowledge, and skills of the vocational high-school principalship sufficiently unique to require special training and experience for certification purposes? In other words, is this proposal of the Committee in accord with the realities of administrative experience and practice in specialized vocational high schools?

An investigation showed that very little is known about the vocational high-school principalship. No research has been done in this field and none of the many books on administration and supervision or on the duties of school principals discuss the special requirements of the vocational high-school principalship. Since this job analysis was prepared, however, a bulletin has been issued by the U. S. Office of Education which lists many of the duties of the vocational high-school principal with special emphasis on his supervisory responsibilities.
In an effort to meet the need for more detailed information concerning the vocational high-school principalship, a complete job analysis and job description were prepared, including a description of the duties and responsibilities of the principal, his relationships with organizations and persons outside of the school, the conditions under which he works, the specialized knowledges and skills required of the job, and the qualifications needed for the job in terms of education and experience.

SUMMARY OF FINDINGS

The following conclusions are supported by the details of the job analysis:

I. A great many of the functions of the vocational high-school principal are substantially the same as those of any high-school principal.

II. The vocational high-school principal has many duties and responsibilities which are unique to the vocational high school. Although many of these functions are delegated, in part, the principal is ultimately responsible for them. He must:

1. Organize and operate a vocational education program based on the philosophy and objectives of vocational education.

2. Select and/or recommend teachers of trade and technical subjects.

3. Assign duties, delegate responsibilities, and evaluate performance in terms of the objectives of a sound vocational education program.

4. Prepare financial budgets and other estimates of needs and requirements of a comprehensive program of vocational education.

5. Evaluate the need for and requisition a great variety of equipment, tools, supplies, materials, and services required to operate a program of vocational education.

6. Prepare many types of special reports to his superiors and the state education
department concerning the vocational education program—its present status and probable future development.

7. Supervise the operation and maintenance of a complex school plant, containing a great variety of complicated machinery and equipment, often hazardous and always costly.

8. Ascertain building requirements and prepare specifications for new facilities and equipment, and plan for the replacement of worn-out and obsolete equipment.

9. Recruit new pupils, select those qualified for training, and see that they are classified properly in terms of previous training, abilities, interests, and needs.

10. Organize a workable and economical schedule of classes and prepare pupil programs which conform to all requirements of state and local regulations for general and vocational education.

11. Provide for a year-around schedule which meets the training requirements of vocational education.

12. Make the objectives and philosophy of vocational education vital and meaningful to faculty and pupils.

13. Plan and organize a program of trade extension and apprenticeship training based on sound principles of vocational education applied to adult needs.

14. Operate a guidance program which provides educational and vocational guidance and placement and follow-up services based on the purposes of vocational education.

15. Formulate a curriculum policy and organize courses of study designed to accomplish the goals of vocational education.

16. See that courses of study and instructional materials are kept up to date and are consistent with the actual training needs in the trades and technical occupations for which preparation is being given.
17. Supervise classroom and shop instruction to the end that instruction is kept at a high level of quality and is directed toward the objectives of the vocational program.

18. Provide for and recommend the proper kind of inservice training needed by a vocational education faculty.

19. Provide for related instructional services (library, visual aids, and the like) needed for a vocational education program.

20. Carry on a public relations program which keeps the general public well informed concerning the aims and accomplishments of the vocational high school so that public support will be continuous as the program is developed and improved.

III. The principal has many relationships with persons and organizations outside of the school which are unique to the vocational high-school principalship. He must:

1. Contact employers, labor leaders, parents, and the general public for purposes of recruitment, placement and follow-up of graduates, evaluation, and publicity concerning the training facilities available at the school.

2. Contact other personnel within his own school system, superiors, supervisory personnel from the central office, and administrative and guidance personnel in other high schools relative to curriculum matters, financial matters, production work, and the needs of the vocational education program.

3. Contact personnel in other schools within his own school system and in neighboring schools systems, for purposes of recruitment of pupils and dissemination of information concerning the opportunities in the vocational education program.

4. Meet with state education department personnel within his school and outside in order to consult with them about his program
and its development.

5. Serve on many educational committees, councils, and surveys relating to vocational education in addition to the usual professional activities of all secondary-school principals.

6. Belong to and participate in the programs of many vocational education professional associations in addition to the same professional associations to which all secondary-school principals belong.

IV. Some of the working conditions of the vocational high-school principal which are unique to the position are:

1. Vocational high schools are larger than most high schools, on the average, and contain a great variety of expensive equipment; the financial investment may run into many millions of dollars.

2. Faculties of vocational high schools, except for girls' schools, are predominantly men and are about equally divided between shop and non-shop teachers.

3. Usually there are as many pupils in the evening school as in the day school.

4. Curriculum offerings stress trade, industrial, and technical subjects; with English, social studies, mathematics, science, drafting, and health education also required of all pupils.

5. The school is likely to be located in less desirable industrial and commercial neighborhoods.

6. Most of the vocational high schools are boys' schools; a very few are girls' schools or coeducational.

7. Vocational high-school pupils invariably come from the middle or lower economic level type of working class homes.
V. Some of the physical demands of the job and time factors unique to the position are:

1. He often has to work long and irregular hours due to various meetings, evening school activities, and public relations contacts required by the job.

2. He may have to work more in the summer and at vacation periods than most high-school principals due to extended vocational education programs being carried on beyond the normal school year.

VI. There are certain specialized knowledges which are unique to the vocational high-school principalship--specialized in the sense that the vocational high-school principal needs a much more extensive knowledge of the following items than is required of other high-school principals. He needs a specialized knowledge of:

1. The history, philosophy, and scope of vocational education.

2. The literature of vocational education.

3. Adult education, particularly trade extension and apprenticeship training.

4. State and Federal laws and regulations relating to vocational education.

5. Trades and occupations--personal knowledge of one trade or of an industrial or technical occupation as a result of work experience in it.

6. Shop organization and management; equipment, tools, materials, supplies, and mechanical and electrical services for vocational shop operation.

7. Special building needs for vocational education.

8. Industrial and labor relations.

9. Local industries and business establishments--their employment policies and working conditions in them.
10. Local labor unions and their policies.

11. Area schools and personnel in them to be contacted when recruiting pupils.


13. The important relationship between general education and vocational education and how to co-ordinate these two phases of his program.

14. How to evaluate a vocational education program.

15. Schedule making in a vocational high school.

16. The preparation of trade analyses.

17. Course of study and curriculum development for a vocational education program.

18. Relationship between the shop courses and the related subjects.

19. Teaching methods and lesson planning adapted to vocational education.

20. Shop safety and shop safety education.


22. Production work problems in the school shops.

23. Teacher needs in and teacher selection for vocational courses.

24. Vocational teacher training.

25. Psychology of learning, with special reference to the learning of trade skills.


27. Educational and vocational guidance and job placement and follow-up methods.

28. The social and economic levels from which pupils come.
30. Grading and promotion policies adapted to vocational high schools.

31. Why pupils in vocational high schools leave school before graduation.

VII. The administrative and supervisory skills required of the vocational high-school principal are not unlike those required of all secondary-school principals. 101

Sutherland's study relating to criteria for establishing high school departments of vocational agriculture is of interest in connection with this study. In the general conclusions and findings, he notes that:

The attitudes of local school administrators toward vocational education in agriculture, their knowledge and understanding of the purposes of instruction in agriculture and of the duties and responsibilities of a teacher of this subject are extremely important factors in the success of a department.

If competent teachers are to be retained in this profession, more attention must be given to (a) developing better teacher-principal relationships, (b) to defining the job of the teacher and his responsibilities, and (c) giving teachers of vocational agriculture more voice in the guidance of farm boys and the selection of pupils for enrollment in their classes. 102

Noting the conditions and facilities necessary for


for an effective program, Sutherland lists the following:

1. Local school administrators and members of the local board of education understand and are in sympathy with the objectives of vocational education in agriculture and want a good department.

2. Competent teachers for the department can be obtained and retained.

3. Adequate provision can be made for the counseling, guidance, and enrollment of pupils in classes in vocational agriculture.

4. Satisfactory curriculums and class schedules can be provided not only for pupils who desire terminal vocational courses, but also for those who want college preparatory courses with a four-year major in vocational agriculture.

5. An adequate departmental budget can be provided including provisions for travel and secretarial assistance. 103

A study conducted by Stephens concludes that the school administrator should:

1. Become acquainted with the program of vocational education in agriculture, its aims, purposes, objectives, and how it operates, and the provisions made by the federal and state governments for its operations.

2. Study the agricultural needs of the community served by the school.

3. Familiarize himself with the duties of the vocational agriculture teacher and give him assistance when it is needed.

4. Obtain facilities and finances needed to operate an adequate department of vocational agriculture.

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103 Ibid.
5. Give the teacher of vocational agriculture an opportunity to cooperate and assist in carrying out such duties as making out a class schedule for vocational agriculture, and providing for the training to be carried to the doing level.

6. Formulate a policy statement regarding such things as finance, program planning, group to be served by the department, use of the department equipment by the school, and who will participate in the planning of the program.

7. Offer suggestions in building a program of vocational agriculture that will adequately meet the needs of the community and help provide for the broadening and improving of instruction.

8. Assist in making the vocational agriculture teachers, other faculty members, students, and patrons realize that the vocational agriculture program is an integral part of the total educational program.

9. Cooperate with and maintain a favorable attitude toward State and area or other supervisors whose duties are to assist in planning a better program of vocational education in agriculture for the school.

A study conducted by A. E. Robinson in 1950 concerns the professional college preparation of principals of Louisiana schools having departments of vocational agriculture. Mr. Robinson stated the problem in these words:

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104Frederick Emmanuel Stephens, "Duties and Responsibilities of School Administrators and Vocational Agriculture Teachers as Pertaining to Vocational Education in Agriculture in the State of Texas," (unpublished, A research paper, Sam Houston State Teachers College, Huntsville, Texas), p. 92-93.
Statement of the problem. Do the principals of Louisiana high schools believe that the professional college training they received was sufficient to aid them in formulating, specifically, a basic philosophy of the program in vocational agriculture education that is in keeping with the primary aims and objectives of the program? Was the training sufficient to make them competent to administer and supervise the program as an integral part of the total school program?\textsuperscript{105}

The study cited the extent to which the professional, college preparation acquainted the principal with laws and policies regulating vocational education in agriculture. More than two-thirds of those participating in that study indicated a lack of proper understanding of the Smith-Hughes Act, the George-Barden Act, the Louisiana State Plan for Vocational Education and the U. S. Office of Education Bulletin No. 1, "Administration of Vocational Education."\textsuperscript{106}

Probing the understanding of the use of federal funds, on the part of secondary school principals, the study reveals that professional college preparation failed to:

1. Acquaint 64.3 per cent with the amount of federal money made available.

2. Apprise 69.3 per cent with conditions under which federal funds may be used.

\textsuperscript{105}A. E. Robinson, \textit{op. cit.}, p. 3.

\textsuperscript{106}\textit{Ibid.}, p. 30.
3. Familiarize 72.6 per cent with forms to be submitted in accounting for use of federal funds.

4. Impress 80.3 per cent with conditions for matching federal funds.

5. Reveal to 66.9 per cent how federal funds are made available to local schools.

6. Inform 85.4 per cent with conditions under which federal funds might be prorated.\(^{107}\)

Participants in Robinson's study indicated that professional preparation in college failed to:

1. Acquaint 82.22 per cent with the types of instruction that may be offered by vocational agriculture departments.

2. Apprise 77.4 per cent of the principals with the duties and responsibilities of vocational agriculture teachers.

3. Evolve in an understanding of administrative authority on the local level for 71.31 per cent of the principals.

4. Result in an understanding of the administrative authority on the state level for 74.05 per cent of the participants in the study.

5. Acquaint 86.03 per cent as to the minimum age of all-day students.

6. Apprise 88.99 per cent of the principals with the minimum number of all-day students necessary to justify a program of vocational agriculture.

7. Lead to an understanding of the organization of the Future Farmers of America according to 53.28 per cent of the principals involved.

8. Inform 82.09 per cent with policies regarding minimum time class schedules for all-day instruction.

\(^{107}\)Ibid., p. 35.
9. Develop proper understanding of the responsibility of the vocational agriculture department to provide instruction for out-of-school farm youth according to 78.46 per cent of the group participating in the study.

10. Offer a basis for the responsibility of the vocational agriculture department to offer instruction for adult farmers in the opinion of 78.91 per cent of the principals.

11. Advise of the responsibility of the school to provide facilities and equipment for vocational agriculture, according to 67.18 per cent.

12. Impress 71.64 per cent with the responsibility of the school to provide facilities for supervised practice.

13. Develop an understanding of the use of local advisory committees on the part of 64.70 per cent of the principals involved in the study.

14. Acquaint 51.11 per cent with the length of the employment period for the teacher.

15. Develop an understanding of the personal and professional qualifications of teachers of vocational agriculture according to 75.97 per cent of the principals. 108

When polled regarding the evaluation of professional preparation in college in acquainting them with administrative phases of vocational education in agriculture the ratings given by 133 secondary school principals rated excellent, 8.5 per cent; good, 9.8 per cent; fair, 21.0 per cent; poor, 45.1 per cent; none, 15.8 per cent. 109

108 Ibid., p. 37.

109 Ibid., p. 39.
The importance of understanding the philosophy of vocational education in agriculture has been ascertained and presented in this chapter. According to data presented by Robinson, professional preparation in college failed to acquaint or assist large numbers of secondary school principals in formulating functional understandings of certain items pertaining to vocational education in agriculture. The items are:

1. Defining the program.
2. The primary aim of the program.
3. The controlling purpose of the program.
4. Developing specific objectives for the program.
5. Formulating a concept of the program as an integral part of the education program.
7. Establishing standards to govern admission to classes.
8. The unique and peculiar features of a functional program of vocational agriculture.
9. The responsibility of the public secondary school for providing vocational education in agriculture.
10. Relationship of vocational education in agriculture to general education.
11. The responsibility of the school to provide instruction in vocational agriculture to out-of-school groups.
12. The necessity of carrying students through the "doing" level of learning when evaluating the results of the program.\textsuperscript{110}

\textsuperscript{110}Ibid., p. 47.
After analyzing responses of 140 principals having departments of vocational agriculture certain summarizations were advanced that are pertinent to the question at issue in this study. They are:

1. That a large majority of the principals were not acquainted with the laws and policies regulating vocational agriculture education while pursuing professional preparation courses in college.

2. That a large majority of the principals did not give their professional preparation in college credit for having acquainted them with certain conditions regulating the use of federal funds in supporting vocational agriculture education.

3. That a large majority of the principals did not give their professional preparation in college credit for having acquainted them with certain other information necessary for the proper administration of a program in vocational agriculture education.

4. That sixty-five or 45.1 per cent of the principals evaluated their professional preparation in college for the administration of vocational agriculture education as "poor."

5. That eighteen or 12.6 per cent of the principals do not supervise all-day classes; ninety-six or 70.6 per cent do not supervise young-farmer classes; and that 105 or 76.7 per cent do not supervise adult-farmer classes.

6. That there were seventy-two or 54.1 per cent of the principals who stated that their professional preparation in college was insufficient to make them competent to supervise all-day classes. Likewise, a majority of the principals indicated that their professional preparation in college was insufficient to make them competent to supervise young-farmer and adult-farmer classes.

7. That eighty-four or 60.9 per cent of the principals do not spend as much time supervising
vocational agriculture education classes as in each of the other classes represented in the school.

8. That a majority of the principals evaluated their professional preparation in college for competency to supervise vocational agriculture education as "poor" and or "none."

9. That a majority of the principals indicated that their professional preparation in college did not assist them to formulate a basic philosophy of the vocational agriculture program.111

The importance of the role of the high school principal is noted:

In a program of public education, the importance of a school principal cannot be over-emphasized. He, more than anyone else, determines the quantity and quality of the work of the school in all of its various phases. He influences the spirit of teachers and students, the degree of cooperation the school receives from the community it serves, and the appearance and fitness of the entire school plant. In all activities, its influence for good, its tone and character, and in the example it sets for good manners, good language, correct living, orderly physical, mental and moral habits, wholesome recreation, clean thinking, and laudable ideals, the school never rises higher than the plane on which the principal and his faculty places it.112

Function of the high school principal as outlined in the following statement is of importance to this study.

In assuming the role of leadership in a school, a principal should at all times keep in mind the functions of a leader, such as the following:

111 Ibid., p. 52.

1. **The principal is a group planner.** A faculty always looks to the principal for initiative and planning, and, if he is a wise leader, he will through that initiative get his group to develop plans of their own under his guidance. He should strive to help his faculty to analyze their problems and develop their plans in accordance with the needs of the school and community.

2. **The principal is a faculty harmonizer.** He must be able to help his faculty to develop proper understandings by recognizing the common interests within a group in order that dissensions, differences, and personal interests may be overshadowed.

3. **The principal is faculty spokesman.** The faculty cannot function without a voice, and if it is to have relations with other groups, someone must be able to state the group's opinion.

4. **The principal is the faculty executive.** He directs the carrying out of the policies and plans of the faculty, works through committees, finds it easy to delegate authority, and recognize his responsibility in training others who may eventually become leaders. He is responsible for the execution of policies established by State and local school authorities.

5. **The principal is the faculty educator.** It is his responsibility to seek the solution of its problems through in-service education. He must not rush decisions. He must help develop majority opinion and allow opportunities for discussions in order that his faculty may recognize the feasible solution of the problem.

6. **The principal is the symbol of faculty ideals.** He must devote himself wholeheartedly to the welfare and the ideals
of his faculty. He must be loyal to these ideals in word and deed.\textsuperscript{113}

\textsuperscript{113}\textit{Ibid.}, pp. 16-17.
CHAPTER III
ANALYSIS OF DATA

I. Introduction

This study is concerned with the functions of school administration necessary to create and maintain such conditions as will, with proper supervision, result in effective and efficient programs of vocational agriculture in the public secondary schools of Louisiana. The problem under consideration involves the suggestion of a handbook for the administration of vocational agriculture in the public secondary schools of the State of Louisiana. A fundamental property of the study is that the conditions that are considered desirable for effective administration of vocational agriculture are such that a critical analysis of their component parts, based upon a combined inventory of those responsible for the operation of local departments, will permit the development of a practical guide for the administration of vocational agriculture in the public secondary schools of Louisiana.

The present chapter is an analysis of data obtained through a survey of those persons concerned with the operation of local programs of vocational agriculture in the public secondary schools of Louisiana.

The presentation is divided into three divisions. The first component presents an analysis of data that is
tabulated from responses obtained through a survey that relates to conditions considered desirable for effective administration. Thirty items are represented in the tables and analyses of this division.

In order for the state to participate in the federally aided program for vocational education in agriculture, a State Plan must be prepared by the State and approved by the Commissioner in the U. S. Office of Education. Pertinent provisions of the current Louisiana State Plan for Vocational Education were treated in detail in Chapter II; however, attention is called to the fact that the State Plan is not only an agreement between State and Federal forces, but constitutes the framework wherein the State's program of vocational education is developed. Hence, it is important that consideration be given provisions of the plan as it affects the administration of local programs of vocational agriculture. An analysis of data developed from responses relating to provisions of the current state plan pertinent to a suggested guide for local level administration of vocational agriculture constitutes the second division of this chapter.

A third and final component of Chapter III relates to items that seemingly bear on effective administration of public secondary school programs of vocational agriculture. Six items were offered for consideration of the population of the study with participating elements
evaluating their relative importance for inclusion in the proposed handbook. Responses obtained are reduced to tabular form and, since a detailed treatment of related information is accorded the various items either by direct reference or by inference in Chapter II or in the first division of this chapter, only brief explanatory comments accompany the tables.

Commentaries offered relative to the data in this chapter are conditioned by three factors. Firstly, consideration is accorded the tenets that bear on the problem of effective administration of local program of vocational agriculture as presented in the preceding chapter. Secondly, cognizance is taken of relevant observations recorded in the responses of participating members of the surveyed groups. A third factor affecting the nature of the comments and suggested possibilities regarding each item is the influence of concomitant applicable experiences afforded the writer prior to and during the development of the study.

Conditions Considered Desirable

For Effective Administration

Significance of an understanding of aims and objectives to effective administration. The data from each group participating in this study, as recorded in Table I, indicate that a significant number consider an understanding of aims and objectives of vocational
education in agriculture on the part of the school administrator to be essential to effective administration.

Every development in society, such as the movement that created and developed vocational education in agriculture, has an underlying philosophy, a commonly accepted aim, and an expression of objectives. These are the essential elements that constitute the dynamics that offer direction in the development of the many ramifications of policy that guide the movement toward its goal.

The ultimate success of local programs of vocational agriculture is contingent upon the quality of leadership provided through secondary school administration. A knowledge of the educational significance of vocational agriculture in terms of its underlying philosophy, its commonly accepted aim, its expressed objectives, and a precise knowledge of its nature and scope is necessary to proper leadership.

Dewey's discussion of criteria of aims in education has implications for this consideration. Excerpts follow:

... The aim set up must be an outgrowth of existing conditions. It must be based upon a consideration of what is already going on; upon the resources and difficulties of the situation ...

... The aim as it first emerges is at first a tentative sketch... it has to be added to and subtracted from. An aim then must be flexible; it must be capable of alteration to meet circumstances.
The aim must always represent a freeing of activities. The term end in view is suggestive, for it puts before the mind the termination or conclusion of some process... the object is only a mark or sign by which the mind specifies the activity one desires to carry out.

... The aim is as definitely a means of action as is any other portion of an activity.1

Turning to a consideration of applications of aims in education the following quotes from Dewey have intrinsic value:

... education as such has no aims. Only persons, parents, and teachers, etc., have aims, not an abstract idea like education... Even the most valid aims which can be put in words will, as words, do more harm than good unless one recognizes that they are not aims, but suggestions to educators as to how to observe, how to look ahead, and how to choose in liberating and directing the energies of the concrete situations in which they find themselves.

Bearing these qualifications in mind, we shall proceed to state some of the characteristics found in all good educational aims. (1) An educational aim must be founded upon the intrinsic activities and needs (including original instincts and acquired habits) of the given individual to be educated...

(2) An aim must be capable of translation into a method of cooperating with the activities of those undergoing instruction. It must suggest the kind of environment needed to liberate and to organize their capacities...

(3) Educators have to be on their guard against ends that are alleged to be general and ultimate. ...But "general" also means 'abstract' or detached from all specific context. And such abstractness means remoteness, and throws us...

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back, once more, upon teaching and learning as mere means of getting ready for an end disconnected from the means.  

To the end that administration is responsible for educational leadership for vocational agriculture, a thesis is advanced that those who operate vocational agriculture programs with reasonable efficiency are those who clearly understand the policies relating to such things as general administration of the program; the principles to be observed in determining agricultural and educational needs of the local community; in planning courses of study; and in rendering service to individuals and groups for whom the program is designated.

Value of administrator-teacher conferences in effective administration. A postulate with reference to the relationships that exist between the administrative and instructional forces in the local program of vocational agriculture seems appropriate to the problem under consideration. It is suggested that, as a condition to effective administration, the administrator confer with the teacher regularly regarding the local program of vocational agriculture. A consensus of contemporary students of educational administration indicates that such procedure would be proper in the discharge of functional responsibilities of school administration.

\[2\text{Ibid.}, \text{ pp. 124-129.}\]
### TABLE I

**SIGNIFICANCE OF AIMS AND OBJECTIVES TO EFFECTIVE ADMINISTRATION**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Parish and City School Superintendents</th>
<th>Parish and City School Supervisors</th>
<th>Secondary School Principals</th>
<th>Vocational Agriculture Teachers</th>
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<tbody>
<tr>
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<td>Per Cent</td>
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<td>0.00</td>
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</table>

Total 43 100.00 49 100.00 159 100.00 158 100.00 409 100.00
A high level of agreement is indicated in the responses on the matter of administrator-teacher conferences. Data in Table II record the composite responses of each group participating in this study. Slightly more than 94 per cent of the responses were for a value of important or very important.

Those involved in this study seem to be of the opinion that a local level administrative procedure that utilized conferences would result in a sympathetic appreciation of purpose and policy regarding the conduct of local programs of vocational agriculture as an integral part of the educational offerings of the school.

Perhaps the most disastrous thing that school administration could be guilty of in discharging the functional responsibilities pertaining to vocational agriculture would be to fail to utilize the professional and technical knowledge of teachers of vocational agriculture. Contemporary thought regarding democratic procedure in administration favors the utilization of the abilities of those affected in the development of influencing policies.

