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**SCHOOL BOARD MEMBERS' ATTITUDES TOWARD VOCATIONAL AGRICULTURE
AND THEIR GENERAL KNOWLEDGE CONCERNING
VOCATIONAL AGRICULTURE PROGRAMS
IN THEIR SCHOOLS**

By

G. A. Schaal

A problem submitted
in partial fulfillment of the requirements for the
Degree of Master of Science (Plan B) at South Dakota
State College of Agriculture
and Mechanic Arts

August, 1958

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G. A. S.

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SECTION I

INTRODUCTION

An agricultural revolution has been taking place in the United States. This movement has been due to the mechanization of farming and the use of many improved farming practices discovered as a result of the extensive program of agricultural research and instruction conducted by various public and private agencies in the United States. The results achieved have enabled the present-day farmer to produce more food, feed, fiber and oil per acre and per farm worker. This increased production has enabled the people of the United States to maintain ever increasing standards of living with relatively fewer farm workers. These changes in farming have resulted in larger farms, higher farm incomes and greater capital investments on individual farms. Success in farming presently requires knowledge and skill far beyond the requirements of the first two decades of the present century.

In today's Sputnik age, the vocational agriculture program must not be neglected. Agriculture remains the largest business in the world. Farmers must continue to produce food to feed the nation and must help feed the world. Vocational agriculture instructors must now, more than ever, develop and maintain among all people an understanding of the vital importance of agriculture to the world. Vocational agriculture instructors must remember that a desirable planned public relations program is necessary in acquainting the public with the objectives and accomplishments of the program in vocational

agriculture.

In this research paper, it is the writer's desire to ascertain the general attitudes of school board members toward vocational agriculture and to determine the adequacy of their knowledge of this program of instruction. This study reveals the degree of information gathered by board members from instructors teaching vocational agriculture.

SECTION II

PURPOSE

Are school board members interested in the vocational agriculture program? What are the relationships existing between the vocational agriculture instructor and the school board members? Do school board members believe that vocational agriculture instructors perform an effective job of teaching in their communities? What is the general attitude of school board members toward the program of vocational agriculture? Are board members adequately acquainted with Future Farmers of America activities?

The foregoing questions prompted the writer to conduct a survey study. The writer, who has served as an instructor of vocational agriculture for the past nine years, believes his findings will aid him and other instructors in their work in agricultural education.

The basic purpose of this study is to determine the attitudes of school board members toward vocational agriculture and their general knowledge of details concerning the programs in vocational agriculture in the secondary schools of South Dakota. Another purpose of this study is to determine the amount of information school board members have gained from the teachers of vocational agriculture.

For the purposes of compiling and reporting results, the questionnaire was divided into five categories: (1) General; (2) Para Mechanics; (3) Future Farmers of America; (4) Supervised Farming; and (5) Adult Program. The information thus secured was tabulated and analyzed. The interpretations as indicated in the results of this study are based on

the data secured in the questionnaire.

SECTION III

PROCEDURE

The names of school board members from the seventy-nine schools in South Dakota which offered vocational agriculture in the spring of 1958 were secured from the secretary of the Associated School Boards (Appendix A). Local board presidents plus an additional twenty-one other members selected at random were included in the survey. It was the writer's belief that the names of one hundred members would represent an adequate sample to use in conducting this study.

The writer secured information for this study through the use of a questionnaire (Appendix B). A copy of the questionnaire, a letter of explanation, and a stamped self-addressed envelope were sent to each board member.

Over one-half of the questionnaires were returned within a few weeks. A second notice was sent to the members who had not returned their initial questionnaire. Seventy-six of the questionnaires, or seventy-six per cent, were returned as a result of both mailings. The percentage returned was gratifying to the writer as it was realized that board members, by and large, are not familiar with this type of procedure and generally would not recognize its importance.

SECTION IV

REVIEW OF LITERATURE

The program of agriculture education in a community school is likely to be no better than the teacher employed.¹ The instructor must furnish necessary information to clearly familiarize the public with the vocational agriculture program. School board members, administrators, classroom teachers and lay people must be informed of the needs due to the progress of vocational agriculture in secondary schools.

It is understood that very little has been written connecting school board members with the vocational agriculture program. The writer was curious to learn what school board members' general attitudes actually are toward vocational education in agriculture. In addition, the writer desired to ascertain the board members' general knowledge of the vocational agriculture program.

The vocational agriculture instructor must inform board members as well as administrators regarding the requirements of the agriculture program. An assistant supervisor² in West Virginia states that school administrators usually obtain their experiences with vocational agriculture in their own school systems or by the observation of agriculture departments in their communities. He also states that very few adminis-

¹Herbert Hamlin, Agricultural Education in Community Schools, p. 357.

²S. D. McMillen, "Securing Effective Cooperation of Local School Administrators for Vocational Agriculture," Agricultural Education Magazine, XXII (August, 1949), p. 42.

trators have had any specific training in dealing with the vocational agriculture program of instruction.

In Wisconsin, L. M. Sasman, state supervisor³, conducted a series of conferences during the winter months to better acquaint administrators with the vocational agriculture program. Frank discussions of policies and problems cleared up many misunderstandings.

A superintendent in South Dakota⁴ conducted a brief survey dealing with the attitudes of administrators toward vocational agriculture. In general, the administrators were in harmony with the agriculture program. Many administrators stated it was the most important subject in the curriculum. However, a few, due largely to lack of understanding or misunderstanding, revealed a negative reaction toward the program.

At Cornell University, a graduate student⁵ revealed in a study that eighty per cent of the teachers regarded communications with parents either very important or fairly important. This study revealed that all teachers should have some form of communication with parents on the subject of vocational agriculture.

E. W. Wingen, graduate student at South Dakota State College⁶, conducted a survey in 1957 pertaining to attitudes of parents toward

³L. M. Sasman, "Local Administrators Contacted," The Agricultural Education Magazine, XIII (August, 1950), p. 42.

⁴E. E. Grunwald, "School Administrators Attitude Toward Vocational Agriculture," Thirty-ninth Annual State Conference of Vocational Agriculture Instructors.

⁵P. W. Fness, A Study of Group Procedure for Communicating with Parents with Respect to the Vocational Agriculture Program.

⁶E. W. Wingen, Survey of the Attitudes of Parents Toward Vocational Agriculture in South Dakota.

vocational agriculture in South Dakota. In this study