Coordinating vocational agriculture with total school program. The program of vocational agriculture is an integral part of the educational program of the school. Coordination of the purposes and functions of the local program of vocational agriculture with the endeavors contingent upon school policy is fundamental to worthwhile
### TABLE II

**ADMINISTRATOR - TEACHER CONFERENCES IN EFFECTIVE ADMINISTRATION**

<table>
<thead>
<tr>
<th>Rating</th>
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<td>Per Cent</td>
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<td><strong>158 100.00</strong></td>
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</table>
instruction in vocational agriculture. Effective coordination seems to forestall difficulties in the pursuit of purpose and to integrate the program of vocational agriculture into a harmonious role with the educational program.

Educational administration of the local program of vocational agriculture must deal with establishing, maintaining or restoring the program's unity—unity of purpose, of structure, of process—in the public secondary school.

Functional local programs of vocational agriculture involve coordination of the program with the inherent functions that direct the educational policies of the school. A proposal advanced that, as a condition for effective local level administration of vocational agriculture, the administrator coordinate the program of vocational agriculture with the educational program of the school, brought evidence of profound agreement with the proposition.

Inventory of data in Table III reveals that more than three-fourths of the parish superintendents, parish supervisors, secondary school principals and teachers of vocational agriculture who participated in this study are of the opinion that it is very important for administrative functions to involve coordination of vocational agriculture with the school program. A seemingly insignificant number rated the proposal as not important or, rendered no opinion.

Noting Bossing's work, we find his opinion to be that:
There does not appear to be a serious issue at present as to whether the secondary school program should be all general education or whether some vocational education might be reluctantly admitted. A program of education that is realistic about the problems of youth must recognize the importance of vocational education as one of the competencies needed if each is to adjust himself to his environment.  

A statement of the Educational Policies Commission emphasized general or liberal and vocational education relationships:

While general and liberal education need to focus attention more clearly on the careers of students, vocational education needs to concern itself increasingly with the cultivation of humane personal qualities in individuals. As far as the individual is concerned, general and vocational education have no distinct boundary line separating them. More harmonious integration of general education and vocational education will best serve the interests of individuals and of the nation.

Carsey Hammond's statements as quoted below are of value:

There is no good reason why vocational agriculture in high school cannot contribute both to proficiency in farming and to general education. It can and must contribute to the primary function of schools. Schools exist primarily in order that desirable learning may take place in and through them.

There is no such thing as a complete program

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that stands alone. A complete program of vocational agriculture must fit into the total school program; it must contribute to the total education of the persons taught; it must consider all the desirable learning that takes place or can be caused to take place outside the province of the school.®

Value of teacher-administrator conferences on school policy. The instructional functions necessary to an effective and an efficient local program of vocational agriculture is influenced by the dynamics of policy as set forth by local educational governing bodies. A desirable characteristic of effective secondary school administration would be revealed through an atmosphere wherein the teacher of vocational agriculture could freely confer with the principal, parish superintendent, and parish supervisor as to type and kind of program necessary to comply with existing school policy. Table IV is a compilation of opinions relative to the administrative characteristic just identified.

Inspection of the data in Table IV suggests that participants in this study appreciate the necessity of an administrative atmosphere wherein the teacher of vocational agriculture feels free to consult and compare views with the parish superintendent, parish supervisor and school principal as to nature of the program of vocational agriculture necessary for functional compliance with existing

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<td>49</td>
<td>100.00</td>
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</table>
school policy. At least 90 per cent of responses of each group identified in Table IV indicate such an administrative policy as being significant to effective administration of public secondary school vocational agriculture activities.

A compilation including data of all four groups indicates that slightly over three per cent considered the characteristic as not important or declined a response to the issue.

Importance of administrative participation in planning local programs. A tenet held in a North Carolina study is that administration of local programs is affected by the initial planning. Offering a concomitant basis for planning, the study states that:

A close examination of the objectives of vocational agriculture gives guidance to a community in planning and initiating its local program on a sound basis...

Continuous evaluation and research is the basis for progress in developing sound programs of vocational agriculture. A local program of vocational agriculture cannot be carried out without research as a basis for the planning. Otherwise it becomes academic rather than vocational; it becomes guesswork based upon something other than the genuine needs and interests of the farmers of the community... A local community is a research laboratory...through (which) the problems, needs, and weaknesses may be (located) alleviated, and improved through vocational agriculture. These problems and needs form the basis for developing a local program of vocational agriculture.  

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<td>100.00</td>
<td>49</td>
<td>100.00</td>
<td>159</td>
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Educational policy and the necessary concomitant appreciations must, unless they become perfunctory, spawn plans consistent with purposes and functions inherent to existing school policy. Plans, however, do not arise spontaneously out of policy irrespective of the diligence through which the policies are established and maintained. They are the results of a preconceived function of administration—the function of planning.

Procreation of plans is contingent on purpose; termination of plans is the accomplishment of the end to be served. From beginning to end, planning starts and proceeds with respect to some specific situation. In the case of vocational education in agriculture in the secondary school the specific situation that provides the basis of planning is the locally derived purposes which direct or motivate the function of local programs of vocational agriculture.

Planning considers how the situation must be met and arranges a set of conditions or a series of acts to meet the demands of the situation in terms of needs. Translated according to a fundamental precept of vocational agriculture, planning would involve development of a functional program of systematic instruction that would meet the educational and agricultural needs of those persons who are preparing to or who are engaged in the work of the farm or of the farm home.

Fundamental to the intent of this study is a consideration of the participation of the public secondary
school administrator in planning the local program of vocational agriculture. Table V records the opinions of each group expressing a point of view on the proposal that effective local level administration is conditioned by administrative participation in planning the local program of vocational agriculture. Table V records the opinions of each group expressing a point of view on the proposal that effective local level administration is conditioned by administrative participation in planning the local program of vocational agriculture.

Analysis by inspection is sufficient to ascertain that each identified group sharing in the data recorded in Table V attach adequate weight to the proposal to render it significant for purposes of this study.

Administrative approval of the use of local advisory committees. From an examination of the data presented in Table VI it is evident that the use of local advisory committees is regarded as desirable in the administrative functions applicable to programs of vocational agriculture in the secondary school.

Hamlin suggests pertinent considerations regarding local advisory committees.

A council should not be considered to be advisory to the teacher alone. It is advisory also to the school administrator and to the board of education. Many school administrators have had little contact with agriculture and feel that they can help their teachers of agriculture less than they can help their other teachers. Some of them
TABLE V

IMPORTANCE OF ADMINISTRATIVE PARTICIPATION IN PLANNING LOCAL PROGRAM

<table>
<thead>
<tr>
<th>Rating</th>
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</table>
try only to employ good teachers and then they leave the management of the departments almost entirely to the teachers. Some teachers welcome this arrangement, but it is not one which is good for the teacher, the administrator, the school, or the school's patrons. A school administrator needs to know his agricultural constituency; through his contacts with council members he becomes acquainted with some of the farmers of his community and these contacts lead to other opportunities to work with farmers.

It is especially important that a program that is as largely supported from state and federal funds as vocational agriculture should set up safeguards against excessive state and federal control. No better device for this purpose than a strong council has yet been found. It would probably be agreed that in communities having effective councils the agricultural department of the school is closer to the people of the community and more responsive to the local public than the departments of the same schools which are almost entirely supported by local funds. A council whose eyes are fixed on the crucial problems of a community which must be solved by education if they are to be solved at all is not too much concerned about the sources of funds for solving these problems. If outside funds are available, they may well be used in the educational programs which the council has projected; if no outside funds are available and the project is needed, a council will not be reluctant to recommend that the board of education spend money on it.

In council meetings there can be discussion of new funds available from state and federal sources and of the best uses to be made of them in the community. Usually some acceptable way of using them can be found, so that the community gets the benefit of all the assistance available to it. Uses unsuited to the community, which might be suggested from the outside, are avoided.

The first step in organizing a council is to have it authorized, first by the school administrator and then by the board of education. A teacher has no right to establish a council on his own initiative. Resentment on the part of board members and administrators is likely to follow the discovery that the teacher is independently using a council. Many board members and administrators who have not had first-hand experience with councils are skeptical of their use, but in most cases they are willing to
try to use councils if they are tactfully approached. No case has been reported to us of dissatisfaction on the part of board members and administrators after councils have been in existence for a time.

Certain policies with respect to a council must be determined by the teacher and the administrator with the approval of the board of education before a council is established. Council members should be told about these policies before they accept office, or at their first meeting. These policies should cover such points as the following: (1) relations of the council to the teacher, the administrator, and the board of education; (2) the number of council members, the manner of their selection, and the length of their terms; (3) joint meetings between the board and the council; (4) the limitations on the field of activity of the council; (5) the extent to which the council is to be advisory and the extent to which it is to be allowed to carry out or sponsor activities of its own choosing; (6) the way in which council activities are to be reported to the board of education; (7) representation of the board of education at council meetings. It is well to have these policies in writing for the protection of all concerned.

Other policies may be determined by the council itself, acting within the framework provided by the board of education. Some of the principal items which may be covered by self-made council rules are the following: (1) council officers and their duties, (2) standing committees of the council, (3) bases for dropping an individual from council membership, such as failure to attend meetings, (4) time and place of regular meetings, and (5) procedures in calling special meetings.7

This statement is germane to a consideration of the value of local advisory committees.

...Occasionally it is stated that more of these desirable things can be done better without a council because the teacher is then free to

consult with anyone and everyone in the community and so gets advice and support from more sources and is not bound by the opinions and whims of a small group.

These points of view do not, however, seem to be tenable for several reasons:

(1) Having a council does not keep the teachers from getting advice and help from any other source. He will probably get advice from more diversified sources if he has a council, since council members bring to their meetings the ideas of many persons besides themselves.

(2) A teacher is much more likely to secure and use counsel if there is a systematic arrangement for providing it. No one likes too well to consult with others; we tend to avoid adverse criticism. It is easy to avoid counsel or to take it only from one's best friends. The counsel one gets in these ways is likely to be unrepresentative of the ideas of the community, and it may mislead entirely the program of a department. Furthermore, many in a community may resent the teacher's associating only with his own friends and may object to having the department unduly influenced by a few persons who have no official status in connection with the school. A council, on the other hand, has official status and is set up to represent all community interests.

(3) Perhaps the greatest gain from using a council is that the advice received is responsible advice. It is easy for people to advise the teacher to do this or that if they have no obvious responsibility for what he does. The council, however, shares publicly with the teacher in responsibility for the work of the department because the community knows who the teacher's official advisers are. The advice council members give is, therefore, likely to be considered advice.8

An appreciation of purposes and functions of local advisory committees pertinent to the problem under consideration may be derived from the following:

8Ibid., pp. 30-31.
Educational Purposes

1. To make recommendations to school administrative authorities on plans relating to vocational education in agriculture for in-school youth, young farmers, and adult farmers. Such recommendations also include the organizations for these groups.

2. To secure the benefit of group thinking in reaching decisions on the planning and development as well as the scope and objectives of both the annual and long-time programs in agricultural education. This is a systematic method by which the department secures counsel and thereby takes the public into its confidence.

3. To advise with the teacher in planning a well-rounded program which insures a proper subject-matter balance between farm mechanics, agricultural sciences, and management of the farm business. This procedure assists the teaching of a balanced instructional program which helps to correct any program weaknesses before unfavorable situations develop.

4. To stimulate interest in the selection of suitable supervised farming programs through discussion held with students in classes and in meetings. This practice aids in the more satisfactory establishment of students in farming on a basis that will lead to success.

5. To assist in developing new leaders in agriculture and agricultural education in the community by delegating responsibilities to more persons.

Operational Purposes

1. To insure the continuation and stabilization of the vocational agriculture department and its program when changes occur in either the instructional or the administrative staffs. The new teacher is assisted to a successful beginning by maintaining a continuous program in agricultural education that includes those worth-while objectives started by the preceding teacher.

2. To assist in adapting the program of the department more speedily to meet new and changed conditions and to assist with such emergencies as depressions, crop failures, agricultural surpluses, and the control of diseases and pests affecting crops and livestock.

3. To provide an opportunity for the teacher to obtain counsel and assistance on special problems and new undertakings such as the purchases of large
farm equipment and the purchase of a school farm. This includes policies of operation in connection with such a broadened program and assistance from liability risks where school farms and other large projects are operated through or by the department.

4. To determine the community educational needs for such facilities as a school farm and the school farm equipment for the department as well as for a school-community cannery. This may necessitate advising the local school administrative authorities on the facilities and staff required by the department of vocational agriculture to meet the educational needs of the community.

5. To plan and sponsor adult farmer and young farmer classes and assist in organizing subsidiary committees that serve as councils for such classes.

6. To assist in locating placement opportunities that will improve the chances for young farmers and adult farmers in becoming more satisfactorily established in farming occupations.

7. To help the teacher correlate his programs with those of other community groups and agencies concerned with agriculture and agricultural education.

8. To aid a teacher in tempering his over-enthusiasm for a particular phase of the program, that might result in the neglect of some other essential part of the educational program.

9. To serve as a mediator between the community and the school when a new or an enlarged program is launched.

10. To assist in obtaining special teachers needed for some of the young farmer and adult farmer classes and to help such teachers.

11. To assist in planning and conducting organized field trips as a part of the educational training program. The support of the advisory council in this important phase of the training program will encourage its further acceptance by school administration.

Informational Purposes

1. To assist in keeping the public informed regarding the program of the department of vocational agriculture and in relaying public opinion about its activities back to the department.

2. To inform school administrators on agricultural affairs and provide an opportunity for them to become better acquainted with the farm patrons.

3. To assist in clarifying and strengthening the relationship of the vocational agriculture
department with the agricultural, business, and commercial organizations of the community. This procedure will also be helpful to the teacher in meeting and working with individuals and groups that he should know.

4. To assist a teacher in a new department or new job in obtaining a quick insight into the agricultural education needs of the community.

Organizational Purposes

1. To serve in an advisory capacity to the local adviser of the Future Farmers of America, New Farmers of America, and Young Farmers on problems and programs of these organizations and to specific committees within these organizations.

2. To aid in establishing and promoting adult farmer and young farmer classes by proposing the kind of classes needed by stimulating interest and attendance. This will, among other things, enlarge the conception of the role of the department of vocational agriculture in the community.

3. To assist the FFA or NFA through the use of a subcommittee of the advisory council. The subcommittee can be helpful to these youth groups in developing a program of work, helping to transport and chaperon members attending contests or meetings, and assisting with recreational activities. This help by the advisory council supports the school administrators in convincing the public that the activities of these youth organizations are a necessary part of the local program in agricultural education.

4. To lend prestige to the work of the agriculture department and thus aid in creating a community feeling that stimulates interest in and the active support of the program.

The purpose of an advisory council should be those that would stimulate rather than lessen personal initiative of a teacher. The teacher of vocational agriculture must be considered as a professional authority and not merely as a figurehead when the community program in agricultural education is being developed. It is through combining the contributions of an advisory council and those of the teacher of vocational agriculture that a more worth-while program of agricultural
education will be planned and achieved in the community.\textsuperscript{9}

**Administrative participation in the activities of the local advisory committee.** Data recorded in Table VII reflect the responses obtained in the course of this study relevant to the importance of administrative participation in the functions of the local advisory committee. It is interesting and important to note the relative importance attached by principals, in comparison with others, on the proposition that, as a condition to effective administration of a local program of vocational education in agriculture, the administrator functions as a participating member of the local advisory committee.

With the composite statistics of each group indicating that at least 90 per cent regard local level advisory committee participation as a function proper to secondary school administration of vocational agriculture, there can be little doubt of adequate evidence to advance the proposal that secondary school administrators participate in the activities proper to advisory committees.

The responses obtained in this phase of the study seem to offer evidence of the validity of the treatment of data in Table V regarding administrative participation in

TABLE VI
SIGNIFICANCE OF ADMINISTRATIVE APPROVAL OF ADVISORY COMMITTEES

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<th>Rating</th>
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planning local programs and of the treatment of the data in Table VI relevant to the significance of administrative approval of the use of local advisory committees.

**Administrative approval of annual teaching plans.**
The combined opinion of those participating in the study shows that more than half felt it to be very important that the administrator examine and approve the annual teaching plan which the teacher has in use. An additional third of the group rated this condition as important. The data derived from their reaction are posted in Table VIII. It is of interest to note that parish superintendents, parish supervisors and secondary school principals participating in the study tended to rate the proposition very important; whereas teachers involved in the study tended to value the consideration as important. Certainly this does imply that secondary school administrators and supervisors of instruction feel a responsibility toward the instructional program in vocational agriculture.

Fields considers annual teaching plans as involving the tenets included in the following quotations:

...If a school provides four years of instruction in agriculture, the course of study in agriculture should be organized as a unit to represent an appropriate selection of content, distributed in a suitable sequence to meet the needs of individual students over a four-year period. It should be conceived as a body of subject matter, activities, and experiences designed to develop appropriate attitudes, habits, and knowledge distributed over
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a unit period of 48 months instead of the usual four units of one school year for each unit.\textsuperscript{10}

Guiding principles in the teaching of vocational agriculture involve:

(1) In teaching agriculture emphasis is put on the needs of the students rather than on the subject matter to be taught.

Subject matter in itself has little value unless it contributes to the present and potential needs of the individual. It is essential that the subject matter for the course of study in agriculture be determined by the needs of the boys in the community, and not be the content in books and other agriculture literature. In the selection of subject matter recognition is given to individual student needs, individual farm needs, and individual community needs.

In determining the needs of students, recognition is given to the fact that farm folk are engaged in the process of living as well as making a living. Adequate provision is therefore made for the development of appropriate social and recreational activities. The power to live a satisfying life is as essential to success in farming as it is in any other occupation.

(2) The personal development of the students is placed above the acquisition of facts or the skillful performance of manipulative activities.

The teacher of agriculture recognizes the fact that individuals must be changed before practices are changed. Therefore, the interests center in what the learning experiences do to the student rather than in what the student does to the subject matter in the learning process. People must be changed before practices are changed. The development of attitudes, ideals, interests, and the gaining of experiences on appropriate ability levels is given preference and precedence to the

mere learning of facts and other knowledge cumulative activities. The chief objective of the teacher is to develop improved boys with reference to the ability to think in terms of the problems and activities of agriculture. The seat of good farming is the mind; to be good farmers the boys must think good farming. The improvement of agricultural practices in a community is a natural outcome of the work with the boys. For example: A good teacher will not measure his success in terms of the increase in the number of pure-bred pigs, acres of alfalfa, or high producing dairy cows in the community, but in terms of the improvement and changes that are made in the students or the people in the community.

(3) Agricultural education is democratic in its service to the people in a community.

The program of teaching agriculture serves all classes and all levels of intelligence in a community. The reason for this is that the program for teaching agriculture is developed on the basis of serving the individual needs of the students. There is no intellectual, social, or economic aristocracy as far as the instructors in agriculture are concerned. Each student is served according to his interest, needs, ability to understand, and opportunity to practice. In time the program for teaching vocational agriculture should raise the farm population to the highest social and economic level its ability will permit.11

Fields suggests the following guiding principles in organizing the course of study for teaching agriculture:

(1) The set-up for teaching agriculture should be consistent with the "way a farmer farms."

Farmers do not raise crops one year, livestock the next, and finally plan the management activities. Success in farming comes from a well integrated type of farming set-up that is carefully planned and operated according to accepted factors in successful farm management.

11Ibid., p. 24.
(2) The materials to be studied each year of the agriculture course should be within the range of interest, ability, need, and opportunity for practice of individual students.

Teaching all the materials for any enterprise in one year assumes that the students have the mental ability, the interests, and the experiences necessary to master all the information for the enterprise without regard for the range of difficulty or immediate need for the material. Good selection and distribution of content for the course of study in agriculture places emphasis on appropriate material that the boy can learn and practice instead of what the teacher can or wants to teach. Abstract, technical and unifying materials should come late in the course of study where the students have the maturity and experience to understand them.

(3) Emphasis should be placed on teaching boys how to farm rather than on learning subject matter about farming.

Books and bulletins should be used as sources of information helpful in the solution of individual problems that arise from the home farm activities of each boy. This point of view regards the printed materials as a means to an end rather than an end in itself. The real purpose of the course of study in vocational agriculture is not to teach matter but to prepare students for proficiency in the farming occupations.

(4) Individual instruction and learning should be emphasized by directing the attention of each student to the problems on the home farm.

Individual differences in farms must be recognized, as well as individual differences in students. Group instruction tends to place emphasis on a superficial lock-step study by all students on a wide variety of enterprises. Individual study places emphasis on materials actually needed by each student.

(5) Farm management and the business side of farming should receive appropriate attention throughout the entire course of study.

Farm management is so intimately associated with all farm activities that it should be integrated with the study activities and practices throughout
the entire period of study. All students need it and it should not be relegated to the senior year when many of the students have dropped out.

(6) The set-up for the course of study should encourage an appropriate farm practice program and long-time planning.

The fundamental purpose of instruction in agriculture is to prepare young men for the occupation of farming. The farm activities of the student constitute an important part of the training. If the program of study is built around the student's home farm it will stimulate him to combine his study and practice in the most satisfactory manner. The set-up for the course of study is an important factor in making possible a farm practice program that will not only provide appropriate practice experiences, but will also pave the way for actual entrance to farming. The farm practice activities of the student cannot be considered apart from the study program. The farm practice work of the student is an integral part of his course of study and not an appendage attached as a separate and special requirement. In developing the farm practice activities, less emphasis should be given to the so-called projects and more time devoted to the problems of building a strong apprenticeship with dad's program on the approved practice basis.

(7) The course of study set-up should leave each student with an appropriate pattern the type of farming for the home farm at whatever stage he might leave school.

The boy who devotes the entire first year to a study of crops does not gain a good idea of a well planned farm business if he leaves school after one year. Neither will the teacher have a good basis for follow-up work with the boy.

(8) Exploration, counseling, and occupational choice should precede specialization and occupational preparation.

The trend in the philosophy of education is to provide adequate opportunity for exploration and counseling as a basis for choosing an occupation. This has come to be recognized as an important function of the junior high school. The first year of study in agriculture is usually the last year of
the junior high school period. Therefore, the first year of the course of study seems an appropriate place to give attention to orientation activities, individual interests, aptitudes, occupational exploration, and occupational counseling. The farm practice activities may serve a useful purpose in helping students to determine the type of farming to enter.12

Garris suggests the following items for the teacher's annual program of work:

A. Types of instruction
   Classes to be taught: all-day, day-unit, young-farmer, and adult farmer.

B. Preparation for and methods of instruction
   1. Facts upon which the course of study is based.
   2. The type of course of study to be used.
   3. Plans to be used in teaching.
   4. Use to be made of classroom notebooks.
   5. Teaching aids to be used.

C. Supervised farming
   1. Standard to be followed.
   2. Steps to be followed in making each program.
   3. Records to be kept.
   4. Plans for local supervision.

D. Physical plant and equipment
   1. Furniture to be used in the classroom.
   2. Equipment to be purchased.
   3. Arrangement of the equipment.
   4. The farm-mechanics shop.
   5. The school cannery and freezer locker.
   6. The land laboratory or school farm.
   7. Miscellaneous equipment.

E. Future Farmers of America or New Farmers of America
   1. Supervise the preparation of the program of work.
   2. See that the annual report is made.
   3. Act as adviser at meetings.

5. Develop leadership and character training.

F. Participation in the state program of work
1. Reports to be made to the state office.
2. Attendance at the state and district conference.
3. Attendance at other professional meetings,
4. Performance of the activities suggested by the supervisory staff.

G. Publicity
1. Newspaper articles
2. Magazine articles
3. Talks before groups
4. Radio and television programs
5. Project tours
6. Exhibits
7. Demonstrations

H. Community service
1. Individual service calls
2. Cooperative agricultural activities
3. Recreational activities
4. Social activities
5. Religious activities
6. Miscellaneous activities

I. School activities (other than teaching)
1. Assist in preparing the schedule.
2. Assist in preparing the course of study.
3. Plan the landscaping of school grounds.
4. Supervise the school farm and school garden.
5. Attend faculty meetings.

J. Professional improvement
1. Reading program to be followed.
2. Conferences to attend.
3. Membership to be maintained in organizations.
4. Graduate courses.

K. Summer activities
1. Attending conferences.
2. Making tours or camping trips with students.
3. Teaching classes.
4. Supervising the farming programs of students.
5. Visiting prospective students.
6. Checking equipment and supplies.
7. Revising the reference-library classroom and shop.
8. Revising the teaching program.
9. Preparing teaching plans.
10. Preparing visual aids.
12. Maintaining publicity.
13. Supervising the land laboratory.
14. Supervising the school cannery or freezer locker.
15. Making reports to the state office.
16. Revising the office files.
17. Attending summer school.

Administrative participation in preparing and maintaining long-time program. Program planning is recognized as being essential to the successful operation of secondary school vocational agriculture departments. Armstrong writes in *The Agricultural Education Magazine* that:

The long-time plan is a written statement prepared by the teacher of vocational agriculture, probably with the assistance of others, in which is set forth the objectives of his program, together with ways by which they may be achieved. It includes the larger, more important objectives, those that will require much time and effort, not those that can be accomplished in a year or even in a few years.\(^\text{14}\)

In the same article, obvious advantages of the preparation and use of the long-time plan are offered. They follow:

1. The teacher is required to give careful consideration to all factors affecting community welfare. He must know the community thoroughly and weigh each activity making demands upon his time on


<table>
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the basis of advantages that will accrue to the community as a whole.

2. The teacher is better able to determine just exactly what his job really is. He knows what the community is working towards and how he, as a teacher of vocational agriculture can help to achieve the desired results.

3. The teacher is able to concentrate his efforts on the important things that need to be done. He is better able to conserve his energies for the big jobs and is less likely to go off on a tangent.

4. There is continuity to the program. A long-time plan insures that important objectives will not be abandoned before they are achieved. Emphasis in the department is not shifted from year to year without good reason therefor.

5. The teacher who has a specific program of his own as set forth in a long-time plan is better able to obtain the cooperation of people living in the community and of other organizations working in the community.

6. The long-time plan serves as a basis for building the department. Since the teacher knows what his objectives are and how they are to be achieved, it is easier for him to supply lists of supplies and equipment that must be obtained.

7. A long-time plan makes it easier to obtain the approval of the supervisor and other school officials for the work of the department because the plans are in writing and are easily understood.

8. A long-time plan permits easy evaluation of the department's accomplishments.

9. The teacher who prepares a long-time plan places his department on a more businesslike basis.

10. When a teacher of vocational agriculture leaves the school, it is easier for his successor to become oriented if a long-time plan is left in the school.

11. When the long-time plan has been prepared with the assistance of an advisory committee and other community leaders, the teacher is not required
to defend his program against all comers as is often the case otherwise. The program of the department becomes truly a community program, with full community support.15

There are certain characteristics of the desirable goals or objectives that will appear in a long-time plan for vocational agriculture at the secondary school level. Armstrong lists the following as being among the most important.

1. The objectives must fall within the general framework of accepted objectives for vocational agriculture. The six major objectives of education in vocational agriculture at the secondary-school level are to develop effective ability to:
   a. Make a beginning and advance in farming.
   b. Produce farm products efficiently.
   c. Market farm products advantageously.
   d. Conserve all natural resources.
   e. Manage a farm business.
   f. Maintain a favorable environment.

2. The objectives must center about need, changes that can, and should, be brought about in the community.

3. The objectives must be such that there is good hope of reaching them within a reasonable time. It is not intended that "a reasonable time" be interpreted as one year or even two or three years. Most of the goals that appear in a long-time plan will require 5, 10, 15 years, or even longer before they can be reached, but to set up objectives that could never be reached would be the height of folly.

4. The objectives must cover all activities in which the teacher of vocational agriculture will engage. They should not be limited to one, or even a few, of the many phases of his program.

5. The objectives must be big enough to challenge the best efforts of the teacher and the

15Ibid.
Nearly all teachers of vocational agriculture set up annual or short-time objectives, but those that appear in the long-time plan are the larger, more important community goals towards the accomplishments of which annual goals contribute.

6. The objectives must be so worded that there is never any doubt in the teacher's mind, or in the mind of others who examine his plans, as to what he expects to accomplish.

7. The objectives must be so specific that the teacher is able to determine when each has been attained.¹⁶

Program planning is essential to effective and efficient programs of vocational agriculture in the public secondary school. Long-time programs that project a plan for action in meeting the agricultural and educational needs of the school community are of utmost importance to an effective and efficient vocational agriculture department.

Table IX records data assimilated from a poll of parish superintendents, parish supervisors, secondary school principals and teachers of vocational agriculture regarding the importance of the principals' participation in the planning of a functional long-time program.

Almost two-thirds of the supervisors participating in the study regard the participation of the local administrator in planning long-time programs to be very important. An additional thirty per cent value such work as important. Superintendents and principals alike place a value of

¹⁶Ibid.
important or very important on the item. Teachers tended
to rate the item as important.

**Teacher participation in guidance activities.**
Secondary school administrators expect teachers of vocational
agriculture to participate in the school guidance program
according to the responses of each group involved in this
study. The weights of the responses are indicated in Table
X.

There is evidence of this condition being a desirable
one. Garner reports in a study that:

> The teacher of vocational agriculture finds
> himself in a position in which it becomes rather
> natural for farm boys to turn to him for counsel
> and guidance. The character of his work is such
> that he constantly finds himself in close contact
> with his students. He visits them and their
> parents frequently on their farms. He works with
> them during the summer as well as during the school
> year. He is closely associated with them in
> activities of the Future Farmers of America. Often
> the teacher may have had older brothers as students
> or fathers in adult classes. If the teacher has
> the confidence and respect of his students, it is
> quite understandable that they will seek his help
> in solving their problems. 17

Garner observes activities that the teacher of voca-
tional agriculture may effectively utilize as a participant
in the guidance program. The more pertinent include:

1. During farm visits to home of students who are
about to enter high school, acquaint them and their
parents with the program of instruction in the

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TABLE IX

ADMINISTRATIVE PARTICIPATION IN PREPARING AND MAINTAINING LONG-TIME PROGRAM

<table>
<thead>
<tr>
<th>Rating</th>
<th>Parish and City School Superintendents</th>
<th>Parish and City School Supervisors</th>
<th>Secondary School Principals</th>
<th>Vocational Agriculture Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
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<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td></td>
</tr>
<tr>
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</tr>
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<td>49 100.00</td>
<td>159 100.00</td>
<td>158 100.00</td>
<td>409 100.00</td>
</tr>
</tbody>
</table>
school. If it is in keeping with school policy, advise with students on subjects in which they might enroll.

2. Acquaint students with the use of the school, departmental, and public libraries. Instruct students with techniques for locating information through the use of an index. Familiarize students with recommended procedures in the use of bulletins, magazines and bulletin boards.

3. Assist students to develop effective study habits and to take meaningful notes.

4. When the need is apparent help students to develop improved abilities in reading, writing, spelling and arithmetic.

5. Look for evidence of defects in vision, hearing and other physical disabilities which might need medical attention. Encourage students with physical handicaps to seek assistance.

6. Counsel with school drop-outs. Determine their reasons for leaving. Encourage these students to return to school, but if that proves impossible try to stimulate them to continue their education through a young-farmer class or by other means suited to the needs of the individual.

Hamilton appraises the guidance role of teachers of vocational agriculture after pointing out that teachers of vocational agriculture need to know the nature of their guidance-counseling role in the school guidance program. Hamilton states that:

Due to their peculiar relationship to the pupil, teachers of vocational agriculture have long assumed an active guidance-counseling role in conducting local programs; doubtless they will continue to do so in the future. Vo-Ag teachers generally qualify to do counseling because they measure up successfully against the major criteria,

16Ibid., p. 273.
despite their lack of formal training as counselors. Some examples of this follow.

In the main, teachers of agriculture know: (1) the students and their parents personally; (2) the home-farm situation of each; (3) the farming and other agricultural possibilities in the area; (4) possibilities of agriculturally allied occupations in the area; (5) the general financial ability of each student to enter farming or to attend college; (6) the general strengths and weaknesses of the students; and (7) whether the student has a genuine interest in farming.

The negative side likely would show that teachers of vocational agriculture; (1) lack skill in interviewing and other counseling techniques; (2) lack competence in applied psychology and other subjects needed in certain types of counseling; (3) might fail to recognize cases involving personality and mental disorders resulting in harm to the counselee; (4) lack competence to help students discover and develop many valuable attitudes and interest patterns outside agriculture.

Considering both sides of the question, it seems reasonable to conclude that vocational agriculture teachers have legitimate guidance-counseling roles to fulfill. 19

Parish superintendents, parish supervisors, secondary school principals and teachers of vocational agriculture participating in the study indicate that it is of importance for the teacher of vocational agriculture to participate in the guidance of pupils with regard to attitudes toward other high school subjects and activities. Table X is a recapitulation of responses obtained from participants in this study.

Almost 70 per cent of the superintendents, slightly more than 85 per cent of the supervisors, and a fraction more than 72 per cent of the participating principals indicated that it is very important for the teacher to participate in the guidance of pupils with regard to attitudes toward other high school subjects and activities. This would seem to imply that the teacher of vocational agriculture is respected for his ability to counsel with pupils regarding their educational opportunities. It is also indicative of a feeling on the part of this group that vocational agriculture has a definite place in the educational program of the school.

Teachers of vocational agriculture participating in the study tended to rate the issue of participation in the guidance program lower than the three previously mentioned groups. A reminder is offered to the effect that the teacher of vocational agriculture is a member of the school faculty with faculty member responsibilities.

Importance of administrative approval of teacher participation in area and state in-service programs. The organizational pattern of a state-wide program of vocational education in agriculture is usually such that the teacher of vocational agriculture has frequent opportunity to participate in area and state in-service training programs. Professional and technical matters proper to the conduct of effective local programs of vocational agriculture are
TABLE X
TEACHER PARTICIPATION IN GUIDANCE ACTIVITIES

<table>
<thead>
<tr>
<th></th>
<th>Parish and City School Superintendents</th>
<th>Parish and City School Supervisors</th>
<th>Secondary School Principals</th>
<th>Vocational Agriculture Teachers</th>
<th>Total</th>
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</thead>
<tbody>
<tr>
<td>Rating</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
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<td>100.00</td>
<td>49</td>
<td>100.00</td>
<td>159</td>
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</tbody>
</table>
usually the dominating activities of area and state sponsored in-service training functions.

In the course of this study, opinions were sought regarding the value of area and state in-service programs. Data were collected and tabulated in Table XI in response to a statement, that, as a condition to effective local level administration of programs of vocational agriculture, the administrator encourages the teacher to attend area and state in-service training programs.

It is sufficient to note that, as a result of an inspection of the recorded data, participants in this study regard teacher participation in area and state in-service training programs as a desirable condition to effective administration of local programs.

Administrative support of the aim and purposes of the Future Farmers of America. Attention to the concepts that surround the activities of a local Future Farmer of America Chapter is germane to the problem under study. The functions of a local Chapter are regarded as an intra-curricular activity of the school program. The latter connotation is noted in this expression:

The F. F. A. is an intra-curricular activity having its origin in a definite part of the school curriculum—vocational agriculture. Among other things, members learn through active participation how to conduct and take part in a public meeting; to speak in public; to buy and sell cooperatively; to solve their own problems; to finance themselves; and to assume civic responsibility. The foundations upon which the Future Farmers of America organization is built, includes leadership and character
<table>
<thead>
<tr>
<th>Rating</th>
<th>Parish and City School Superintendents</th>
<th>Parish and City School Supervisors</th>
<th>Secondary School Principals</th>
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<tbody>
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<td>Number Per Cent</td>
<td>Number Per Cent</td>
<td>Number Per Cent</td>
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</tr>
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<td>159 100.00</td>
<td>158 100.00</td>
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</table>
development, sportsmanship, cooperation, service, thrift, scholarship, improved agriculture, organized recreation, citizenship and patriotism.

The Future Farmers of America is a non-profit, non-political, farm youth organization designed to take its place along with other agencies striving for the development of leadership, a more permanent agriculture, and the improvement of country life. It constitutes one of the most efficient agricultural teaching devices that has been discovered up to the present time. The F. F. A. is 100% American in its ideals and outlooks and has no outside affiliations. There is no secrecy in connection with any of its activities.

An understanding and support of the aim and purposes of the Future Farmer of America activities on the part of the school administrator is regarded as being a condition desirable in the effective administration of the program of vocational agriculture in the secondary school according to the responses designated by the participants in this study.

Table XII is a presentation of data derived from participants in the study who are involved in the conduct of the local program of vocational agriculture. More than 96 per cent of the parish superintendents, parish supervisors, secondary school principals and teachers of vocational agriculture participating in the study indicated that an understanding of aim and purposes of the Future Farmers of America was of significant value in effective administration.

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The primary aim and the specific purposes that form the fundamental concepts that surround activities of the Future Farmers of America are quoted below.

The primary aim of the Future Farmers of America is the development of agricultural leadership, cooperation and citizenship. The specific purposes for which this organization was formed are as follows:

1. To develop competent, aggressive, rural and agricultural leadership.
2. To create and nurture a love of country life.
3. To strengthen the confidence of farm boys and young men in themselves and their work.
4. To create more interest in the intelligent choice of farming occupations.
5. To encourage members in the development of individual farming programs and establishment in farming.
6. To encourage members to improve the farm home and its surroundings.
7. To participate in worthy undertakings for the improvement of agriculture.
8. To develop character, train for useful citizenship, and foster patriotism.
9. To participate in cooperative effort.
10. To encourage and practice thrift.
11. To encourage improvement in scholarship.
12. To provide and encourage the development of organized rural recreational activities.21

Purpose without function is of no avail. It is

21. Ibid., p. 10.
important that administrative sanction be accorded the activities of the Future Farmers of America that are proper to the attainment of the aim and purposes.

**Administrative acceptance of the Future Farmer of America Chapter activities as an integral part of the school program.** A combined inventory of the responses obtained in this study indicates that over 96 per cent of the participants regard administrative recognition of the Future Farmer of America activities as being of value in the effective administration of the local program of vocational agriculture. Table XIII records the responses of each of the participating groups involved in this study.

The characteristics of the concurrent data are such that would justify the assumption that the objectives and activities associated with local Future Farmer of America chapter activities are considered to have important educational value and are in keeping with the purposes and functions of the school program.

Educational objectives of the Future Farmers of America are suggested from a study involving teachers of vocational agriculture in the State of Illinois. The objectives identified in that study are grouped within five major areas. The consistency of these objectives with expressed implications of Future Farmer of America activities make them pertinent to this study. Educational objectives of Future Farmer of America chapters as suggested in the
TABLE XII

ADMINISTRATIVE SUPPORT OF AIMS AND PURPOSES OF FUTURE FARMER OF AMERICA PROGRAM

<table>
<thead>
<tr>
<th>Rating</th>
<th>Parish and City School Superintendents</th>
<th>Parish and City School Supervisors</th>
<th>Secondary School Principals</th>
<th>Vocational Agriculture Teachers</th>
<th>Total</th>
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<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
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<td>37</td>
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</tr>
<tr>
<td>Total</td>
<td>43</td>
<td>100.00</td>
<td>49</td>
<td>100.00</td>
<td>159</td>
</tr>
</tbody>
</table>
study cited are:

A. The Achievement of Personal and Social Adjustment.

1. To develop self-confidence.
2. To develop an appreciation of and the need for change in the light of changing conditions and experiences.
3. To establish a place in one's family, home and community.
4. To develop an appreciation of farm family and rural life.
5. To develop habits of courtesy, responsibility, dependability, honesty, industry, thrift, scholarship, resourcefulness, cooperation and respect for others.
6. To take pride in one's personal appearance.
7. To develop an appreciation of good workmanship.
8. To work to the best of one's ability at all times.
9. To develop one's ability for self expression -- both written and oral.
10. To maintain one's mental and physical health.
11. To acquire social and economic status.
12. To acquire qualities of good citizenship.
13. To develop an appreciation of the Christian and democratic way of life.
14. To acquire an appreciation of an interest in farming and country life.

B. The Development of Vocational Efficiency.

1. To develop an appreciation and desire for good programs and supervised farming.
2. To develop an interest in attaining advancement in F. F. A. degrees.
3. To develop an interest in exhibiting at F. F. A. and community fairs.
4. To strive for greater efficiency in farming.
5. To carry out broad programs of supervised farming.
6. To develop a wholesome attitude toward vocational agriculture.
7. To maintain accurate records on programs of supervised farming.
8. To make intelligent use of approved practices in farming.
9. To develop an interest in improving the farm home and its surroundings.
10. To maintain or improve the productivity of our soils and other natural resources.
11. To make intelligent decisions with regard to one's future occupation.

C. The Development of American Citizenship.

1. To develop a civic consciousness and interest in community service activities.
2. To acquire an appreciation of the "wider community" as the state, nation, and world community.
3. To develop a wholesome relationship between the home, school, and other community institutions.
4. To acquire the ability to conduct organization meetings and to be an intelligent participator in organization activities.
5. To develop qualities of leadership.
6. To acquire an appreciation and understanding of the American system of democratic values.
7. To develop an interest in assuming positions of leadership in school and community activities.

D. The Cultivation of a Spirit of Cooperation.

1. To develop abilities to cooperate with others in home, school, and community activities.
2. To participate in programs of cooperative buying and selling.
3. To develop the ability to understand the problems and interest of our fellow man.
4. To develop the ideals and values essential to world peace and community betterment.
5. To develop abilities to carry on desirable parent-son relationships and cooperative agreements.
6. To develop the ability to get along with members of the family, classmates, F. F. A. members, and other persons of the community.
7. To develop abilities in democratic procedures and practices.
8. To develop an interest in school and community organizations and business.
9. To develop an appreciation of the place of agriculture in American industry.

E. The Cultivation of Wholesome Leisure Time Activities.
1. To appreciate wholesome leisure time activities.
2. To learn to play together as well as work together.
3. To develop interest in good literature.
4. To appreciate the need for recreation.
5. To learn to make the best use of leisure time.
6. To appreciate the need for a clean mind and sound body.

Cognizance is taken of a study concerning educational outcomes in programs of work for local chapters of Future Farmers of America. Floyd and Stanley purposed to determine whether programs of work of the F. F. A. chapters are providing activities which are characterized by educational outcomes that would bring about the desirable ideas, thoughts and actions on the part of the students of vocational agriculture in accordance with the twelve purposes of the F. F. A. The following statements are abstracted from the conclusions derived in that study:

1. The development of competent, aggressive, rural and agricultural leadership is recognized as one of the primary purposes of the F. F. A. Development of leadership may be best accomplished through provision of worthwhile participating experiences in activities proper to chapter meetings, parliamentary procedure, public

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speaking, preparing and presenting programs of work, cooperation, study of citizenship, and the election of officers.

2. The most effective avenue of approach in developing a love for country life as a characteristic among farm boys is through the provision of worthwhile participating experiences that involve the development of attitudes appropriate to cooperation and the conservation of resources.

3. Support of the purpose of strengthening the confidence of the farm boy in himself and his work involve participating experiences in the F. F. A. program of activities that will develop a pride in accomplishment, gain the cooperation of parents in conducting the F. F. A. program, develop a sense of responsibility, develop ability to do constructive thinking, encourage initiative and better judgement, develop personality and develop a proper attitude toward cooperative effort.

4. Activities designed to develop judgement and ability contribute to the attainment of the purpose of developing an interest in occupational choice. Other satisfactory means of developing this concern, involve activities that stimulate interest in vocational agriculture, stimulate
expanded farming programs, and stimulate development of vocational interests.

5. The development of individual farming programs may be best facilitated by activities through which home and family relationships may be improved, ownership experiences may be provided, live-at-home programs may be devised, and the ability to care for and use farm tools and machinery can be developed.

6. Improvement of farm homes and their surroundings may be most effectively accomplished through experiences that develop an improved health program, that leads to an appreciation of the necessity of farm safety.

7. Participation in undertakings for the improvement of farming involve such activities as will develop the ability to produce quality products, control insects and pests, improve livestock production, improve methods of crop production and care for and manage soils.

8. The development of character and training for citizenship is a common purpose of all educational institutions. Future Farmer of America chapter programs of work may contribute to this development by including participating experiences that lead to the development of a sense of
loyalty, the ability to use time wisely, a favorable attitude toward those in need, an attitude favorable to better citizenship and a favorable attitude toward church attendance.

9. Participation in cooperative effort is an essential element in one's educational endeavors. Means of providing for this participation through an F. F. A. program may well involve participation in cooperative effort, cooperation for betterment in community life, cooperation among peer groups, and teacher-student attitudes of cooperation.

10. The farming program of the agricultural student provides reality for the encouragement and practice of thrift. Activities that allow for developing effective ability to properly use agricultural financing and to earn and save money are appropriate to an F. F. A. program of work.

11. The improvement of scholarship is a constant purpose of the educative processes of a school system. Improving study habits and establishment of home libraries may be appropriately emphasized in the F. F. A. program of work.

12. The purpose of providing and encouraging the development of organized rural recreation
activities is in keeping with a current concept of education. Activities included in an F. F. A. program of work should be such that they will carry over into adult life.\textsuperscript{23}

Administrative support of student and teacher participation in contests and events outside the parish. It was noted in the preceding materials relating the Future Farmer of America activities as an integral part of the school program, that the F. F. A. is considered as constituting one of the most effective agricultural teaching devices that has been discovered up to the present time. Inherent functions of the F. F. A. frequently involve student and teacher participation in contests and events outside the parish.

An evaluation of such activities on the part of those involved in the conduct of local programs of vocational agriculture was sought in connection with this study. Table XIV records data derived from responses to the question of the importance of teacher and student participation in contests and events outside the parish. An examination of the data reveals a point of view consistent with the proposal that it is desirable from the standpoint

\textsuperscript{23}John C. Floyd and Thomas J. Stanley, "Educational Outcomes in Programs of Work for Local Chapters of Future Farmers of America," (unpublished mimeograph, Louisiana State University, Department of Vocational Agricultural Education, Baton Rouge, Louisiana), pp. 18-22.
### TABLE XIII

**Administrative Acceptance of the Future Farmer of America**

**Chapter Activities as Integral Part of School Program**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Parish and City School Superintendents</th>
<th>Parish and City School Supervisors</th>
<th>Secondary School Principals</th>
<th>Vocational Agriculture Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
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<td>43</td>
<td>100.00</td>
<td>49</td>
<td>100.00</td>
<td>159</td>
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</tbody>
</table>
of effective local administration, that the administrator encourage student and teacher participation in contests and events occurring outside the parish.

The expressed opinions as recorded in Table XIV are compatible with the operational organization of the F. F. A. The Future Farmers of America is composed of chartered State Associations which, in turn, are made up of local chapters situated in high schools having departments of vocational agriculture.\(^{24}\) Hence, it becomes apparent that out-of-parish contests and events are practical necessities if the aim, purposes and educational objectives previously cited are to be pursued with any degree of satisfaction.

A consideration of the value of such contests is relevant to the controlling purpose of this study. Timmons writes in this connection that:

\begin{quote}
Future Farmer contests of all levels are designed specifically to be educational experiences over and above those educational experiences that can be afforded in the classroom, on the farm, or other locales. They are designed primarily to train and improve participants in general, and secondly, to train participants specifically along agricultural lines. Contests are a teaching technique or aid that can be used effectively for developing student motivation, lending variety to a teaching program, furthering interest in vocational agriculture and the like.\(^{25}\)
\end{quote}


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Administrative participation in planning the teacher's summer program. Effective instruction in vocational agriculture does not follow the traditional concept of student-teacher-classroom relationships. The farm must necessarily serve as the laboratory for the student, for it is on the farm that he has the opportunity to put into operation the practices he has studied in the classroom. Here he may develop the skills and master the techniques of farm operations in an atmosphere of reality. Teaching by the instructor and learning by the student must continue throughout the school's vacation period if the instruction in vocational agriculture is to be effective. This necessitates a planned program of activities for the teacher of vocational agriculture during the summer months.

Relevant to the problem under consideration is the importance of local administrative participation in planning summer month activities proper to the educational responsibilities of the teacher of vocational agriculture. Effective local administration of departments of vocational agriculture is dependent upon local administrative participation in planning the teacher's summer program of work according to responses obtained in this study. A summary of values attached to the importance of such an administrative function is recorded in Table XV.

Gaar records observations pertaining to summer activities relative to local programs of vocational
agriculture that are of consequence to this study.

1. Teachers prepare a long list of activities for the summer period but their plans do not show a schedule of time to perform these activities. ...

2. Since vocational agriculture is an integral part of the rural secondary school program it is the responsibility of public school administrators to aid, urge, and require vocational agricultural teachers to prepare and execute a systematic and efficient program of work.

Suggestions for planning a summer program in vocational agriculture advanced by Gaar include the following:

1. Prepare form showing time schedule. This is necessary because the teacher, like any other professional individual, must follow a time schedule so that he will be able to perform his duties in an orderly and successful manner.

2. Allow time in schedule that requires certain fixed dates and periods. They usually are:
   a. State F. F. A. Convention (1 week)
   b. Vacation period (2 weeks)
   c. L. V. A. Conference (approx. 1 week)
Place these periods in the summer schedule first.

3. The above fixed dates will consume approximately four weeks of the total of about 12 weeks of the summer period. Many feel that special effort should be made by the teacher to organize and conduct an out-of-community educational tour. This tour will consume at least one full week. In such case there will remain seven weeks for the teacher to carry-out an intensive program of supervised farming and inside department improvements.

4. Monday, Tuesday, Wednesday, Thursday (Supervised Farming). Supervised farming is the key to the success of vocational agriculture in the school.

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and community. It constitutes the major activity of such teachers. It is our feeling that the teacher should spend at least 80 per cent of his total time during the seven or eight weeks in the community and school performing objective and personal supervisory work on the farms of day school boys, young farmers and adult farmers. All of which means four full days of each week (probably Monday, Tuesday, Wednesday, and Thursday) must be spent visiting boys, young farmers and adults. While out there he should be performing many of the following duties:

a. Check on the carrying out of the supervised farming program that each boy set up and planned during year.

b. Check specifically on whether or not each boy utilized superior farm practices at superior level on each of his enterprises.

c. Check each boy's record book for completion and correctness.

d. Give each boy a grade according to the quality of work he is doing.

e. Provide the boy direct aid when such is needed.

f. Consult with parents as needs arise and at opportune time.

g. Select materials and products for fairs.

h. Discuss plans for securing pure bred livestock, higher quality plants and seeds when necessary for future needs.

i. Work with young farmers and adults in the same manner according to their improvement, production, and marketing problems and practices as needs arise on the same trips.

j. Visit prospective boys and parents on such trips and discuss with them vocational agriculture, what it is, and what it does.

k. Carry camera at all times and take pictures of day school boys, young farmers and adults as you find superior practices in operation.

Only unusual or unforeseen incidents or events should break into this schedule. The teacher must exercise stability and firmness in following his schedule. In other words the teacher must follow his visiting schedule during the summer as religiously as he follows his daily schedule during the school year.

5. Friday (Also Saturday a.m. if such is required
by Board of Education. All day Friday is spent in the teachers' office, classroom, shop and food laboratory center. This period or schedule must be followed as religiously as any other professional individual follows his schedule. The following are suggested activities:

a. Keep files in order and current.
b. Check bulletin supply and order needed additions.
c. Check teaching apparatus and make requisitions for replacements or additions as needed.
d. Check shop equipment and supplies for replacements or additions, and make up requisitions as needed.
e. Prepare articles for local newspapers.
f. Consult with Food Laboratory center operator on its operation problems.
g. Plan for advisory council meetings.
h. Prepare for young farmer and adult class meetings. Plan for one class for each group each month. (see schedule)
i. Complete plans for F.F.A. Educational tour.
j. Take care of correspondence.

Suggestions for executing the summer program of work as outlined by Geer include:

1. Prepare schedule in consultation with principal before school is out. Secure principal's approval.

2. Prepare enough duplicate copies so that principal, county supervisor, county superintendent, vocational agricultural supervisor, and state supervisors will each have a copy. Post one copy at school so that it will be seen from outside of building. Place one or more copies on town bulletin boards if available.

3. Publicize your schedule so that administrators, business men, farmers and everyone concerned will know your supervised farming visiting days, your school days, when you will be on your vacation, when you will be at conventions, etc.

27 Ibid.
4. Length of work day: It is my feeling that every individual is entitled to have some time at his home to live with his family, work in his yard, work in his garden, and to do other chores. The teacher of vocational agriculture is no exception. Unless such time is available we cannot long expect to attract the highest quality men to enter our field. I further feel that it is possible for the vocational agricultural teacher to perform his duties in an efficient and adequate manner if his work is properly organized. As of present most teachers' jobs are a series of disorganized activities performed in a loosely disconnected manner. It is impossible for a teacher of any sort to do an effective job under such conditions. Teachers must prepare a schedule, follow it, and begin to be professional. Based on personal experience, I am convinced that if the teacher starts out early in the morning, say 7:00 a.m., he can visit on an average of 6 to 8 boys, young men, and adults by 3 to 4 p.m., thus, having the remaining part of the day and four evenings per week to himself and his family.  

Administrative supervision of the summer program.

Administrative supervision of the summer program as a desirable condition of effective administration is valued by the participants in this study and is recorded in Table XVI. Inspection of the data reveals the central tendency to be in the category defined as important.

Whippo developed a study in which he offered a pertinent conclusion regarding supervision of the summer program by secondary school principals.

Evidence revealed that high school principals were aware that they were in a position to render aid to the teachers of vocational agriculture during the summer months. They believed that the

28 Ibid.
### TABLE XV

**Administrative Participation in Planning Summer Program**

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<th>Rating</th>
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<th>Parish and City School Supervisors</th>
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most valuable aid would be in developing community relationships.

The writer believes that community and school relationships would also be strengthened. A clearer understanding of the work of the teacher would result.

Visits to the home of students of vocational agriculture brings the school into the home. Parents become more aware of the aid received by their boy or boys from the teacher of vocational agriculture. Better understandings are developed and parents become more ardent supporters of the school. Principals can help with the development of better understandings and relationships between parents and the school by visiting the homes of vocational agriculture students with the teacher of vocational agriculture. The high school principal also will become more fully aware of the needs, interests, and capabilities of students of vocational agriculture and, hence, will be in a better position to advise the teacher in setting up his instructional program. He will also be in a better position to see the results of classroom teaching.

Hodges presents consequential information regarding supervision of the summer program. In a study dealing with supervisory techniques used by high school principals in improving the instruction in vocational agriculture, the observation is made that:

High school principals indicate that the most effective summer supervisory duty that they perform is helping the teacher of vocational agriculture with community relationships. Many of these high school principals indicate they do not include summer supervision in their supervisory program.

They reveal, however, that visiting students' farm projects with teachers of vocational agriculture and working with teachers of vocational agriculture in preparing lesson plans in the summer would be highly useful.30

A conclusion derived through Hodges' study is significant to the problem under consideration.

The data... reveal that the high school principals do not use the summer program extensively in their supervisory programs.

The summer supervisory program is a very important phase of the program in vocational agriculture. Every effort should be made by the high school principal to make this program successful to the students and to the school community. It is one of the best ways of giving the department and the teacher of vocational agriculture favorable publicity and to make the department a permanent part of the secondary school educational system in the community.31

Importance of administrative recognition of program to include both in-school and out-of-school groups. The complete program of vocational education in agriculture at the secondary school level is recognized as a program that provides an educational service to three well recognized groups, namely:

1. In-school farm youth preparing to farm.
2. Out-of-school farm young men engaged in farming.


31 Ibid., p. 88.
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usually on their home farms, or employed as farm workers looking forward to full establishment as independent farm operators.

3. Adult farmers fully established as operators either as owners or as tenants.32

Four kinds of classes have been developed to provide systematic instruction in vocational agriculture in an effort to meet the specific educational and agricultural needs of each group served by vocational education in agriculture. The classes are identified as:

1. Adult farmer classes for farmers who are operating farms.

2. Young farmer classes for out-of-school farm youth who are becoming established in farming.

3. All-day classes for in-school farm youth who are enrolled in high schools and who meet daily during the school year.

4. Day-unit classes for in-school farm youth who are enrolled in high schools and who meet at least once a week for organized instruction as provided in the State plans.33


administration is valued in the course of this study. Table XVII is a record of the responses tendered. An examination of the data reveals a general agreement that the program of vocational agriculture should include both in-school and out-of-school groups.

Providing a time schedule conducive to a complete program. The development of a time schedule that permits development of a complete program is a desirable characteristic in the administration of local departments of vocational agriculture according to opinions of those sharing in this study. Table XVIII records the relative values accorded the consideration that a condition typical of effective administration of local programs of vocational agriculture involves the preparation of a time schedule for the teacher that is conducive to a complete program.

A reference of standard operating procedure and regulations established by the State Board of Education of Louisiana deals with the matter of the time schedule for the teacher of vocational agriculture. It is germane to this analysis to consider that:

In order to conduct a most effective program in vocational agriculture, the teacher should devote full time to vocational agriculture work. His teaching should be arranged so that he will have sufficient time to devote to the supervision of farming programs and for other follow-up instruction for all-day, young and adult farmer groups. The schedule of the teacher should be
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so arranged so that he will have the last period or periods of the regular day for conducting this work.  

Supervised farming in the teaching process and necessity for supervised visits. A supervised farming program is regarded as one of the instructional instruments through which students of vocational agriculture study and learn. Hence, supervision of the farming program by the teacher of vocational agriculture is basic in the teaching-learning process.

Snowden presents evidence of the relationship of supervised practice to effective learning in the following article.

The relationship of supervised practice program to the teaching program has been stressed for years. We have employed it as the basis for teaching content; as a stimulus in the teaching procedures used; and as an opportunity for the learner to apply the subject matter studied. However we have not sufficiently emphasized it as the boy's learning laboratory.

Basically, all learning takes place by the process of association. There are several factors which condition the extent to which learning is likely to occur in any situation. These are well covered in the so-called "laws of learning."

a. The law of readiness. (Desiring to respond)
b. The law of effect. (If response is satisfying, will tend to repeat)
c. The law of exercise. (Repetition strengthens the response, leading to "habits.")

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TABLE XVIII

PROVIDING TEACHING SCHEDULE FOR A COMPLETE PROGRAM
Involved in all the above is another principle of learning: namely, one learns what is practiced. Supervised practice in vocational agriculture, or rather the practice itself, or just the fact that a topic is being discussed which is as close to the experiences of the student as are the common practices of the farm, gives fertile basis from which associations can spring. The Leaning Tower of Pisa means to the student no more than the closest thing he has seen, experienced, or visualized that approaches the actual tower itself. Supervised farm practice has as its basis things which are common to the boy's everyday experiences. He knows the soil, he knows the livestock, he has seen things grow, reproduce and die. These experiences which he has had can be added to through supervised practice. Further associations can be made which are only a few steps further than something he already has visualized and experienced. There is not the large gap sometimes found in trying to get learners to associate two things, neither of which is a real, living, experienced part of his past learning.

Farm practices being a part of the boy's past experiences; being a familiar thing; having at least some past association which is pleasant to the boy from which further associations can be added, furnish one of the most strategic points for the law of readiness to be applied. Any number of motivating devices can be applied: the hope of financial return; the desire to do a better job of something that is already being done; establishment in farming, etc., all can be used to promote readiness on the part of the learner to make his present practices better and to add new practices.

The primary aim of vocational agriculture is "to train present and prospective farmers for proficiency in farming." If we follow the principle -- one learns what he practices -- there is but one way for a student to learn to be proficient in farming. Supervised practice is the core of this learning to be proficient.

According to this concept, the job, learning to fertilize cotton efficiently, is completed only when cotton is efficiently fertilized. The fertilizing of the cotton is the content of the job. Whether this "learning to fertilize efficiently" means learning the job entirely (no
knowledge previously of fertilizing cotton) or learning to do it better, supervised practice, practice under the supervision and control of the one attempting to teach the practice, is a necessity.

In summary, according to the concept of the principles of learning set forth, this is what is expected through supervised practice:

1. We wish the student to learn either an altogether new practice or modify an old one. We begin by complying with the first law of learning. We get the learner, through motivation, in readiness to accept and desire the new or modified practice.

2. Complying with the principle which says that one learns what he practices, we attempt to see that he puts into practice the new or modified practice. Here supervision is necessary to see that the objective is realized and that he does what is planned.

3. If the learner is satisfied with the results, he will tend to repeat the practice. Whether because he made financial gain, whether he saved time or for whatever reason it is superior to an old practice or is an acceptable new practice, the effect is the same. His being satisfied with the results puts into play the law of effect — for being satisfied with one thing will tend to make him continue that same thing as long as it produces these same or more satisfactory results.

4. As satisfaction with a given practice gradually induces the individual to try the practice again and again, the law of exercise will become more effective, and what was a new or newly modified practice will become a "habit." To insure that satisfyingness will continue with repeated practice, close supervision must be given.35

In the questionnaire conjunctive with this study the proposal that, as a condition to effective secondary

school administration of vocational agriculture, the adminis-
trator regards the supervised farming program as a culmina-
tion of the learning process and assumes responsibility for
providing time during the school day for adequate super-
vision, the participants rated it according to their
opinions of its value. Table XIX is a record of the responses
of each group of participants.

Although the overall picture presented by these
statistics indicate a high value on the proposal, it is of
interest to note that those most concerned with teaching
and learning (i.e., supervisors, principals and teachers)
had a number to rate the proposal as unimportant. Parish
superintendents, in responding to the question, considered
the thesis a significant condition to effective administra-
tion.

Effective use of allotted teacher time for super-
visory purposes. The supervisory activities of the teacher
of vocational agriculture is an important instructional
function of vocational agriculture. Providing time for this
activity is fundamental; effective use of the allotted time
is essential.

Those contributing to this study maintain a majority
opinion that the administrator should assume responsibility
for seeing that the teacher of vocational agriculture uses
the allotted time for supervisory purposes effectively. A
summary of the responses valuing this proposition is
### TABLE XIX

**SUPERVISED FARMING IN THE TEACHING PROCESS AND NECESSITY**

**FOR SUPERVISED FARMING VISITS**

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presented in Table XX.

Knuti suggests procedures which might be followed in improving the efficient use of teacher time. They are:

1. Studies of their present time use.

2. Analyze present use of time by use of advisory committees, other teachers, supervisors and teacher trainers.

3. Do better program planning.36

Suggestions regarding a time use evaluation study would likely involve consideration of such questions as:

1. Does the activity contribute to our objectives both general and specific?

2. Can the activity be eliminated, shortened or should it be extended?

3. Can certain jobs or classes be combined?

4. Is there a better way of doing this job?

5. Is this something which should be included which is now left out?

6. Can this be done at another time or during the school day, summer, or slack period?

7. Can someone else do the job in whole or in part as a student, advisory committee, etc.?37

Significance of itinerary of school trips to effective administration. Throughout the course of this study, necessary trips and supervisory visits on the part of the


37Ibid.
TABLE XX

EFFECTIVE USE OF ALLOTED TEACHER TIME FOR SUPERVISORY PURPOSES

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<tr>
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<td>17</td>
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<td>43</td>
<td>100.00</td>
<td>49</td>
<td>100.00</td>
<td>159</td>
</tr>
</tbody>
</table>
teacher have received attention in a number of treatments regarding the functions proper to a local program of vocational education in agriculture. A question pertinent to this study might well be asked, What significance does one attach to the proposition that, as a condition to effective local level administration, the administrator require the teacher to provide an itinerary of all school trips?

Slightly more than 80 per cent of those contributing to this study placed a minimum significant value of important on the query. Table XXI records the values attached by each of the groups to the inquiry.

**Importance of periodic visits by the administrator with the teacher on supervised farm visits.** Supervised farm visits and administrative supervision have received attention throughout this study. The importance of periodic visits by the administrator with the teacher of vocational agriculture on supervisory farm visits is now considered. Lyles records in his study of supervisory activities of teachers, that 58.9 per cent of the students of vocational agriculture wanted the high school principal to visit their farm with the teacher of vocational agriculture.38

Whipp states in a study that:

<table>
<thead>
<tr>
<th>Rating</th>
<th>Parish and City School Superintendents</th>
<th>Parish and City School Supervisors</th>
<th>Secondary School Principals</th>
<th>Vocational Agriculture Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
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</tr>
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<td>31 19.62</td>
<td>73 17.85</td>
</tr>
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<td>1 2.04</td>
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<td>8 1.96</td>
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<tr>
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<td>49 100.00</td>
<td>159 100.00</td>
<td>158 100.00</td>
<td>409 100.00</td>
</tr>
</tbody>
</table>
The majority of the high school principals included in this study supervised the teacher of vocational agriculture when supervising the farming program of his all-day students. High school principals, who used this kind of visit, considered it to be the most effective visit of the work of the teacher of vocational agriculture out of the classroom. Although the high school principal had not visited the teacher at work supervising the farming program of the young farmer, high school principals considered it to be of medium effectiveness in improving instruction in vocational agriculture. 39

The conclusions of the study previously cited include the statement that:

The majority of the high school principals represented in this study were aware of the importance of field supervision of their teachers of vocational agriculture. The supervised farming program of the all-day student forms the basis for selection of farm jobs to be taught in the classroom. It is extremely important that the teacher of vocational agriculture visit the supervised farming program of his students to determine what to teach, the effectiveness of classroom jobs taught, to teach many jobs ordinarily not taught in the classroom, and to add to his experiences of farming and farm life. The high school principal cannot fully appreciate or understand the work of the teacher of vocational agriculture until he has supervised the teacher out in the field. 40

Valued responses obtained in this study relevant to periodic visits by the administrator with the teacher of vocational agriculture on supervisory farm visits indicate a seemingly indifferent attitude on the part of the groups included in this investigation. Table XXII records the

39 Austin Edwin Whipp, op. cit., p. 92.

40 Ibid., p. 98.
significance of the proposal as reported by those involved in the assimilation of the data being evaluated.

Although the central tendency of values seem to cluster around a hypothetical point regarding administrative visits as a desirable factor in effective administration, the question might be advanced as to why more than one-fourth of the participants regard such an activity as not important. Particularly noticeable is the fact that over one-third of the secondary school principals reporting regard this activity as being of no importance to effective administration of the local program of vocational agriculture.

Attitudes reflected by the data recorded in Table XXII do not seem to be consistent with values expressed by the participants on related administrative questions in this study, nor are they consistent with expressions found in related literature bearing on the issue under consideration.

Importance of administrative participation in the conduct of young and adult farmer classes. The significance of administrative recognition of out-of-school classes of systematic instruction in vocational agriculture as a part of a complete program of vocational education in agriculture at the secondary school level was noted in connection with the treatment of data recorded in Table XVII. Presently, attention is devoted to an evaluation of the proposal that,
TABLE XXII

PERIODIC VISITS BY ADMINISTRATOR WITH TEACHER ON SUPERVISED FARM VISITS

<table>
<thead>
<tr>
<th>Rating</th>
<th>Parish and City School Superintendents</th>
<th>Parish and City School Supervisors</th>
<th>Secondary School Principals</th>
<th>Vocational Agriculture Teachers</th>
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</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Very Important</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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<td>18.60</td>
<td>17</td>
<td>34.69</td>
<td>26</td>
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<td>43</td>
<td>100.00</td>
<td>49</td>
<td>100.00</td>
<td>159</td>
</tr>
</tbody>
</table>
as a condition to effective administration, the secondary school administrator accepts, provides for, and encourages young farmer and adult farmer classes.

A study reported from the State of Nebraska indicates the condition cited above has considerable bearing on the number of out-of-school classes. The study records that:

It was found that very few of the administrators were opposed to out-of-school classes, but a large number of them were indifferent. This was no doubt due to lack of information about and understanding of the program. Where the school boards and superintendents were in favor of out-of-school education many more classes were held than where they were opposed or indifferent.41

A publication of the U. S. Office of Education dealing with young farmer classes offers pertinent considerations relevant to developing an administrative plan that appears to be applicable to adult farmer classes as well as serving its original purpose regarding young farmer classes. Written in a context involving the development of the secondary school administrative plan for young farmer classes, it narrates the following suggestions:

When the school administrator and the teacher have agreed to develop a program of education for work with young farmers, plans for it should be included as a part of the local school program. Frequently, the plan consists in affixing signatures to the standard form or memorandum provided by the State which affirms that a young farmer program is underway and describes certain minimum

requirements. Such plans are usually submitted annually to the board of education for approval and a copy is then filed with the State supervisor of vocational agriculture. Procedures following this pattern have served a useful purpose. Their chief weakness is that they are not conducive to a continuous year-round program. They imply being an integral part of the vocational agriculture program. They suggest that boards of education may approve or reject the work instead of recognizing it as a part of the teacher's responsibility.

A written plan of operation for vocational agriculture, locally developed by school personnel, is recommended to insure administrative sanction to a young farmer program. Such a plan usually is developed by the teacher of vocational agriculture and the school administrators with assistance from the vocational agriculture advisory council or a consulting committee. Consultation with a member of the State vocational agriculture supervisory staff will assure that the local plan conforms with standards specified in the State plan for agricultural education.

The local plan will serve as a guide in the operation of the program for vocational agriculture. It includes specific recommendations for the operation of all aspects of the program. Some of the important items to be specified in relation to the young farmer program include the amount of teacher time to be allotted to young farmers, the number of meetings the teacher is expected to conduct, the number of hours of group instruction as well as the number of hours of individual on-farm instruction, and the minimum enrollment.

Once a comprehensive plan is completed and has been approved by school authorities, it may serve for many years with only minor changes and amendments to meet changing conditions. A better understanding of the vocational agriculture program will be effected in the community if copies of the plan are made available to other teachers in the school, to members of the board of education, and to members of the vocational agriculture advisory council. A written plan as outlined above should help assure continuity of the program and should be of value when there are
changes in administrators and teachers of vocational agriculture in the local school.\(^{42}\)

An analysis of the contents of Table XXIII is indicative of general agreement among contributors to this study that the acceptance of, provision for and encouragement of young farmer and adult farmer classes is a functional responsibility of public secondary school administration. The tendency of the responses to groups in the categories of very important and important is significant.

The attitude reflected in the responses is indicative of the possibilities of further development of educational leadership conducive to out-of-school classes in vocational agriculture.

**Facilities for the use of out-of-school groups.** The preceding paragraph pointed out the possibilities of development of an administrative atmosphere at the secondary school level conducive to improvement of young farmer and adult farmer instruction in vocational agriculture. Further evidence of this possibility is evidenced through a study of data recorded in Table XXIV, in which responses of those sharing in the assimilation of relevant opinions to the proposal that the administrator makes school facilities available for out-of-school vocational agriculture groups.

<table>
<thead>
<tr>
<th>Rating</th>
<th>Parish and City School Superintendents</th>
<th>Parish and City School Supervisors</th>
<th>Secondary School Principals</th>
<th>Vocational Agriculture Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Very Important</td>
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<td>30.23</td>
<td>21</td>
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<td>Important</td>
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<td>53.49</td>
<td>21</td>
<td>42.86</td>
<td>84</td>
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<tr>
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<td>Total</td>
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<td>100.00</td>
<td>49</td>
<td>100.00</td>
<td>159</td>
</tr>
</tbody>
</table>
Evaluating the proposal in terms of its importance to effective local level administration of vocational agriculture, the composite opinion of the group treats it as being a desirable condition to effective administration. The number of responses rendering the proposition as not important is rather insignificant in comparison to the values signified by the remainder. Responses of the majority justify the assumption that administrators should concern themselves with facilities for out-of-school groups.

It is not amiss to propose that the administrative activities proper to providing facilities for out-of-school vocational agriculture groups be compatible with the purposes and functions, as determined through the dynamics of local level planning, for that phase of the school program.

Value of formal professional education in the administration of and/or philosophy of vocational education for administrators. Matters relevant to the administration of vocational education in agriculture seem to indicate that formal professional education in the administration or philosophy of vocational education, or both, would be of value to secondary school administrators whose inherent functions involve local programs of vocational agriculture. Studies cited in the chapter devoted to the review of pertinent literature point out the need for a knowledge and understanding of matters peculiar to vocational education.
### TABLE XXIV

**FACILITIES FOR USE OF OUT-OF-SCHOOL GROUPS**

<table>
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<tr>
<th>Rating</th>
<th>Parish and City School Superintendent</th>
<th>Parish and City School Supervisors</th>
<th>Secondary School Principals</th>
<th>Vocational Agriculture Teachers</th>
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</thead>
<tbody>
<tr>
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<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Very Important</td>
<td>16</td>
<td>37.21</td>
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<td>91</td>
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</tbody>
</table>

Total 43 100.00 49 100.00 159 100.00 158 100.00 409 100.00
in agriculture in the public secondary school.

A consideration contained in the survey forming this phase of the study involves the weights that parish superintendents, parish supervisors, secondary school principals and teachers of vocational agriculture attach to certain professional courses in vocational education as a part of the professional training of the administrator. Specifically, the survey asked for opinions on the proposal, that, as a desirable condition for effective administration of a local program of vocational agriculture, the administrator has formal professional education in the administration and/or philosophy of vocational education.

The responses indicating the composite value attached to the proposal by each group are tabulated in Table XXV. It is significant to note that secondary school principals and teachers of vocational agriculture tended to place the minimum value as important, while the central tendency of responses contributed by parish superintendents and parish supervisors appears to place the maximum value as important. It must be observed, however, that the responses of parish superintendents reflect a greater weight into the very important category than in the important category.

The American Vocational Association states that:

There is an increasing awareness among school administrators of the responsibility of the publicly supported schools to provide vocational education
for the American people. Education for purposeful work is distinctive in its aims and services, and the school administrator has felt a need for understanding both the philosophy and the specific administrative policies required for genuine vocational education.43

A perusal of the Louisiana School Directory is sufficient to indicate that vocational education in some form is a part of the great majority of the public secondary schools of the State of Louisiana.44 Certainly secondary school administrators need specific training that will lead to an understanding and appreciation of the peculiarities of vocational education.

Appreciation of specific professional and technical education for teachers of vocational agriculture. Implications may easily be drawn from subject matter related to this study that the teacher of vocational agriculture should have specific professional and technical courses that prepare for the job of teacher of vocational agriculture. Phipps and Cook quote from a mimeographed publication of the University of Illinois pertaining to the abilities needed by a teacher of vocational agriculture. Eleven desired abilities needed by a teacher of vocational agriculture are:

43 The School Administrator and Vocational Education, Committee on Research and Publications, American Vocational Association, Inc., 1951, p. 11.

### TABLE XXV

**Value of Formal Professional Education in Administration and/or Philosophy of Vocational Education for Administrators**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Parish and City School Superintendents</th>
<th>Parish and City School Supervisors</th>
<th>Secondary School Principals</th>
<th>Vocational Agriculture Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
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<tr>
<td><strong>Total</strong></td>
<td>43</td>
<td>100.00</td>
<td>49</td>
<td>100.00</td>
<td>159</td>
</tr>
</tbody>
</table>
1. Ability to establish and maintain relationships.

2. Ability to determine community and individual needs.

3. Ability to develop and improve the local program of agricultural education.

4. Ability to organize and use advisory councils.

5. Ability to plan and maintain instructional facilities.

6. Ability to advise the local Future Farmers of America, Young Farmers Association, and other school sponsored organizations.

7. Ability to plan instruction and teach all-day pupils, young farmers, and older adult farmers.

8. Ability to develop and supervise farming programs of all groups which receive instruction.

9. Ability to provide guidance, placement and follow-up.

10. Ability to keep departmental records and make reports.

11. Ability to administer, supervise, and coordinate the activities of the local department.45

Certainly these abilities would involve a technical, scientific, and practical knowledge of agriculture in connection with functional knowledge of a specific approach in planning, organizing and conducting an instructional program in vocational agriculture.

Responses compiled in this study indicate that a high degree of importance is attached to the proposal that

the administrator appreciates specific professional and technical education in a teacher of vocational agriculture. A detailed study of the values may be made from Table XXVI.

The values accorded tend to verify a statement made in Chapter I regarding the effectiveness of a local program of vocational agriculture. The statement referred to, pointed out that administration must appreciate the special characteristics of the teacher of vocational agriculture in that he is especially trained, experienced and practical.

Appreciation of formal professional education in general education for teachers of vocational agriculture. Table XXVII is a recapitulation of the indicated values of each participating group on the proposal that, as a condition to effective administration, the secondary school administrator appreciates some formal professional education in general education in the teacher of vocational agriculture. The need for an understanding and appreciation of vocational agriculture as a functioning part of general education is suggested by the high degree of importance attached to the consideration. Likewise, the responses suggest a need for an understanding and appreciation of the interrelationship of general education and vocational education.

In the introduction to this study it was pointed out that administration must act as a catalytic agent whereby academic teachers and teachers of vocational agriculture
### TABLE XXVI

**APPRECIATION OF SPECIFIC PROFESSIONAL AND TECHNICAL EDUCATION FOR TEACHERS**

<table>
<thead>
<tr>
<th>Rating</th>
<th>Parish and City School Superintendents</th>
<th>Parish and City School Supervisors</th>
<th>Secondary School Principals</th>
<th>Vocational Agriculture Teachers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
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<tr>
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<td>45</td>
<td>100.00</td>
<td>49</td>
<td>100.00</td>
<td>159</td>
</tr>
</tbody>
</table>
become personally acquainted with, understand and appreciate each other. Data recorded in Table XXVII tend to verify that statement, as well as bearing out one other essential advanced in Chapter I regarding school administration. That essential stated that administration must keep the vocational agriculture program and the general education program in proper balance.

**Adequate facilities for vocational agriculture.** A general treatment of subject matter relating to facilities for a local program of vocational agriculture would be voluminous. Perusal of pertinent materials leave the impression that adequate facilities are those physical things that enable the instruction in vocational agriculture to be functional in terms of local needs and conditions to be dealt with in the program.

It seems that those responding in the poll consider administrative interest in adequate facilities for vocational agriculture to be a definite functional concern of local administration. The data supporting this observation are recorded in Table XXVIII.

**Materials of instruction for vocational agriculture.** It is evident that participants in this study regard the provision of materials of instruction in vocational agriculture a matter worthy of the concern of secondary school administration. A record of participant responses is tabulated in Table XXIX.
<table>
<thead>
<tr>
<th>Rating</th>
<th>Parish and City School Superintendents</th>
<th>Parish and City School Supervisors</th>
<th>Secondary School Principals</th>
<th>Vocational Agriculture Teachers</th>
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<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
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<td>Vocational Agriculture Teachers</td>
<td>Total</td>
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<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
<td>Per Cent</td>
<td>Number</td>
</tr>
<tr>
<td>Very Important</td>
<td>27</td>
<td>62.79</td>
<td>35</td>
<td>71.43</td>
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<td>28.57</td>
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</tr>
<tr>
<td><strong>Total</strong></td>
<td>43</td>
<td>100.00</td>
<td>49</td>
<td>100.00</td>
<td>159</td>
</tr>
</tbody>
</table>
School administrators can best be guided in the matter of providing instructional materials through an evaluation of the instructional program in terms of educational and agricultural needs of those the local program purports to serve. The determination of aims and objectives for the local program offers insight into the needs of the instructional program.

Importance of faculty understanding of purposes and functions of vocational agriculture. The necessity of an understanding of purposes and functions of local programs of vocational agriculture is reflected in the values placed on this consideration by participants in this study. Table XXX records the reactions obtained in a poll designed to determine the opinions of administrators, supervisors and teachers. Whipps includes a pertinent statement in a study regarding the matter of teacher relationships. His statement follows:

Other members on the faculty are in a position to render aid to the teacher of vocational agriculture as well as receive aid from the teacher of vocational agriculture. Good relationship amongst the faculty is necessary for the success of the total school program. Teachers of vocational agriculture should be given opportunities to explain their programs to other members of the faculty. The high school principal, as the educational leader of his school, should coordinate the efforts of his teachers into an organization with a singularity of purpose -- the improvement of instruction.46

<table>
<thead>
<tr>
<th>Rating</th>
<th>Parish and City School Superintendents</th>
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<th>Secondary School Principals</th>
<th>Vocational Agriculture Teachers</th>
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</table>
Relative Importance of the Current State Plan for Handbook Analysis

Importance of the legal basis for the State's participation in the federally aided program. The contributors to this study are, in the main, of the opinion that the proposed handbook would be enhanced through a treatment of the legal basis for the participation of the State in the federally aided program of vocational education in agriculture. A record of responses is accorded in Table XXXI.

The following excerpt of the instrument in question forms the basis for the proposed analysis.

A. Legal basis for State's participation in the benefits of the Smith-Hughes and George-Barden Acts (See appendix for copies of Acts)

1. Title and code number or other official identification of the State's Acceptance Act.

The State of Louisiana accepted the provisions of the basic Federal Vocational Act through Act 52 of 1918.


Act 52 of 1918 was amended and replaced by Act 162 of the Legislature of 1946. There have been no subsequent Acts, court decisions, executive orders, or Attorney General's opinions in any way affecting this Acceptance Act of 1946.

3. Statement of acceptance of responsibility by the State Board for keeping the U. S. Commissioner of Education informed of any legal changes that affect the State's
vocational education program.

The Louisiana State Board of Education shall inform the U. S. Commissioner of Education of any legal changes that affect the State's vocational education program or the operation of the program in the state.47

Attention is called to the reference in the preceding quotation regarding the Act identified as Act 162, Chapter 9 of Title 17 supercedes Act 162, although the current Louisiana State Plan for Vocational Education makes no reference to that provision. Copies of each of the above mentioned instruments are in the appendix of this study.

Provisions of the State plan for state administration. Data developed from the concomitant survey and recorded in Table XXII indicate the importance attached to the need for a treatment of the role of state administration as it affects the administration of local departments of vocational agriculture.

Provisions for state administration are covered in the following:

State Administration of Vocational Education

1. Statement of the legal authority of the State Board for Vocational Education for

   a. Preparing, adopting, and submitting a State

# Table XXXI

**Legal Basis for State's Participation in Federally Aided Program**

<table>
<thead>
<tr>
<th>Relative Importance for Administrative Handbook</th>
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plan for the approval of the U. S. Commissioner of Education

The State Board of Education of the State of Louisiana is designated as the State Board for purposes of vocational education and is authorized to cooperate with the U. S. Office of Education in the administration of the provisions of the Federal Acts. Under the provisions of the Acceptance Act, this Board has the authority to prepare, adopt, and submit a State Plan for Vocational Education to the U. S. Commissioner of Education for his approval.

b. Approving expenditures of Federal and State funds for vocational education

The State Board of Education has full power to represent the State in all matters with reference to the distribution and disbursement of funds received from the U. S. Government by the State of Louisiana and to appropriate and use such moneys in whatever way will, in its discretion, best serve the interests of the State and carry out the spirit and intent of the Act of Congress of February 23, 1917 in conformity with this provision. The Acceptance Act provides that the State Treasurer is constituted and appointed the custodian of the moneys.

c. Selecting, employing, and discharging all administrative and supervisory State Board personnel

The State Superintendent of Education selects, employs, and fixes the salaries of the administrative and supervisory personnel, subject to the approval of the State Board of Education.

2. Executive Officer of the State Board for Vocational Education

a. By whom elected or appointed

The State Superintendent of Education is designated by law as the Executive Officer of the State Board of Education in all matters, including those pertaining to the
vocational education program. He is selected for a term of four years by the people in the State General Election.

b. General responsibility for vocational education

The Executive Officer has general administrative and supervisory responsibility for the vocational education program in the State of Louisiana. He has authority to approve payments of all Federal vocational funds to the local boards of education and shall approve the payments of all Federal vocational funds.

c. Percentage of time to be devoted to vocational education if any part of salary and travel is to be reimbursed from Federal funds

No funds from these Federal vocational appropriations shall be used for the salary or expenses of the Executive Officer.

3. State Director of Vocational Education

The program of vocational education in Louisiana is under the direction and supervision of the State Superintendent of Education who is the Executive Officer of the State Board of Education. He serves as the State Director of Vocational Education. A staff of specialists who devote their time to the administration and supervision of vocational education is employed. Their duties and responsibilities are indicated in other sections of this Plan.

The Director of Elementary and Secondary Education is responsible for coordinating the instructional and supervisory programs in Louisiana including vocational education. The Director of Elementary and Secondary Education is not paid salary or traveling expenses from Federal vocational funds.

The State Board of Education shall be reimbursed from Federal vocational funds for parts of the salary and traveling expenses of the staff members in vocational education in accordance with policies established by the State Board of Education and the U. S. Office of Education through this Plan.
4. Supporting staff other than supervisors and teacher trainers

The Supervisor of Finance in the State Department of Education is responsible for the technical details of necessary accounting of vocational funds in the State Department of Education, including Federal vocational funds.

a. Duties

He shall maintain systematic financial records for the purpose of providing complete and accurate data of the expenditures of State and Federal vocational funds for vocational education.

He shall be responsible for the preparation of financial and statistical reports, subject to the review and approval of the respective supervisors, when requested by the State Board of Education and the U. S. Office of Education.

He shall be prepared to submit reports to the Executive Officer on the status of various funds, when requested.

He shall, in cooperation with the respective supervisors, prepare budgets dealing with matters pertaining to vocational education which are to be submitted to the State Board of Education through the Executive Officer.

b. Qualifications

He shall be a graduate of a college or a university of recognized standing with courses in business administration, accounting, economics, and statistical practices. He shall have had recent successful and practical experience in bookkeeping, accounting, and auditing which shall include supervisory or equivalent responsibility.

5. Representative State Advisory Committees for Vocational Education

Representative State advisory committees for vocational education may be organized and appointed
by the Executive Officer with the approval of the State Board of Education. Members of such committees shall be representative of the groups concerned with vocational education, such as labor, employers, farmers, homemakers, and school people. Members of such committees shall render the service without cost to the State other than the approved travel allowance. Advisory committees, if and when organized, shall consult with the staff members on matters pertaining to the organization, technical details, and improvement of the programs of vocational education. The term of office for members of such committees shall be in accordance with the regulations set up for each committee organized. Traveling expenses of members of approved State committees may be reimbursed from George-Barden funds when meetings are authorized by the Executive Officer.48

Plan for use of federal funds at the local level.

Concern is reflected through the responses obtained in this study regarding the use of federal appropriations at the local level. Examination of data in Table XXXIII will reveal the values placed on this consideration. Less than 10 per cent of the recorded responses of the surveyed group rated this item as insignificant in so far as an understanding of local use of federal funds may affect local administrative procedures.

State plan provisions for state supervision. The data compiled in Table XXXVI represent the opinions of the identified participating groups regarding the effects of state level supervision on local administration. It is noted that 93.16 per cent of the responses consider the

48Ibid., pp. 2-4.
## TABLE XXXII

**STATE PLAN PROVISIONS FOR STATE ADMINISTRATION**

<table>
<thead>
<tr>
<th>Relative Importance for Administrative Handbook</th>
<th>Parish and City School Superintendents</th>
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TABLE XXXIII
STATE PLAN CONDITIONS FOR USE OF FEDERAL FUNDS AT LOCAL LEVEL

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<th>Secondary School Principals</th>
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<td>100.00</td>
<td>159</td>
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</table>
provision outlined below worthy of analysis in a handbook for local administration.

C. State Supervision of Vocational Education

1. State Board's responsibility for supervision

The State Board of Education is responsible for the administration, supervision, and control of the following services:

- Agricultural Education
- Distributive Education
- Home Economics Education
- Trade and Industrial Education
- Occupational Information and Guidance (Vocational Guidance)

2. Duties of State and district supervisors

The State Board of Education shall provide proper supervision of vocational schools and classes that are organized and conducted under the provisions of the State Plan.

When adequate provisions have been made for supervision of Federally aided vocational education programs, qualified supervisors may devote a maximum of 20% of their time, in the course of their regular work, in giving assistance to non-reimbursable classes having or working toward vocational objectives in their respective subject-matter fields. Federal funds may not be used to provide any full-time supervision to non-reimbursable schools or classes.

The State Supervisors and Assistant State Supervisors shall counsel with parish boards of education, superintendents, principals, and teachers on the subject of vocational education as applied to the State of Louisiana and to explain to them the plan of operation of the Federal and State Acts for vocational education as applied to the State of Louisiana.

They shall cooperate with and assist local school administrators in the organization of a comprehensive program of adult education in the several services.
They shall promote, by discussion, literature, and addresses, the establishment of vocational courses in the various services wherever needed.

They shall aid schools operating or desiring to operate under the State and Federal Acts to secure properly qualified teachers and to assist the State Board of Education in prescribing their qualifications for certification.

They may prepare report forms for the use of pupils and/or teachers and perform such other duties relating to the promotion of the work in their respective fields as may be assigned.

They shall:

Promote State-wide and sectional conferences or meetings that have a definite vocational value.

Prepare, from time to time, bulletins dealing with the progress of vocational education in their respective fields for publication by the State Board of Education and shall disseminate these bulletins wherever needed.

Cooperate with other agencies that aid in the further development of vocational education.

Prepare annually a State program of work in vocational education in their respective fields.

Acquaint the public, through suitable mediums, with vocational education in their respective fields and with the potentialities involved.

Keep the State Superintendent of Education informed concerning the progress made in the promotion of vocational education in the various services by submitting annually, and at other stated intervals, reports and official memoranda on the status of the work.

Supervise and approve the vocational instruction of high schools operating under the provisions of the State and Federal vocational Education Acts.
Pass on the validity of claims from schools that have maintained instruction in vocational education during the year.

Assist in the approval of qualifications of applicants for positions as teachers of vocational education in the State of Louisiana.

Approve the space and equipment provided for vocational education so that the facilities are adequate to accomplish the purposes of the courses operating under the provisions of the Vocational Education Acts.

Approve courses of study in vocational education in the schools operating under the State and Federal Acts for vocational education.

Assist teachers of vocational education in the improvement of their methods of instruction. This improvement may be made by personal consultation, by summer sessions, by observation of work in progress, by correspondence, and through publications; by the preparation, from time to time, of manuscripts or bulletins of information concerning the teaching of vocational education in schools or classes in this State; and by setting forth the possibilities of such instruction.

The primary responsibility of the supervisors is to improve instruction and to assist teachers in the development of courses of study; develop a sound program of relationship with interested groups by interpreting the vocational education program and assisting local officials and teachers in planning their laboratories and shops and in suggesting specifications for equipment to be used.

They shall follow through and complete any other assignment which may be given to them by the State Superintendent of Education.

3. Agricultural Education

The State Board of Education, upon the nomination of the State Superintendent, the Executive Officer of said Board, shall employ a full-time State Supervisor and Assistant State Supervisors of Vocational Education in
Agriculture who shall devote their time to the supervision of the State program in this field.

a. Special duties of State and District Supervisors

They shall promote and develop the F.F.A. program.

They shall organize a program for agricultural students to participate in State and parish contests.

They shall promote and assist in organizing a comprehensive program of adult education for agricultural out-of-school youth and adults.

They shall accept any other assignment which may be given them by the State Superintendent of Education.

b. Qualifications of the State Supervisor

(1) Education

The State Supervisor of Agricultural Education shall be a graduate of a college or university authorized to train teachers of vocational agriculture and shall hold both the Bachelor of Science and Master of Science Degrees, having specialized in agricultural education.

(2) Experience

He must have lived on a farm or have had at least three years of farm experience after becoming fourteen years of age. He must also have had at least five years of successful experience as a teacher or supervisor of vocational education in agriculture.

c. Qualifications of Assistant and District Supervisors

Assistant and District Supervisors must hold Bachelor of Science Degrees from colleges or
universities approved for training teachers of agriculture and must have specialized in agricultural education. They must have lived on a farm or have had at least three years of farm experience after becoming fourteen years of age and must also have had at least three years of successful experience as a teacher or supervisor of vocational education in agriculture.49

State plan provisions for local supervision. The provisions of the State Plan for local supervision of vocational education in agriculture is considered worthy of treatment in the proposed handbook according to views analyzed in this study. A compilation of responses concerning the relative importance of state policy to local administration is provided in Table XXXV. The policy under consideration is recorded as follows.

A. Plan for Local Supervision

1. Types of Organization

   a. b. Full or part-time local supervision may be provided in vocational agriculture where there is a sufficient number of teachers of all-day classes and special teachers of young farmer classes and adult classes.

In a combination of parishes where the size of the vocational agriculture program warrants, a part-time local supervisor for agriculture may be employed.

2. Duties of Local Supervisors

The duties of local supervisors of agriculture

49Ibid., Sec. III, pp. 4-7.
<table>
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<tr>
<th>Relative Importance for Administrative Handbook</th>
<th>Parish and City School Superintendents</th>
<th>Parish and City School Supervisors</th>
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<td>49</td>
<td>100.00</td>
<td>159</td>
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</table>
are the same as for the State Supervisor, but are limited to his service area.

3. Qualifications of Local Supervisors

a. Education

He must be a graduate of an institution approved for the training of teachers of vocational agriculture. In addition, he must have completed 12 semester hours of graduate work with a major in agricultural education.

b. Experience

He must have had two years of farm experience after the age of 14; he must have had at least 2 years of successful experience as a teacher of vocational agriculture.50

State plan provisions relative to instruction for high school groups. A significant rating was accorded the proposal that State plan provisions relative to the high school program of instruction be treated in the proposed handbook. Three hundred, or 73.35 per cent of the responses are in the category of important. The data may be examined in Table XXXVI.

Chapter II dealt with the pertinent provisions of the state plan that tend to affect the nature of the local program.

State plan provisions for the local program regarding young farmer instruction. Treatment of the state plan provisions for the out-of-school young farmer program was

50 Ibid., Sec. III, p. 1.
### TABLE XXXV

**STATE PLAN PROVISIONS FOR SUPERVISION AT LOCAL LEVEL**

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TABLE XXXVI
STATE PLANN PROVISIONS FOR LOCAL PROGRAM RELATIVE TO HIGH SCHOOL GROUP INSTRUCTION

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<td>Per Cent</td>
<td>Number</td>
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included in Chapter II. Further treatment of the young farmer program at the local level has been accorded in this chapter.

Table XXXVII is a compilation of data relative to the importance of state policies to local level administration of young farmer instruction in vocational agriculture.

State plan provisions for the program relative to adult farmer groups. Systematic instruction in vocational agriculture for older established farmers is provided for in the current Louisiana State Plan for Vocational Education. That the provision has bearing on the development of local programs in vocational agriculture is reflected in the nature of the data compiled in Table XXXVIII.

Particularly interesting is the response of parish system supervisors. Forty-nine, or 100 per cent of those responding, considered the inclusion of the item in the proposed handbook as having a value of important or above.

The totals of all groups is significant in that 98.51 per cent considered the item to have a relative value of important or above.

State plan provisions for supervised farming programs. The relative importance of state plan provisions for supervised farm practice in vocational agriculture seems to merit value in the outcome of this study. Twenty-two of the surveys evaluated in this study did not record an opinion on the matter. Nine of the group considered
<table>
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TABLE XXXVIII

STATE PLAN PROVISIONS RELATIVE TO ADULT FARMER INSTRUCTION

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it not important. Three hundred seventy eight, or 92.42 per cent, indicated an opinion that justifies consideration in the projected outcome of this study. One hundred per cent of the supervisors contribute to the latter characteristic of the data. Examination of the complete data is afforded in Table XXXIX.

State plan provisions for Future Farmer of America Chapters. Recognition of the role that an active F. F. A. chapter might make to the educational program and the importance of local administrative understanding of the policies inherent in state plans is reflected in this study.

Slightly more than 90 per cent feel that the basis for local Future Farmer of America activities as outlined in state policy should be considered in the conclusions of this study. A review of the responses is tabulated in Table XL.

Qualifications of teachers. The data in Table XLI is sufficient to imply the value of a description of teacher qualifications in connection with this study. A point of view of very important was maintained by more than two-thirds of each group contributing to the assimilation of data. The composite opinion is very important to 74.82 per cent of the participants.

Conditions of employment of teachers. Considered effects of provisions of state plans relative to the conditions of employment of teachers of vocational agriculture
### TABLE XXXIX

**STATE PLAN PROVISIONS FOR SUPERVISED FARMING PROGRAMS**

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### TABLE XLI

**QUALIFICATIONS OF TEACHERS**

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is indicated in the data tabulated in Table XLII. Each group participating in the study viewed such a consideration as having desirable considerations for the proposed outcome of the study.

**Plans for local advisory committees.** Reactions pertaining to the treatment of state plan provisions for local advisory committees in the proposed handbook are found in Table XLIII.

**Items Bearing on Effective Local Administration**

**Responsibility of the public secondary school for vocational education in agriculture.** A component of the proposed handbook should deal with the responsibility of the public secondary school in providing for a local program in vocational agriculture. This opinion is reflected in the data tabulated in Table XLIV.

**Contributions of vocational agriculture to the total school program.** Vocational agriculture's contribution to the total school program with emphasis on the effects of its aim and major objectives merits the attention of school administrators according to data compiled in Table XLVI.

**Responsibility of local administrator in program of vocational agriculture.** The functions of local administration proper to the effective and efficient conduct of a local program of vocational agriculture merits consideration in the development anticipated in this study.
# TABLE XLII

## CONDITIONS OF EMPLOYMENT OF TEACHERS

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**STATE PLANS FOR LOCAL ADVISORY COMMITTEES**

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### Table XLV

**CONTRIBUTION OF VOCATIONAL AGRICULTURE TO TOTAL SCHOOL PROGRAM**

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according to more than 95 per cent of the respondents. A tabulation of responses is found in Table XLVI.

Relationships of federal, state, and local administrative units. According to data compiled from questionnaires pertaining to this development the final outcome should treat the relationship of federal, state, and local administrative units as their respective functions effect local programs of vocational agriculture. Table XLVII records the nature of responses obtained from each participating group.

Teacher responsibilities for individual farm services of a non-educational nature. The development of policy regarding farm services by the teacher of vocational agriculture apart from that necessitated by the normal functions proper to instruction in vocational agriculture needs the attention of school level administration. This statement finds its verification from data in Table XLVIII. More than three-fourths of each group valued this aspect as important or above for treatment in the proposed handbook.

Selection of students. The selection of students for enrollment in the high school classes in vocational agriculture should be considered in the proposed outcome of this study. Support for that statement is found in the data of Table XLIX.
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TABLE XLIX

SELECTION OF STUDENTS

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CHAPTER IV
SUMMARY AND CONCLUSIONS

Introduction

As outlined previously in this study, it is the intent of the writer to suggest a handbook for the administration of vocational education in agriculture in the public secondary schools of Louisiana. Sought as an outcome of the result of this study, is the evolution of secondary school administrative policies that are conducive to the three progressive planes of learning inherent in vocational instruction—the informational level, the appreciation level, and the doing level.

Analyses of 409 questionnaires, representing responses from 43 parish or city school system superintendents, 49 parish or city school system supervisors, 159 secondary school principals and 158 teachers of vocational agriculture, constitute a major consideration in the development of the study. Each person contributing to the study through the medium of the questionnaire is affiliated with the conduct of the local program or programs of vocational agriculture in the public secondary school systems of Louisiana. The data thus afforded together with the treatment accorded each item permit the summary statements that follow.
Summary

1. Effective administration of the program of vocational agriculture in the public secondary school is enhanced through an understanding, on the part of the administrator, of the educational implications of the aim and objectives of vocational agriculture. A need for elucidation of the aim and objectives in the proposed development is evidenced by the expressed needs for:

   a. A description of the current Louisiana State Plan for Vocational Education provisions which affect local administration of vocational agriculture.

   b. An understanding of the responsibilities of the local school for vocational education in agriculture.

   c. A treatment regarding the role of vocational agriculture in a total school program with emphasis on the aim and objectives of vocational education in agriculture.

   d. An explanation of the factors involving the selection of students for enrollment in high school classes in vocational agriculture.

2. An inherent characteristic of effective administration is that of teacher–administrator conferences regarding the local program. The writer recognizes the significance attached to periodic conferences between the local administrator and the teacher of vocational agriculture.

3. Effective administration is contingent upon such
leadership that will serve to coordinate the program of vocational agriculture with the total educational program of the school. A need for an explanation of this contingency in the suggested handbook is reflected by the implied importance of:

a. The place of vocational agriculture in a total school program in terms of aim and objectives of vocational education in agriculture.

b. The responsibility of the local administrator in the program of vocational education in agriculture.

c. Formal professional education courses in general education for the teacher of vocational agriculture.

d. Maintaining an atmosphere wherein the faculty understands the purposes and functions of the local program of vocational agriculture.

4. Effective administration is, in part, the result of an atmosphere wherein the teacher of vocational agriculture may freely confer with the principal, parish superintendent, and parish supervisor as to type and kind of program necessary to comply with existing school policy.

5. Administration has as one of its functions a participating role in planning the local program of vocational education in agriculture. A need for an understanding of the factors peculiar to that role is evidenced by:

a. The implied importance of a sympathetic appreciation of the aim and purposes of vocational
agriculture in the performance of functions peculiar to administration.

b. The need for implementing the understanding of the responsibility of the local administrator in the program of vocational education in agriculture.

c. The expressed need for a description of the responsibilities of the teacher of vocational agriculture with regard to individual services not inherent in the instructional program.

6. A desirable characteristic of local level administration involves approval of the use of local advisory committees. The need for an explanation of the purposes and functions of a local advisory committee is expressed by:

a. The importance attached to administrative participation in planning local programs of vocational agriculture.

b. The expressed value for an explanation of State plan provisions relative to advisory committees.

7. Active administrative participation in the work of the local advisory committee is an attribute of effective administration of the local program of vocational education in agriculture.

8. Administrative examination and approval of the major component parts of the teacher's current annual program of instruction is characteristic of effective
9. Educational leadership conducive to the preparation and maintenance of an efficient long-time program in vocational agriculture is a desirable characteristic of public secondary school administration. This summarization culminates in a recognition of expressed need for a description of:

a. The responsibility of the school for vocational education in agriculture.

b. The leadership responsibilities of the local administrator relative to the program of vocational agriculture.

c. The provisions of the current State plan.

10. Effective administration is characterized, in part, through educational leadership conducive to the participation of the teacher of vocational agriculture in the guidance of pupils with regard to attitudes toward high school subjects and activities. This characteristic is allied to and in keeping with the needs outlined in connection with leadership functions that serve to coordinate vocational agriculture with the total educational program of the school.

11. Approval of teacher participation in area and state in-service training program is a desirable condition in effective administration of vocational education in agriculture. A more functional understanding of the
nature of the area and state in-service programs is indicated by an expressed need for an:

a. Explanation of the functions of state administration as outlined in the current State plan.

b. Explanation of the functions of state supervision as outlined in the State plan.

c. Explanation of federal, state and local level administrative responsibilities.

12. Administrative support of the aim and purposes of Future Farmers of America Chapters is conducive to effective administrative educational leadership.

13. Acceptance of the Future Farmer of America Chapter activities as an integral part of the public secondary school educational program is characteristic of effective administration. Supporting evidence of a need for interpretation of the activities of Future Farmer of America Chapters is indicated by the following:

a. A high level of importance is attached to the significance of administrative appreciation of the aim and purposes of the Future Farmers of America.

b. An expressed need for explanation of state level policies regarding the Future Farmers of America.

c. A significant consideration of the nature of administrative policies regarding out-of-parish events.

14. From the standpoint of effective local administration it is desirable that the leadership encourage
student and teacher participation outside the parish.

15. Effective local administration of vocational agriculture is dependent upon educational leadership in planning the teacher's summer program of work.

16. Educational leadership conducive to improving the instructional qualities of the summer program is an important characteristic of effective administration. Explanation of the qualities desired in administrative leadership is necessitated in the proposed development of this study through a recognition that:

a. A higher degree of importance is placed upon leadership necessary to planning than to leadership necessary to maintain and improve the program.

17. A sympathetic appreciation of a program of vocational agriculture, that includes in-school and out-of-school groups, is characteristic of effective local administration. Observations supporting this statement include:

a. The provision of a time schedule for the teacher that permits a complete program of vocational agriculture, and administrative assumption of the responsibility for proper use of that time is considered a desirable condition for effective administration.

b. The accessibility of school facilities for out-of-school groups is characteristic of effective local administration.
c. The expressed need for a description of state level policies that relate to a complete program of vocational agriculture at the local level.

d. Administrative acceptance, provisions for and encouragement of young farmer and adult farmer classes is tenable with concepts of effective administration.

18. Appreciation of supervised farming program as a culmination of the learning process and assumption of the responsibility of providing time during the school day for adequate supervision is inherent in effective administration of the local program of vocational agriculture. In support of this statement, it is observed that:

a. Administrative assumption of the responsibility for effective use of the time provided is proper to effective administration.

b. An itinerary provided by the teacher of all school trips is regarded as important to effective administration.

c. Administrative participation in the visiting program is a desirable feature of administration.

d. An expressed desire for explanation of the current relevant state policies.

19. The significance of the origin of the nature of the aims and processes by which administration operates is reflected by the summarization that formal professional education in the administration and/or the philosophy of
vocational education affects the nature of administrative leadership provided in local programs of vocational education in agriculture.

20. Effective administration is characterized by appreciation of specific professional and technical education for a teacher of vocational agriculture. Explanation of the qualifications of teachers as outlined in current state policies is an expressed concomitant of this characteristic.

21. Administration is properly concerned with providing desirable facilities for vocational agriculture.

22. Administration is properly concerned with providing materials of instruction for vocational agriculture.

Conclusions

The following handbook for the administration of vocational education in agriculture is offered as the conclusion to this study.

Introduction to the Handbook

This suggested guide is the result of a study purposing to culminate in a suggested handbook for the administration of vocational education in agriculture in the public secondary schools of Louisiana. It is concerned with the qualities of educational leadership that should exist in secondary school administration of
vocational agriculture.

Vocational education in agriculture at the secondary school level is under the administration of the local school administrator. Each aspect of the local program of vocational agriculture is a part of the total educational program of the school. The effectiveness of the local program of vocational agriculture is dependent upon the quality of leadership provided through and by local administration. It is within the environment created and maintained by local administrators that vocational agriculture makes its greatest educational contributions to the school and school community.

It is imperative that local administrators understand the primary purposes and functions of vocational agriculture and the framework created by enabling legislation and its concomitant administrative policy if effective local administration is to exist.

Basis for the handbook. A study involving 409 educators who are immediately concerned with functional education in departments of vocational agriculture in the public secondary schools of the State of Louisiana afforded data necessary to the development of this handbook. Parish and city school systems with secondary school departments of vocational agriculture are represented in the contributing number by 43 superintendents and 49 supervisors. The public secondary schools which offer vocational agriculture
are represented in the study basic to the development by 159 principals and 160 teachers of vocational agriculture.

Information derived from an analysis of the data obtained in the study referred to in the preceding paragraph along with subject matter bearing on the proper analysis of the data constitute the framework within which this handbook is developed.

In content, the handbook is consonant with the stipulations of enabling legislation and the concomitant administrative policies that affect vocational agriculture in the public secondary school.

**Purpose of the handbook.** The purpose of this handbook is to afford a guide for the public secondary school administrator whose position makes him immediately concerned with providing educational leadership necessary to insure an effective and efficient local program of vocational agriculture.

**Suggestions regarding the use of this handbook.** Effective use of this handbook is contingent upon the implications of the following statements.

1. The handbook is proposed as a guide for the use of the public secondary school administrator in the execution of functions necessary to insure an effective and efficient program of vocational agriculture. Since it is a guide, proper use must be made of it in order for it to accomplish its purpose.
2. The handbook proposes to be a means of supplementing the understandings and appreciations of vocational education in agriculture that the local administrator may have acquired as a result of professional courses in education including appropriate courses in vocational education and in-service training.

Foundations for Administrative Policy

The quality of educational leadership provided for vocational agriculture is conditioned by the character of the concepts entertained by the local administrator. If quality leadership is to be provided the school administrator must have a functional understanding and sympathetic appreciation of principles appropriate to the administration of vocational agriculture.

More than half a century has passed since efforts were begun to provide agricultural education in the public schools of Louisiana. Four decades have elapsed since the State of Louisiana embarked on a program of vocational education in agriculture of less than college grade. July 6, 1916 stands as an enduring milestone in the annals of Louisiana education, for it was on that date that Governor Ruffin G. Pleasant signed into law provisions for the acceptance of the not yet passed Smith-Hughes Act of the Federal Congress. Louisiana was among the first -- if not the first -- of the several states to accept the provisions
of the Act that was destined to influence vocational agriculture in the country.

It is well to observe that the federal legislation involves cooperation with the state in the promotion of local programs of vocational agriculture. The school administrator should recognize that the intent of federal -- and state -- participation is to encourage high standards and maximum freedom in building programs to meet local needs.

The educational contributions of vocational agriculture during the past forty years is the result of the atmosphere provided through local administrative efforts. Educational benefits derived in the years ahead will be the outcome of quality secondary school level administration.

A forward look by means of a backward glance reveals that public secondary school administration of vocational agriculture is enhanced when the local administrator:

1. Understands the educational implications of the aim and major purposes of vocational agriculture.

2. Maintains a close contact with the program through periodic conferences with the teacher.

3. Provides educational leadership to coordinate the functions of the local program with other activities of the school program.

4. Creates and maintains an environment wherein the teacher may freely confer with school and parish administrative and supervisory personnel as to type of program necessary to comply with existing school policies.
5. Participates in the planning of the local program.

6. Creates and maintains a policy conducive to effective use of a local advisory committee for the local department of vocational agriculture.

7. Actively participates in the work of the local advisory committee.

8. Reviews the annual teaching plans with a view to administrative approval.

9. Contributes to the work necessary to develop and maintain an effective long-time program in the school and community.

10. Maintains an atmosphere wherein the teacher participates in guidance activities relative to pupil's attitudes toward other high school subjects.

11. Encourages teacher participation in area and state in-service programs.

12. Understands the educational implications of the Future Farmers of America.

13. Creates and maintains an atmosphere wherein the educational functions of the Future Farmers of America is integrated into the educational program.

14. Encourages students and the teacher to participate in the educational activities conducted outside the parish.

15. Participates in the planning of an effective program of work for the summer months.

16. Provides supervision of the summer program.

17. Considers the complete program to consist of organized classes of systematic instruction for both in-school and out-of-school groups.

18. Arranges a time schedule for the teacher that permits a complete program.
19. Regards the work of the supervised farming program as a culmination of the learning process and provides time during the school day for adequate supervision.

20. Provides educational leadership that is conducive to effective and efficient use of the time allotted for supervisory purposes.

21. Requires an itinerary of all school trips planned as a function of the program.

22. Accompanies the teacher on supervisory farm visits periodically.

23. Creates an atmosphere conducive to organized classes of systematic instruction for young farmer and adult farmer classes.

24. Places the school facilities at the disposal of out-of-school vocational agriculture groups.

25. Has formal professional education in the administration and/or philosophy of vocational education.

26. Appreciates the specific professional and technical education necessary for the teacher of vocational agriculture.

27. Encourages the teacher to further his professional general education training.

28. Accepts the responsibility of providing facilities proper to the needs of the department.

29. Accepts the responsibility of providing materials of instruction proper to the needs of the department.

30. Maintains an atmosphere wherein the faculty understands the nature of the work of the department.

Statement of aim and objectives of vocational agriculture. The aim and objectives of the local program are evidenced by the functions of the department of vocational agriculture. Local administrative policies that affect
the nature of these functions must be in harmony with the principles that affect vocational education in agriculture.

In any statement of social policy such as those surrounding vocational agriculture, there is a controlling purpose. A controlling purpose may be described as a point of departure and a point of return. From where shall the local instructional program depart? To where shall it return? Two factors influence the answer to each of these questions:

1. Such education shall be to fit for useful employment.

2. Such education shall be designed to meet the needs of persons over fourteen years of age who have entered upon or who are preparing to enter upon the work of the farm or of the farm home.

It follows then, that the controlling purpose of vocational education in agriculture is to train present and prospective farmers for proficiency in farming.

Proficiency in farming has several implications. From an educational standpoint, proficiency applies to the qualities possessed by an individual. If proficiency is applied to farming the implication is that the quality of the individual has been attributed to farming. Hence, to train -- or educate -- for proficiency in farming implies that the individual is being educated on three planes of learning; the informational level, the appreciation level and the doing level. This requires such knowledge, attitudes, and skills that lead to the acquisition of
abilities necessary for proficiency in farming. And, it must be noted, education for proficiency in farming, as in all other education, must take cognizance of the status of the individual. Has the individual entered upon or is he preparing to enter upon the work of the farm or of the farm home? Is he a present or a prospective farmer?

Education for proficiency in farming and vocational education in agriculture are synonymous expressions. Proficiency in farming is the point for departure for the local program; proficiency in farming is the point of return.

Guideposts between the points are the educational objectives in vocational agriculture. Their utility is best served in development and conduct of local programs. They are not a course of study, but in a sense a criteria for a course of study. Maintaining a consistency with the controlling purpose, the major objectives of vocational education in agriculture are to develop effective ability to:

1. Make a beginning and advance in farming.
2. Produce farm commodities efficiently.
3. Market farm products advantageously.
4. Conserve soil and other natural resources.
5. Manage a farm business effectively.
6. Maintain a favorable environment.
7. Participate in rural leadership activities.
Selection of students. Maintaining the thought that education for proficiency in farming refers to qualities of the individual, it is well to consider who shall be trained. Local administrative policies relative to the selection of students must be influenced by the inheritances of the controlling purpose and educational objectives of vocational agriculture.

If vocational education in agriculture is to fit for useful employment in developing abilities necessary to farm life, it necessarily follows that those to be educated are those who are engaged in or who are likely to engage in the work of the farm or of the farm home.

The age at which to begin the training is specified in enabling legislation. Proper foundation of the provision that the education be designed for those persons over fourteen years of age who have entered upon or who are preparing to enter upon the work of the farm or of the farm home is found outside legislative measures. Studies in the developmental tasks of individuals indicate that the age of fourteen years is near the point in life when the individual begins to accept his own talents and abilities and begins to find vocational direction.

Determining course content. Local administrative policies regarding the content of the instructional program of vocational agriculture can be properly developed out of the inheritances of the controlling purpose and the
educational objectives. Instruction that meets the needs of those enrolled in vocational agriculture is the criteria.

Certainly the course content should involve such activities that will lead to the:

1. Development of the ability to think well.
2. Development of exact reasoning abilities.
5. Development of manipulative abilities.

Policies that affect the development of course content are affected by the contributions that vocational agriculture makes to the total educational program. A general or liberal education is needed by everyone, and to attempt to separate vocational education from the two is as remote as trying to separate culture from vocation.

The course content of vocational agriculture should be developed with a view to make a specific and definite contribution to the fundamental areas that form the aim and objectives of the educational program. To fail to do so is to lose sight of the functions of education as well as to totally disregard the controlling purpose and objectives of vocational education in agriculture. The needs of the individual who is developing proficiency in farming include a need for education, for personal, social, and civic development.

Teaching method. Administrative policies are
conducive to effective and efficient programs in vocational agriculture when they are developed and executed in recognition of three progressive levels of learning inherent in vocational education. The first plane of learning is the informational level followed by the appreciation level. Then a third level, which truly identifies vocational instruction is that of doing.

Each of the three levels employs three sound principles of teaching:

1. The learner must be in a ready state of mind for what he is about to learn.

2. The learner must use what he is trying to learn, and use it while he is learning.

3. The learner must have a satisfying effect from his learning experience.

It is not amiss to note that vocational agriculture is a medium through which people can be taught things they need to know in a most effective manner. The learning is natural. It is vivid. And, most of all, genuine vocational education is functional in the lives of the student. Reality is the approach to the subject matter, which in turn is what people who are farming or who are preparing to farm need to know, want to know and be able to do, and how they should feel about it. Truly, the learning in vocational education in agriculture is experience powered by interest and guided by purpose.

Characteristics of vocational education in agriculture. The local program of vocational education in
agriculture can be identified with its controlling purpose and with the concepts of vocational education when:

1. The program is designed to improve the efficiency of an individual in the work of the farm or of the farm home.

2. It is taught and learned in its relations and applications to the actual work of the farm or of the farm home.

3. The program is designed to meet the educational and agricultural needs of those who are pursuing or who are likely to pursue the work of the farm or of the farm home.

4. The instruction is so timed that the learner needs it and will apply it to useful and productive work in the actual operation and management of the appropriate facet of the farm enterprise.

5. The knowledge, appreciation and skill necessary to the operation and management of the farm or of the farm home are being taught and learned in their practical and proper relationships.

The Complete Program

The local program of vocational agriculture should be developed in conformity with the inheritances of the controlling purpose or aim and the educational objectives of vocational education in agriculture. The processes necessary to development of a complete program should be accomplished from a point of view that regards education as a continuous process.

Organized classes of systematic instruction in vocational agriculture should be provided for three well recognized groups, namely:
1. In-school youth who need, want and can profit from instruction in vocational agriculture.

2. Out-of-school youth who need, want and can profit from instruction in vocational agriculture.

3. Adults who usually are fully established in farming or have an interest in farming.

Four kinds of classes have been developed in order to provide systematic instruction for the three groups. They follow:

1. All-day classes for in-school youth.

2. Day-unit classes for in-school youth. (These classes are confined to those schools not offering vocational agriculture on a full-time basis)

3. Young farmer classes for out-of-school youth interested in farming.

4. Adult farmer classes for those usually fully established in farming.

Major phases of the local program should include as integral parts of the instruction in vocational agriculture:

1. Classroom activities.

2. Supervised farming activities.

3. Farm mechanics activities.

4. In some areas, training in food preservation.

5. School sponsored organizations such as the Future Farmers of America.

A complete program of vocational agriculture also involves the following:

1. A long-time program of vocational agriculture.
2. An annual program for vocational agriculture.
3. Activities of the advisory committee.
4. The teacher's summer program.

Administrative Policies for Classroom Activities

The work of the classroom is concerned with the informational level of learning as well as the appreciation level.

Local administrative policies should relate to providing facilities for the work of the classroom. A classroom set aside for the department of vocational agriculture that permits of accessibility with the possibility of a minimum of disturbance to other groups is recommended.

Facilities for the classroom should be acquired in accordance with the needs for the proper conduct of the local program.

Administrative Policies Relative to Supervised Farming Programs

For education to be vocational the learning must include the doing level. The farming program is the laboratory of the teaching process. The knowledge gained in the classroom is added to, new appreciations are accomplished, and appropriate skills and management abilities are developed within the realm of reality. No phase of the local program is of more importance to effective and purposeful learning than the supervised farming program.
It is the necessary foundation of the entire instructional program of any organized class in vocational agriculture.

The administrative policies of the school must be such that encourages supervised farming programs as a culmination of the learning process in vocational agriculture. Likewise, encouragement should be afforded conducive to use of the supervised practice activities as a teaching medium. The program must be regarded as a definite and vital part of the instructional program.

As an important part of the instructional program it is essential that teachers be provided time during the school day to actively supervise -- or teach if one likes -- the student in the work necessary to the acquisition of abilities inherent in the local instructional program.

It is a responsibility of the local administrator to provide such supervision that will insure the effective and purposeful use of time provided for supervision.

Administrative Policies Relative to Farm Mechanics

Farm mechanics is an integral and necessary part of the local program of vocational agriculture. The instruction in farm mechanics should be based on the needs of the individuals and community.

Local administrative responsibilities include providing for proper facilities necessary to meet the needs of the instructional program.

The time element involved in the proper teaching of
farm mechanics should be studied by the local administrator with a view to allowing adequate time for instruction in farm mechanics.

As in all other phases of the program, the administrator should maintain contact with the course content and methods employed in teaching farm mechanics with a view to their improvement.

**Administrative Responsibilities to Training in Food Preservation**

In some areas training in food preservation is an integral part of the local program of vocational agriculture. The school administrator should assume responsibility for insuring the effectiveness of the instruction.

**Local Future Farmer of America Programs**

The Future Farmer of America chapter activities are an integral part of the educational program of the vocational agriculture program. The organization is built upon a foundation that includes leadership and character development, sportsmanship, cooperation, service, thrift, scholarship, improved agriculture, organized recreation, citizenship, and patriotism. It is an organization of, by, and for farm boys studying vocational agriculture in the public secondary schools.

The local administrator should recognize the contributions that the FFA can make to the attainment of
the purposes of vocational agriculture and to education in general. Leadership conducive to the conduct of a local program is necessary if the FFA provides the experiences that the organization offers.

Area and state-wide activities are held during the school year and during the summer months that are designed to supplement the training offered in the local schools. Administrators should encourage participation in these events through functions proper to allowing time in the school activity schedule that permits for maximum participation.

Developing a Long-Time Plan

Local administrative policies should involve the participation of the local administrator in the development of a long time plan for the local program in vocational agriculture. The extent of participation may involve outlining the framework in the form of a policy statement or it could involve active participation in preparing the details of the local plan. Certainly it should be subject to the approval or disapproval of the school administrator.

The plan should be a statement of the activities of the local department over a period of years. Provisions for amendment should be accorded in the policies for developing the plan.

The work of developing the plan should be assigned to the local teacher. Only after research to determine
the educational and agricultural needs of the community should the development of the long-time plan proceed.

Local advisory committees are an asset to the development of long-time programs, and the administrative policy should include provisions for the use of such a committee.

The major criteria of the long-time plan involves consideration of the degree to which the plan meets the educational and agricultural needs of the local school community.

Administrative Policies for Annual Plans

The development of the annual plan is the responsibility of the teacher. In written form the annual plan should be subject to the approval or disapproval of the local school administrator.

Educational leadership conducive to the development of an annual plan for a complete program of vocational agriculture must be provided by the local administrator.

The teacher should have an advisory committee approved by the local administrator at his disposal for developing the annual plan.

The annual plan should be an outline of the proposed activities of the local department with suggested ways and means of accomplishing the desired end. It is an outgrowth of the long-time plan.
The Local Advisory Committee

The instructional program of vocational agriculture is centered around the agricultural and educational needs of the school community and the individual students. A committee representing the agricultural interests of the community is helpful in planning an effective local instructional program.

The local administrator should encourage the use of an advisory committee for the vocational agriculture program. He should make the appointments following nomination by the teacher of vocational agriculture.

It is not amiss to add that the local principal should be an active participating member of the local committee. His position is such that many valuable contributions to the work of the advisory committee can be made.

A policy of the local committee should be to advise. Such a group, as such, has no authority, real or implied, for administration. This fact should be clearly understood and appreciated by all participating members.

The Summer Program

The summer program is an important phase of a local program of vocational agriculture. It offers an opportunity for the teacher to do an effective job of supervision, to plan long-time and annual programs, attend area and state functions, offer out-of-school classes, hold summer FFA functions and attend to other elements of a local program of vocational agriculture.

The summer program should be planned by the teacher
with the advice of the local advisory committee and subject to the approval or disapproval of the local administrator.

A prepared schedule, showing dates, time and activities is essential. The teacher is employed twelve months because there is a need for instruction in vocational agriculture for twelve months. A schedule is as important for the school vacation months as for the school year.

The summer program to be conducted should be approved by the local administrator and copies of the planned program furnished the advisory council, the school board and the parish superintendent. Supervision of this phase of the work is as important as supervision of activities that are carried on during the regular school year. The local administrator should assume the responsibility of supervising the summer program.

Implications of the State Plan for Local Administration

Under terms of the Federal Vocational Education Acts, the State must prepare a State Plan for Vocational Education. The State plan is a state instrument that describes the state's program for vocational education -- including vocational education in agriculture. It is prepared to meet state and local conditions and serves as an agreement between the state and the United States Office of Education.
The State Plan is the state administrative policy which sets the regulations and standards to be met by the local schools conducting programs of vocational education. The local school administrator should realize that the State Plan is, first of all, a statement of policy and, secondly, a framework wherein the local program is developed. Its standards should be accepted as minimum for the local department.

Provisions of the current Louisiana State Plan for Vocational Education related to local level administration of vocational education in agriculture are briefed in the following paragraphs.

1. Administration and Supervision

Legal basis for the State's participation in the benefits of the Smith-Hughes and George-Barden Acts. Each of these are Acts of the United States Congress designed to assist the several states in the development of vocational education. In order for a state to participate in the benefits of the Acts the governing body of the State must enact legislation effecting their acceptance. The State of Louisiana is currently operating under provisions of Act 162 of the legislature of 1946 as recorded in Title 17, Chapter 9, of the Louisiana Legislature.

State Administration of Vocational Education. The State Board of Education of Louisiana is designated as the State Board for purposes of vocational education and is
authorized to cooperate with the United States Office of Education in the administration of the provisions of the Federal Acts. The State Board of Education of Louisiana has full power to represent the State in all matters involving Federal funds.

The executive officer of the State Board of Education for purposes of the administration of the vocational education program is the State Superintendent of Education of the State of Louisiana. He has general administrative and supervisory responsibilities for the vocational education program in the State of Louisiana.

State supervision. The State Board is responsible for the supervision of vocational agriculture at the state level. Supervisory personnel are employees of the Department of Education of the State of Louisiana.

State supervisors are available for consultatory work with local administrators with regard to compliance with state policy. Area and state in-service training programs are proper to their duties.

Plan for local supervision. Local supervisors may be employed under terms of the State Plan when a sufficient number of departments justify their presence. Their duties are essentially the same as those of the state supervisory staff.

2. Program of Instruction

Four types of classes are provided for in the
State Plan. They are: (1) All-day, (2) Day-unit, (3) Young farmer, and (4) Adult farmer. The minimum standards for each of the classes are identified in the following paragraphs.

All-day classes. Local administrators should be concerned with the following minimum standards:

1. The all-day class is part of the regular work in the high school and the program of instruction is under the direct supervision of the parish superintendent and the high school principal.

2. The minimum number of students in a department for a full time instructor should be 20.

3. The instruction should be designed to meet the needs of those persons over 14 years of age.

4. Four years of work in vocational agriculture should be offered.

5. One of the following four plans should be followed:

Plan "A"

Two consecutive sixty-minute periods of instruction, five days per week, for one year and one sixty-minute period of instruction, five days per week, for the other years.

Plan "B"

Two consecutive sixty-minute periods of instruction, two days per week, and one sixty-minute period three days per week, for each class.

Plan "C"

Two consecutive forty-five-minute periods of instruction per day, five days per week, for each class.
Plan "D"

Sixty minutes of instruction per day, five days per week, for each class, provided that there is in operation a program of systematic group instruction for out-of-school young farmers and/or adult farmers, planned on a year round basis of not less than fifty clock hours.

6. Plan "D" is the recommended plan.

7. If none of the above plans meet the needs of the local situation, the administrator shall provide for not less than 450 minutes of instruction per week.

8. The local program should be planned so that the teacher of vocational agriculture may give less than four-fifths of his time to vocational agriculture.

9. Supervised farming activities should be provided for.

10. A system of records should be maintained to follow up former students.

11. A local Future Farmer of America program should be developed and maintained.

Day-unit classes. Day unit classes may be organized in schools where there is a need for some instruction in vocational agriculture, but not enough for a full-time or part-time, all-day instructor.

Young farmer classes. The following considerations should influence the character of local administration:

1. The young farmer classes should be planned to meet the needs of out-of-school youth who are in the process of entering upon the work of the farm or of the farm home on a full-time basis.

2. At least one class of out-of-school young farmers should be conducted annually.
3. Organized classes of systematic instruction with follow-up supervision should characterize the program.

4. Classes should be 90 minutes or more in length.

5. Definite goals should be established for the classes.

6. The course should be continuous from year to year.

7. Instruction should be continuous throughout the year.

8. Adequate records should be maintained.

Adult farmer classes. The following items merit consideration in the administration of adult farmer classes.

1. The instruction should result in improvement of specific farm practices.

2. The classes should be for farmers already established in farming.

3. Courses should be continuous from year to year.

4. Class sessions should be 90 minutes or more.

5. Instruction should be continuous throughout the year.

6. Organized classes of systematic instruction with supervision should characterize the instructional program.

7. Adequate records should be maintained.

3. Qualifications of Teachers

Certification of teachers for vocational agriculture is a function of the State Board of Education. Local administrators should recognize that the certified teacher has the following qualifications:
1. Forty-six hours of general education as prescribed by the State Board of Education.

2. Sixty hours of technical agriculture distributed in accordance with the recommendations made by the State Supervisor of Agricultural Education and approved by the State Supervisor of Teacher certification.

3. Has at least 18 hours of professional education in accordance with teacher certification plans.

4. The teacher of vocational agriculture must be at least 21 years of age and have such qualifications as will fit him for leadership in a rural community.

5. The teacher of vocational agriculture must have had at least two years of practical farm experience since reaching the age of 14 years and should have been raised on a farm.

Temporary teachers for vocational agriculture classes may be employed with the approval of the State Supervisor of Vocational Agriculture. Special teachers may be employed for young and adult farmer classes.

4. Employment of Teachers

Conditions of employment. The following conditions are of significance to the local administrator.

1. Teachers of vocational agriculture shall be employed and paid on a 12 month basis.

2. Teachers of vocational agriculture are entitled to not more than 2 weeks summer vacation.

3. The summer vacation is to be taken when summer supervisory activities are least urgent.

4. The summer vacation should be recommended for approval by the parish superintendent of education.
5. The teacher of vocational agriculture is under the supervision and direction of the local administrator in the same manner as the teacher of English, or science, or mathematics.

5. Advisory Committees

Provisions for developing local advisory committees.
The following considerations should guide the local administrator in the duties appropriate to the use of local advisory committees.

1. The primary function of the advisory committee is to assist the teacher of vocational agriculture and other local school officials in planning the entire program of agricultural education within a community. Their functions are advisory and not administrative.

2. Approval of appointment is the duty of the principal, parish superintendent or local school board. Nominations are normally made by the teacher.

3. A minimum of seven members is recommended.

4. Members should represent different local agricultural interests.

Concluding Statement

The purpose of this handbook is to afford a guide for the public secondary school administrator whose position makes him immediately concerned with providing educational leadership necessary to insure an effective and efficient local program of vocational agriculture. The value of the handbook is dependent upon its use.

The local school administrator and the local teacher of vocational agriculture could, through
conferences, use the handbook to the end that each would
profit professionally and vocational agriculture could
make its rightful contribution to the educational program.
It is suggested that this handbook be used to supplement
literature bearing on the purposes and functions of local
programs of vocational agriculture.

As a result of developing the study necessary to
the preparation of the handbook, the writer is convinced
that good local departments and good local administration
go together. Conversely, poor departments are associated
with poor local administration.

The local administrator has, by virtue of his
position, control of the activities of the local depart-
ment of vocational agriculture. The quality of the local
program is conditioned by the character of educational
leadership that the local administrator provides for the
program. That professional quality is dependent upon the
understanding of and the purposes for vocational agricul-
ture that the local administrator entertains.
CHAPTER V
RECOMMENDATIONS

The writer makes the following recommendations with respect to public secondary school level administration of vocational education in agriculture.

1. This study produces further evidence of the need for formal professional education courses in vocational education for present and prospective public secondary school administrators. Therefore, it is recommended that the certification requirements as promulgated by the State Board of Education of Louisiana be revised to require at least one course at the graduate level in vocational education. Preference should be given to a course or courses involving the principles of vocational education and expressions of social policy that surround those principles.

2. State and Area Supervisors of vocational education in agriculture should, in the normal course of the performance of duty, emphasize the nature of the responsibility of the local administrator with regard to the conduct of the local program. Assistance to the program should be directed through the local administrator.

3. Representative public secondary school administrators having departments of vocational agriculture should
be included as participating members on State and Area planning committees whose work will affect, directly or indirectly, the activities of local programs of vocational agriculture.

4. The local teacher of vocational agriculture should realize that he is especially trained for his position and is a member of the school faculty. He should take advantage of the opportunities that are peculiar to his job to facilitate the administration of the total educational program of the school. It is also recommended that the teacher participate in routine faculty duties, school guidance functions, and that he understand and cooperate with existing school policies.

5. A handbook proper to the principles involved in local level administration of vocational education in agriculture should be made available to public secondary school administrators having vocational agriculture departments, parish superintendents, supervisors, teachers of vocational agriculture, school board members and members of local advisory committees.

With respect to suggestions for further study, the writer recommends that:

1. A study be made relating to teacher-administrator relationships to determine what the local administrator
expects of the teacher of vocational agriculture in the public secondary schools of Louisiana.

2. A study be made relative to teacher-administrator relationships to determine the nature of educational leadership the teacher of vocational agriculture expects of the secondary school administrator in the State of Louisiana.

3. A study be made to determine the effectiveness of administrative participation in the conduct of each of the various phases of a local department of vocational agriculture.

4. A study be made to determine the administrative level that factors affecting local programs of vocational agriculture is performed with a view to suggesting changes that will enhance the administration of local programs of vocational agriculture.
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What Constitutes an Effective Program of Vocational Agriculture in a Community, Report of a Regional Study in the South, under direction of the Research Committee of the Southern Region, T. J. Horne, Chairman. 64 pp.


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Act No. 162 of 1946, Legislature of Louisiana, Approved July 16, 1946.


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E. UNPUBLISHED MATERIAL

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F. MISCELLANEOUS

TO: School Administrators in Louisiana

FROM: A. E. Robinson, Assistant Superintendent for Vocational Education

Gentlemen:

Mr. Emil McCarty, a former teacher of vocational agriculture at Ringgold School in Bienville Parish, is presently enrolled at Louisiana State University in the Graduate School. He is working toward his Ph.D. degree and his dissertation involves the administration of vocational agriculture education in the public schools of Louisiana.

He has developed a questionnaire which would collect certain data from school administrators with reference to the administration of vocational agriculture education. He proposes to develop a handbook for school administrators that should prove useful to superintendents, supervisors, and principals.

I feel that a definite contribution will be made to public education in the State through results secured from his study. I would like to recommend to you that you cooperate with Mr. McCarty in furnishing the information that he will request.

Yours very truly,

A. E. Robinson
Assistant Superintendent for Vocational Education

AER: jhr
To: Teachers of Vocational Agriculture Education in Louisiana

From: C. T. Houston, State Director of Vocational Agriculture

Gentlemen:

Mr. Emil McCarty, a former vocational agriculture teacher in the Ringgold High School, Bienville Parish, is now enrolled in the graduate school of the Louisiana State University. He is working towards a Ph.D. degree in vocational agriculture education.

The questionnaire he has developed will be used as a fundamental basis for preparing a handbook to be used as a guide in administering the vocational agriculture program on the local level.

I feel confident that this handbook will contribute immeasurably to the operation of a more successful program in agriculture. I solicit your cooperation in properly filling out this questionnaire and returning it to Mr. McCarty.

With kindest personal regards.

Sincerely,

C. T. Houston, State Director Vocational Agriculture
Dear Sir:

Many school administrators have expressed a desire for the development of a handbook for the administration of vocational education in agriculture in the public secondary schools of Louisiana. The importance of having those involved in the conduct of local programs of vocational agriculture participate in the preparation of the handbook has been emphasized.

This questionnaire is addressed to you in order that you may contribute to a study designed to develop a handbook pertaining to administration of vocational agriculture at the local level. Parish Superintendents, parish supervisors and principals administering vocational agriculture departments, and teachers of vocational agriculture are asked to contribute by checking their response to each statement in the questionnaire.

It is expected that through your response, sound and lasting contributions to the secondary school programs of vocational agriculture will be made.

The study is under the direction of the Department of Vocational Agriculture Education at Louisiana State University and A and M College.

Your contribution will be appreciated. A stamped, self-addressed envelope is enclosed for your convenience.

Respectfully yours,

Emil S. McCarty
Graduate Student

CHECK THE FOLLOWING:

1. Number of years in your present position ____.
2. Have you ever taught vo-ag? ____ yes ____ no.
3. Have you had any formal professional education courses in vocational education? _____ yes _____ no.

4. School or parish system ________________________

Listed below are some conditions that are considered desirable in the effective administration of vocational education in agriculture at the local school level. The term administrator as used in the statements of desirable conditions refers to the local high school principal. The term teacher refers to the local teacher of vocational agriculture. Indicate your opinion of the importance of each of the conditions in effective administration by checking ( ) the appropriate column according to this scale:

HIGH - very important MEDIUM - important LOW - not important

<table>
<thead>
<tr>
<th>CONDITION</th>
<th>HIGH</th>
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<th>Low</th>
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<tbody>
<tr>
<td>1. The administrator understands the aims and purposes of vocational education in agriculture</td>
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<td>2. The administrator confers with the teacher regularly regarding the vocational agriculture program</td>
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<td>3. The administrator coordinates the vo-ag program with the total educational program of the school</td>
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<td>4. The administrator provides an atmosphere wherein the teacher may freely confer with the principal, parish superintendent, and parish supervisor as to type and kind of program necessary to comply with existing school policy</td>
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<td>5. The administrator participates in planning the local program of vocational agriculture</td>
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<td>6. The administrator approves the use of advisory committees</td>
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<td>7. The administrator is a participating member of the local advisory committee</td>
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<tr>
<td>CONDITION</td>
<td>High</td>
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<td>8. The administrator examines and approves the annual teaching plan which the teacher has in use</td>
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<td>9. The administrator works with the teacher in preparing and maintaining a long time program which will meet the educational and agricultural needs of the school community</td>
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<td>10. The administrator expects the teacher to participate in the guidance of pupils with regard to attitudes toward other high school subjects and activities</td>
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<td>11. The administrator encourages the teacher to attend area and state in-service training programs</td>
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<td>12. The administrator understands the aims and purposes of the Future Farmer of America program</td>
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<td>13. The administrator regards the FFA chapter activities as an integral part of the school program</td>
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<td>14. The administrator encourages students and the teacher to attend and participate in contests and other events outside the parish</td>
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<td>15. The administrator works with the teacher in planning the teacher's summer program</td>
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<td>16. The administrator supervises the conduct of the summer program</td>
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<td>17. The administrator regards a program of vocational agriculture as including in-school and out-of-school classes in vocational agriculture</td>
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<td>18. The administrator provides a time schedule for the teacher that permits a complete program of vocational agriculture</td>
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<tr>
<td>CONDITION</td>
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<tr>
<td>19. The administrator regards the supervised farming program as a culmination of the learning process and assumes responsibility for providing time during the school day for adequate supervision</td>
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<tr>
<td>20. The administrator assumes responsibility for seeing that the teacher uses the allotted time for supervisory purposes effectively</td>
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<td>21. The administrator requires the teacher to provide an itinerary of all school trips</td>
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<td>22. The administrator frequently accompanies the teacher on supervisory farm visits</td>
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<td>23. The administrator accepts, provides for, and encourages young farmer and adult farmer classes</td>
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<td>24. The administrator makes facilities available for the use of out-of-school vo-ag groups</td>
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<td>25. The administrator has formal professional education in the administration and/or philosophy of vocational education</td>
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<td>26. The administrator appreciates specific professional and technical education in his teacher</td>
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<tr>
<td>27. The administrator appreciates some formal professional education in general education for his teacher</td>
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<td>28. The administrator concerns himself with providing desirable facilities for vocational agriculture</td>
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<tr>
<td>29. The administrator concerns himself with providing materials of instruction for vocational agriculture</td>
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</table>
In order for the state to participate in the federally aided program for vocational education in agriculture, a State Plan must be prepared. Provisions of this plan provide the framework within which local programs are planned and conducted.

Listed below are the items of the plan that pertain to vocational education in agriculture. Indicate and rate each item that should be included and explained in a handbook for local level administration by checking the appropriate column according to this scale:

HIGH- very important MEDIUM- important LOW- not important

ITEM High Med. Low

1. The legal basis for the State's participation in the benefits of the Smith-Hughes and George-Barden Act

2. Plan for State administration

3. Plan for use of federal funds at the local level

4. Plan for State supervision

5. Plan for supervision at the local level

6. Plan for the program relative to:
   A. High school groups
   B. Young farmer groups
   C. Adult farmer groups
   D. Supervised Farming programs
<table>
<thead>
<tr>
<th>ITEM</th>
<th>High</th>
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<tr>
<td>E. Future Farmers of America</td>
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<tr>
<td>7. Qualifications of teachers</td>
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<td>8. Conditions of employment of teachers</td>
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<td>9. Plans for local advisory committees</td>
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</table>

Other items proposed for the suggested handbook include the following. In your opinion, what is the importance of each for including in a handbook for the administration of a local program of vocational agriculture? Indicate and rate each according to the following scale:

**HIGH**- very important  **MEDIUM**- important  **LOW**- not important

<table>
<thead>
<tr>
<th>ITEM</th>
<th>High</th>
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<th>Low</th>
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<tbody>
<tr>
<td>1. The responsibility of the school for vocational education in agriculture</td>
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<tr>
<td>2. The place of vocational agriculture in a total school program with emphasis on the aims and purposes of vocational education in agriculture</td>
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<tr>
<td>3. The responsibility of the local administrator in the program of vocational education in agriculture</td>
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<tr>
<td>4. The relationship of federal, state and local administrative units</td>
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<tr>
<td>5. The responsibilities of the teacher with regard to individual farm services of a non-educational nature</td>
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<tr>
<td>6. Selection of students for enrollment in high school classes in vocational agriculture</td>
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</table>

ADD ANY OTHER ITEMS THAT YOU FEEL SHOULD BE INCLUDED TO ENHANCE THE ADMINISTRATION OF VOCATIONAL AGRICULTURE AT THE LOCAL LEVEL.
SMITH-HUGHES ACT

(Public, No. 347, Sixty-Fourth Congress.)

(S. 703.)

AN ACT To provide for the promotion of vocational education; to provide for cooperation with the States in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the States in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That there is hereby annually appropriated, out of any money in the Treasury not otherwise appropriated, the sums provided in sections two, three, and four of this Act, to be paid to the respective States for the purpose of cooperating with the States in paying the salaries of teachers, supervisors, and directors of agricultural subjects, and teachers of trade, home economics, and industrial subjects, and in the preparation of teachers of agricultural, trade, industrial, and home economics subjects; and the sum provided for in section seven for the use of the Federal Board for Vocational Education for the administration of this Act and for the purpose of making studies, investigations, and reports to aid in the organization and conduct of vocational education, which sums shall be expended as hereinafter provided.

SEC. 2. That for the purpose of cooperating with the States in paying the salaries of teachers, supervisors, or directors of agricultural subjects there is hereby appropriated for the use of the States, subject to the provisions of this Act, for the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of $500,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of $760,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of $1,000,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, the sum of $1,260,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-two, the sum of $1,600,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-three, the sum of $1,760,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-four, the sum of $2,000,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-five, the sum of $2,600,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-six, and annually thereafter, the sum of $3,000,000. Said sums
shall be allotted to the States in the proportion which their rural population bears to the total rural population in the United States, not including outlying possessions, according to the last preceding United States census:

Provided, That the allotment of funds to any State shall be not less than a minimum of $5,000 for any fiscal year prior to and including the fiscal year ending June thirtieth, nineteen hundred and twenty-three, nor less than $10,000 for any fiscal year thereafter, and there is hereby appropriated the following sums, or so much thereof as may be necessary, which shall be used for the purpose of providing the minimum allotment to the States provided for in this section: For the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of $48,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of $34,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of $24,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, the sum of $18,000; for the fiscal year ending June thirtieth nineteen hundred and twenty-two, the sum of $14,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-three, the sum of $11,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-four, the sum of $9,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-five, the sum of $34,000; and annually thereafter the sum of $27,000.

SEC. 3. That for the purpose of cooperating with the States in paying the salaries of teachers of trade, home economics, and industrial subjects there is hereby appropriated for the use of the States, for the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of $500,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of $750,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of $1,000,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, the sum of $1,250,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-two, the sum of $1,500,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-three, the sum of $1,750,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-four, the sum of $2,000,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-five, the sum of $2,500,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-six, the sum of $3,000,000; and annually thereafter the sum of $3,000,000. Said sums shall be allotted to the States in proportion which their urban population bears to the total urban population in the United States, not including outlying possessions, according to the last preceding United
States census: **Provided**, That the allotment of funds to any State shall be not less than a minimum of $5,000 for any fiscal year ending June thirtieth, nineteen hundred and twenty-three, nor less than $10,000 for any fiscal year thereafter, and there is hereby appropriated the following sums, or so much thereof as may be needed, which shall be used for the purpose of providing the minimum allotment to the States provided for in this section: For the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of $66,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of $46,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty the sum of $34,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one, the sum of $23,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-two, the sum of $25,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-three, the sum of $22,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-four, the sum of $19,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-five, the sum of $56,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-six, and annually thereafter, the sum of $50,000.

That not more than twenty per centum of the money appropriated under this Act for the payment of salaries of teachers of trade, home economics, and industrial subjects, for any year, shall be expended for the salaries of teachers of home economics subjects.

**SEC. 4.** That for the purpose of cooperating with the States in preparing teachers, supervisors, and directors of agricultural subjects and teachers of trade and industrial and home economics subjects there is hereby appropriated for the use of the States for the fiscal year ending June thirtieth, nineteen hundred and eighteen, the sum of $500,000; for the fiscal year ending June thirtieth, nineteen hundred and nineteen, the sum of $700,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty, the sum of $900,000; for the fiscal year ending June thirtieth, nineteen hundred and twenty-one and annually thereafter, the sum of $1,000,000. Said sums shall be allotted to the States in the proportion which their population bears to the total population of the United States, not including outlying possessions, according to the last preceding United States census; **Provided**, That the allotment of funds to any State shall be not less than a minimum of $5,000 for any fiscal year prior to and including the fiscal year ending June thirtieth, nineteen hundred and nineteen, nor less than $10,000 for
any fiscal year thereafter. And there is hereby appropri-
ated the following sums, or so much thereof as may be
needed, which shall be used for the purpose of providing
the minimum allotment provided for in this section: For
the fiscal year ending June thirtieth, nineteen hundred
and eighteen, the sum of $46,000; for the fiscal year
ending June thirtieth, nineteen hundred and nineteen, the
sum of $32,000; for the fiscal year ending June thirtieth,
nineteen hundred and twenty, the sum of $24,000; for the
fiscal year ending June thirtieth, nineteen hundred and
twenty-one, and annually thereafter, the sum of $90,000.

SEC. 5. That in order to secure the benefits of the
appropriations provided for in sections two, three, and
four of this Act, any State shall, through the legislative
authority thereof, accept the provisions of this Act and
designate or create a State board, consisting of not less
than three members, and having all necessary power to
cooperate, as herein provided, with the Federal Board for
Vocational Education in the administration of the pro-
visions of this Act. The State board of education, or
other board having charge of the administration of public
education in the State, or any State board having charge
of the administration of any kind of vocational education
in the State may, if the State so elect, be designated as
the State board, for the purposes of this Act.

In any State the legislature of which does not meet in
nineteen hundred and seventeen, if the governor of that
State, so far as he is authorized to do so, shall accept
the provisions of this Act and designate or create a
State board of not less than three members to act in
cooperation with the Federal Board for Vocational Educa-
tion, the Federal board shall recognize such local board
for the purposes of this Act until the legislature of such
State meets in due course and has been in session sixty
days.

Any State may accept the benefits of any one or more
of the respective funds herein appropriated, and it may
defer the acceptance of the benefits of any one or more
of such funds, and shall be required to meet only the
conditions relative to the fund or funds the benefits of
which it has accepted: Provided That after June Thirtieth,
nineteen hundred and twenty, no State shall receive any
appropriation for salaries of teachers, supervisors, or
directors of agricultural subjects, until it shall have
taken advantage of at least the minimum amount appro-
priated for the training of teachers, supervisors, or
directors of agricultural subjects, until it shall have
taken advantage of at least the minimum amount appropriated
for the training of teachers, supervisors, or directors of agricultural subjects, as provided for in this Act, and that after said date no State shall receive any appropriation for the salaries of teachers of trade, home economics, and industrial subjects until it shall have taken advantage of at least the minimum amount appropriated for the training of teachers of trade, home economics, and industrial subjects, as provided for in this Act.

SEC. 6. That a Federal Board for Vocational Education is hereby created, to consist of the Secretary of Agriculture, the Secretary of Commerce, the Secretary of Labor, the United States Commissioner of Education, and three citizens of the United States to be appointed by the President, by and with the advice of the Senate. One of said three citizens shall be a representative of the manufacturing and commercial interests, one a representative of the agricultural interests, and one a representative of labor. The board shall elect annually one of its members as chairman. In the first instance, one of the citizen members shall be appointed for one year, one for two years, and one for three years, and thereafter for three years each. The members of the board other than the members of the Cabinet and the United States Commissioner of Education shall receive a salary of $5,000 per annum.

The board shall have power to cooperate with State boards in carrying out the provisions of this Act. It shall be the duty of the Federal Board for Vocational Education to make, or cause to have made studies, investigations, and reports, with particular reference to their use in aiding the States in the establishment of vocational schools and classes and in giving instruction in agriculture, trades and industries, commerce and commercial pursuits, and home economics. Such studies, investigations, and reports shall include agriculture and agricultural processes and requirements upon agricultural workers; trades, industries, and apprenticeships, trade and industrial requirements upon industrial workers, and classification of industrial processes and pursuits; commerce and commercial pursuits and requirements upon commercial workers; home management, domestic science, and the study of related facts and principles; and problems of administration of vocational schools and of courses of study and instruction in vocational subjects.

When the board deems it advisable such studies, investigations, and reports concerning agriculture, for the purposes of agricultural education, may be made in cooperation with or through the Department of Agriculture;
such studies, investigations and reports concerning trades and industries, for the purposes of trade and industrial education, may be made in cooperation with or through the Department of Labor; such studies, investigations, and reports concerning commerce and commercial pursuits, for the purposes of commercial education, may be made in cooperation with or through the Department of Commerce; such studies, investigations, and reports concerning the administration of vocational schools, courses of study and instruction in vocational subjects, may be made in cooperation with or through the Bureau of Education.

The Commissioner of Education may make such recommendations to the board relative to the administration of this Act as he may from time to time deem advisable. It shall be the duty of the chairman of the board to carry out the rules, regulations, and decisions which the board may adopt. The Federal Board for Vocational Education shall have power to employ such assistants as may be necessary to carry out the provisions of this Act.

SEC. 7. That there is hereby appropriated to the Federal Board for Vocational Education the sum of $200,000, annually, to be available from and after the passage of this Act, for the purpose of making or cooperating in making the studies, investigations, and reports provided for in section six of this Act, and for the purpose of paying the salaries of the officers, the assistants, and such office and other expenses as the board may deem necessary to the execution and administration of this Act.

SEC. 8. That in order to secure the benefits of the appropriation for any purpose specified in this Act, the State board shall prepare plans, showing the kinds of vocational education for which it is proposed that the appropriation shall be used; the kinds of schools and equipment; courses of study; methods of instruction; qualifications of teachers; and, in the case of agricultural subjects, plans for the supervision of agricultural education, as provided for in section ten. Such plans shall be submitted by the State board to the Federal Board for Vocational Education, and if the Federal board finds the same to be in conformity with the provisions and purposes of this Act, the same shall be approved. The State board shall make an annual report to the Federal Board for Vocational Education, on or before September first of each year, on the work done in the State and the receipts and expenditures of money under the provisions of this Act.

SEC. 9. That the appropriation for the salaries of
teachers, supervisors, or directors of agricultural subjects and of teachers of trade, home economics, and industrial subjects shall be devoted exclusively to the payment of salaries of such teachers, supervisors, or directors having the minimum qualifications set up for the State by the State board, with the approval of the Federal Board of Vocational Education. The cost of instruction supplementary to the instruction in agricultural and in trade, home economics, and industrial subjects provided for in this Act, necessary to build a well-rounded course of training, shall be borne by the State and local communities, and no part of the cost thereof shall be borne out of the appropriations herein made. The moneys expended under the provisions of this Act, in cooperation with the States, for the salaries of teachers, supervisors, or directors of agricultural subjects, or for the salaries of teachers of trade, home economics, and industrial subjects, shall be conditioned that for each dollar of Federal money expended for such salaries the State or local community, or both, shall expend an equal amount for such salaries; and that appropriations for the training of teachers of vocational subjects, as herein provided, shall be conditioned that such money be expended for maintenance of such training and that for each dollar of Federal money so expended for maintenance, the State or local community, or both, shall expend an equal amount for the maintenance of such training.

SEC. 10. That any State may use the appropriation for agricultural purposes, or any part thereof allotted to it, under the provisions of this Act, for the salaries of teachers, supervisors, or directors of agricultural subjects, either for the salaries of teachers of such subjects in schools or classes or for the salaries of supervisors or directors of such subjects under a plan of supervision for the State to be set up by the State board, with the approval of the Federal Board for Vocational Education. That in order to receive the benefits of such appropriation for the salaries of teachers, supervisors, or directors of agricultural subjects the State board of any State shall provide in its plan for agricultural education that such education shall be that which is under public supervision or control; that the controlling purpose of such education shall be to fit for useful employment; that such education shall be of less than college grade and be designed to meet the needs of persons over fourteen years of age who have entered upon or who are preparing to enter upon the work of the farm or of the farm home; that the State or local community, or both, shall provide the necessary plant and equipment
determined upon by the State board, with the approval of the Federal Board for Vocational Education, as the minimum requirement for such education in schools and classes in the State; that the amount expended for the maintenance of such education in any school or class receiving the benefit of such appropriation shall be not less annually than the amount fixed by the State board, with the approval of the Federal Board, as the minimum for such schools or classes in the State; that such schools shall provide for directed or supervised practice in agriculture, either on a farm provided for by the school or other farm, for at least six months per year; that the teachers, supervisors, or directors of agricultural subjects shall have at least the minimum qualifications determined for the State by the State board, with the approval of the Federal Board for Vocational Education.

SEC. 11. That in order to receive the benefits of the appropriation for the salaries of teachers of trade, home economics, and industrial subjects the State board of any State shall provide in its plan for trade, home economics, and industrial education that such education shall be given in schools or classes under public supervision or control; that the controlling purpose of such education shall be to fit for useful employment; that such education shall be of less than college grade and shall be designed to meet the needs of persons over fourteen years of age who are preparing for a trade or industrial pursuit or who have entered upon the work of a trade or industrial pursuit; that the State or local community, or both, shall provide the necessary plant and equipment determined upon by the State board, with the approval of the Federal Board of Vocational Education, as the minimum requirement in such State for education for any given trade or industrial pursuit; that the total amount expended for the maintenance of such education in any school or class receiving the benefit of such appropriation shall be not less annually than the amount fixed by the State board, with the approval of the Federal board, as the minimum for such schools or classes in the State; that such schools or classes giving instruction to persons who have not entered upon employment shall require that at least half of the time of such instruction be given to practical work on a useful or productive basis, such instruction to extend over not less than nine months per year and not less than thirty hours per week; that at least one-third of the sum appropriated to any State for the salaries of teachers of trade, home economics, and industrial subjects shall, if expended, be applied to part-time schools or classes for workers over fourteen years of age who have entered
upon employment, and such subjects in a part-time school or class may mean any subject given to enlarge the civic or vocational intelligence of such workers over fourteen and less than eighteen years of age; that such part-time schools or classes shall provide for not less than one hundred and forty-four hours of classroom instruction per year; that evening industrial schools shall fix the age of sixteen years as a minimum entrance requirement and shall confine instruction to that which is supplemental to the daily employment; that the teachers of any trade or industrial subject in any State shall have at least the minimum qualifications for teachers of such subject determined upon for such State by the State board, with the approval of the Federal Board for Vocational Education: Provided, That for cities and towns of less than twenty-five thousand population, according to the last preceding United States census, the State board, with the approval of the Federal Board for Vocational Education, may modify the conditions as to the length of course and hours of instruction per week for schools and classes giving instruction to those who have not entered upon employment, in order to meet the particular needs of such cities and towns.

SEC. 12. That in order for any State to receive the benefits of the appropriation in this Act for the training of teachers, supervisors, or directors of agricultural subjects, the State board of such State shall provide in its plan for such training that the same shall be carried out under the supervision of the State board; that such training shall be given in schools or classes under public supervision or control; that such training shall be given only to persons who have had adequate vocational experience or contact in the line of work for which they are preparing themselves as teachers, supervisors, or directors, or who are acquiring such experience or contact as a part of their training; and that the State board, with the approval of the Federal board, shall establish minimum requirements for such experience or contact for teachers, supervisors, or directors of agricultural subjects and for teachers of trade, industrial, and home economics subjects; that not more than sixty per centum nor less than twenty per centum of the money appropriated under this Act for the training of teachers of vocational subjects to any State for any year shall be expended for any one of the following purposes: For the preparation of teachers, supervisors, or directors of agricultural subjects, or the preparation of teachers of trade and industrial subjects, or the preparation of teachers of home economics subjects.
SEC. 13. That in order to secure the benefits of the appropriations for the salaries of teachers, supervisors, or directors of agricultural subjects, or for the salaries of teachers of trade, home economics, and industrial subjects, or for the training of teachers as herein provided, any State shall, through the legislative authority thereof, appoint as custodian for said appropriations its State Treasurer, who shall receive and provide for the proper custody and disbursements of all money paid to the State from said appropriations.

SEC. 14. That the Federal Board for Vocational Education shall annually ascertain whether the several States are using, or are prepared to use, the money received by them in accordance with the provisions of this Act. On or before the first day of January of each year the Federal Board for Vocational Education shall certify to the Secretary of the Treasury each State which has accepted the provisions of this Act and complied therewith, certifying the amounts which each State is entitled to receive under the provisions of this Act. Upon such certification the Secretary of the Treasury shall pay quarterly to the custodian for vocational education of each State the moneys to which it is entitled under the provisions of this Act. The moneys so received by the custodian for vocational education for any State shall be paid out on the requisition of the State board as reimbursement for expenditures already incurred to such schools as are approved by said State board and are entitled to receive such moneys under the provisions of this Act.

SEC. 15. That whenever any portion of the fund annually allotted to any State has not been expended for the purpose provided for in this Act, a sum equal to such portion shall be deducted by the Federal board from the next succeeding annual allotment from such fund to such State.

SEC. 16. That the Federal Board for Vocational Education may withhold the allotment of moneys to any State whenever it shall be determined that such moneys are not being expended for the purposes and under the conditions of this Act.

If any allotment is withheld from any State, the State board of such State may appeal to the Congress of the United States, and if the Congress shall not direct such sum to be paid it shall be covered into the Treasury.

SEC. 17. That if any portion of the moneys received by the custodian for vocational education of any State under this Act, for any given purpose named in this Act,
shall, by any action or contingency, be diminished or lost, it shall be replaced by such State, and until so replaced no subsequent appropriation for such education shall be paid to such State. No portion of any moneys appropriated under this Act for the benefit of the States shall be applied, directly or indirectly, to the purchase, erection, preservation, or repair of any building or buildings or equipment, or for the purchase or rental of lands, or for the support of any religious or privately owned or conducted school or college.

SEC. 18. That the Federal Board for Vocational Education shall make an annual report to Congress, on or before December first, on the administration of this Act and shall include in such report the reports made by the State boards on the administration of this Act by each State and the expenditure of the money allotted to each State.

Approved, February, 23, 1917.
To amend the Act of June 8, 1936, relating to vocational education, so as to provide for the further development of vocational education in the several States and Territories.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled, That the Act approved June 8, 1936, entitled "An Act to provide for the further development of vocational education in the several States and Territories" (49 Stat. 1488, ch. 541), is amended to read as follows:

"SHORT TITLE

"SECTION 1. This Act may be cited as the 'Vocational Education Act of 1946.'"

"DEFINITIONS

"SEC. 2. As used in this Act--

"(1) the term 'States and Territories' means the several States, the Territories of Alaska and Hawaii, the island of Puerto Rico, and the District of Columbia;

"(2) the terms 'State plan' and 'State board' shall have the meaning which said terms have in the Smith-Hughes Vocational Education Act; and


"AUTHORIZATION FOR APPROPRIATIONS FOR VOCATIONAL EDUCATION

"SEC. 3. (a) For the purpose of assisting the several States and Territories in the further development of vocational education, there is authorized to be appropriated for the fiscal year beginning July 1, 1946, and annually thereafter--

"(1) $10,000,000 for vocational education in agriculture, including supervision by the vocational agriculture teachers of the activities, related to vocational education in agriculture, of the Future Farmers of America and the New Farmers of America, to be apportioned for expenditure in the several States and Territories in the proportion that their farm population bears to the total farm population of the States and Territories, according to the last preceding
United States census;

"(2) $8,000,000 for vocational education in home economics, to be apportioned for expenditure in the several States and Territories in the proportion that their rural population bears to the total rural population of the States and Territories, according to the last preceding United States census;

"(3) $8,000,000 for vocational education in trades and industry, to be apportioned for expenditure in the several States and Territories in the proportion that their nonfarm population bears to the total nonfarm population of the States and Territories, according to the last preceding United States census;

"(4) $2,500,000 for vocational education in distributive occupations, to be apportioned for expenditure in the several States and Territories in the proportion that their total population bears to the total population of the States and Territories, according to the last preceding United States census;

"(b) The funds appropriated under authority of paragraphs (1) to (4), inclusive, of subsection (a) of this section may be used for assisting the several States and Territories, for the purposes therein specified, in the maintenance of adequate programs of administration, supervision, and teacher-training; for salaries and necessary travel expenses of teachers, teacher-trainers, vocational counselors, supervisors and directors of vocational education and vocational guidance; for securing necessary educational information and data as a basis for the proper development of programs of vocational education and vocational guidance; for training and work-experience training programs for out-of-school youths; for training programs for apprentices; for purchase or rent of equipment and supplies for vocational instruction; PROVIDED, That all expenditures for the purposes as set forth in this section shall be made in accordance with the State plan for vocational education.

"(c) Notwithstanding the provisions of subsection (a), the amount to be available for expenditure in any State or Territory shall be not less, for any fiscal year, than $40,000 each for vocational education in agriculture, in home economics, and in trades and industry; $15,000 for vocational education in distributive occupations and there is hereby authorized to be appropriated for the fiscal year beginning July 1, 1946, and annually thereafter, such additional sums as may be needed for the purpose of providing such minimum amounts.

"REQUIREMENTS AS TO MATCHING OF FUNDS

"SEC. 4. The several States and Territories, in order
to receive the benefits of this act, shall be required to match by State and local funds or both 100 per centum of the appropriations made under authority of section 3.

"MAKING OF PAYMENTS"

"SEC. 5. The Secretary of the Treasury, through the Fiscal Service of the Treasury Department, shall, upon the certification of the United States Commissioner of Education, pay, in equal semiannual payments, on the first day of July and January of each year, to the custodian for vocational education of each State and Territory designated in the Smith-Hughes Vocational Education Act, the moneys to which the State or Territory is entitled under the provisions of this Act.

"AVAILABILITY OF FUNDS FOR SALARY AND EXPENSES OF STATE DIRECTORS"

"SEC. 6. Funds appropriated under authority of section 3 shall be available, on a prorated basis determined by the State board, for the salary and necessary travel expenses of a State director of vocational education selected by the State board, in accordance with the requirements of the State plan, on the basis of his technical and professional qualifications including experience in vocational education.

"APPLICABILITY OF SMITH-HUGHES VOCATIONAL EDUCATION ACT"

"SEC. 7. The appropriations made under authority of this Act shall be in addition to, and shall be subject to the same conditions and limitations as, the appropriations made to carry out the Smith-Hughes Vocational Education Act; except that (1) the appropriations made under authority of this Act for home economics shall be subject to the conditions and limitations applicable to the appropriation for agricultural purposes under the Smith-Hughes Vocational Education Act, with the exception of that part of section 10 thereof which requires directed or supervised practice for at least six months per year; (2) such moneys as are provided under authority of this Act for trade and industrial subjects, and public and other service occupations, may be expended for part-time classes operated for less than one hundred and forty-four hours per year; (3) the provisions of section 11 of the Smith-Hughes Vocational Education Act, requiring at least one-third of the sum appropriated to any State to be expended for part-time schools or classes shall be held to include any part-time day-school classes for workers sixteen years of age and over, and evening-school classes for workers sixteen years of age and over; (4) the appropriations made by this Act for distributive occupational subjects shall be
limited to part-time and evening schools as provided in the Smith-Hughes Vocational Education Act, for trade, home economics, and industrial subjects and is qualified by the provisions of this section; (5) reemployment schools and classes organized for persons over eighteen years of age or who have left the full-time school may be operated for less than nine months per year and less than thirty hours per week and without the requirement that a minimum of 50 per centum of the time must be given to shop work on a useful or productive basis; and (6) the appropriations available under section 9 of this Act shall be available for expenses of attendance at meetings of educational associations and other organizations and for expenses of conferences called to meet in the District of Columbia or elsewhere, which, in the opinion of the Commissioner, are necessary for the efficient discharge of the provisions of this Act.

"RESTRICTIONS AND CONDITIONS"

"SEC. 8. (a) No part of the appropriations made under authority of this Act shall be expended in industrial-plant training programs, except such industrial-plant training be bona fide vocational training, and not a device to utilize the services of vocational trainees for private profit.

"(b) After June 30, 1951; not more than 10 per centum of the amount appropriated for each of the purposes specified in section 3 (a) shall be used for the purchase of acquisition of equipment.

"APPROPRIATIONS FOR OFFICE OF EDUCATION"

"SEC. 9. For the purpose of carrying out the provisions of this Act there is hereby authorized to be appropriated to the Office of Education, Federal Security Agency, for vocational education, for the fiscal year beginning July 1, 1937, and annually thereafter the sum of $350,000, to be expended for the same purposes and in the same manner as provided in section 7 of the Smith-Hughes Vocational Education Act, as amended October 6, 1917."

Approved August 1, 1946.
Act No. 162 of 1946

Senate Bill No. 140

By Messrs. Hennigan, Guidry, Watson, Dolby, Gaillanne

AN ACT

To provide for the acceptance of the benefits of an Act passed by the Senate and House of Representatives of the United States of America in Congress assembled (approved February 23, 1917) entitled "An Act to provide for the promotion of vocational education; to provide for cooperation with the States in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the States in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure"; and to provide for the administration of same.

Section 1. Be it enacted by the Legislature of Louisiana, That the State of Louisiana hereby accepts all of the provisions and the benefits of an act passed by the Senate and House of Representatives of the United States of America, in Congress assembled, entitled, "An Act to provide for the promotion of vocational education; to provide for cooperation with the States in the promotion of such education in agriculture and the trades and industries; to provide for cooperation with the States in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure," approved February 23, 1917, and will observe and comply with all requirements of said Act.

Section 2. That the State Treasurer is hereby constituted and appointed the custodian of the moneys paid to the State of Louisiana for vocational education, under the provisions of said act of Congress, and such moneys shall be paid out in the manner provided by such act for the purpose's therein specified.

Section 3. That the State Board of Education of the State of Louisiana, is hereby designated as the State Board for the purpose of carrying into effect the provisions of such act, and is hereby authorized and directed to cooperate with the Federal Board for Vocational Education or the Agency designated by the Federal Government in the administration and enforcement of its provisions and to perform such official acts and exercise such powers as may be necessary to entitle the State to receive its benefits.
Section 4. That the State Board of Education shall have all necessary power to represent the State in any and all matters in reference to the expenditure, distribution and disbursement of funds received from the United States Government in said State and to appropriate and use said moneys in whatever way will in its discretion best serve the interests of the State and carry out the spirit and intent of said act of Congress in conformity with its provisions.

Section 5. That such board is hereby authorized to make such expenditures for the actual expenses of the board and for the salaries of assistants and for office and other expenses as in the judgment of the board are necessary to the proper administration of this Act.

Section 6. That all laws and parts of laws in conflict with the provision of this Act, and especially Act 52 of the Legislature of Louisiana of 1918, be and the same are hereby repealed. Provided that if there is any conflict between the provisions of this act and the provisions of any other act passed at the present session of the Legislature, the provisions of this act shall prevail.

Approved by the Governor: July 15, 1946.

A true copy:

Wade O. Martin, Jr.
Secretary of State
Sec. 1991. Acceptance of federal aid to promote vocational education

The State of Louisiana accepts all of the provisions and the benefits of an act passed by the Senate and House of Representatives of the United States of America, in Congress assembled, entitled, "An Act to provide for the promotion of vocational education; to provide for cooperation with the States in the promotion of such education in agriculture and the trades and industries; to provide cooperation with the States in the preparation of teachers of vocational subjects; and to appropriate money and regulate its expenditure," approved February 23, 1917, and will observe and comply with all requirements of said act.

(Source: Acts 1946, No. 162, Sec. 1.)

Sec. 1992. State treasurer as custodian of federal funds

The State treasurer is hereby constituted and appointed the custodian of the moneys paid to the State of Louisiana for vocational education, under the provisions of the act of Congress referred to in R.S. 17:1991, and such moneys shall be paid out in the manner provided by such act for the purposes therein specified.

(Source: Acts 1946, No. 162, Sec. 2.)

Sec. 1993. State board of education as administrative agency

That the state board of education is designated as the state agency for the purposes of carrying into effect the provisions of the said act of Congress and is authorized and directed to cooperate with the Federal Board for Vocational Education or the agency designated by the federal government in the administration and enforcement of its provisions and to perform such official acts and exercise such powers as may be necessary to entitle the state of Louisiana to receive its benefits.
Sec. 1994. Disbursements of federal funds

The board of education has the necessary power to represent the State of Louisiana in any and all matters in reference to the expenditure, distribution and disbursement of funds received from the United States Government, and to appropriate and use the said moneys in whatever way will, in its discretion, best serve the interests of the state and carry out the spirit and intent of the said act of Congress in conformity with its provisions.

(Source: Acts 1946, No. 162, Sec. 4.)

Sec. 1995. Necessary expenditures; board's authority to make

The board of education may make such expenditures for the actual expenses of the board and for the salaries of assistants and for office and other expenses as in its judgement are necessary for the proper administration of this Sub-part.

(Source: Acts 1946, No. 262, Sec. 5.)
The writer is the son of John Elias McCarty and Jessie Montgomery McCarty of Sikes, Winn Parish, Louisiana. The date of his birth is July 24, 1921.

He first attended school in a two room rural school, Hurricane Grove, 4 miles south of the town of Sikes, Louisiana, completing grades one through four. Sikes High School provided the facilities for the completion of grades five through eleven and graduation from High School in May, 1938. As a high school pupil he pursued four years of vocational agriculture with farm experiences acquired simultaneously on his father's 110 acre hill-land farm. He was a member of a young farmer class in vocational agriculture for one year.

He holds the degree of Bachelor of Science, conferred by Louisiana State University in 1948 and the degree of Master of Science awarded by the same institution in 1952. His major field is Vocational Agricultural Education.

The writer is a veteran of World War II. His service includes combat duty in England, France, Belgium, Holland and Germany.

He taught vocational agriculture in Readhimer High School, Natchitoches Parish, Chestnut, Louisiana in 1947-48. In August of 1948, he accepted the position of teacher of
vocational agriculture in Ringgold High School, Bienville Parish, Ringgold, Louisiana. During the 1956-57 school year he was on sabbatical leave to pursue graduate studies at Louisiana State University. He returned to his position in Ringgold High School, June 1, 1957.

His wife is the former Janice Butler from Shreveport, Louisiana who holds the Bachelor of Science degree with a major in Vocational Home Economics Education from Louisiana State University. They have one son, Gerald Emil McCarty, born August 25, 1954.
EXAMINATION AND THESIS REPORT

Candidate: Emil S. McCarty

Major Field: Vocational Agricultural Education

Title of Thesis: A Handbook for the Administration of Vocational Education in Agriculture in the Public Secondary School of Louisiana.

Approved:

[Signatures]

Major Professor and Chairman
Dean of the Graduate School

EXAMINING COMMITTEE:

T. E. Battle
M. C. Saar
Harry Brand
R. D. Dorr
Morris D. Thomas
J. A. Karpe

Date of Examination:

July 29, 1957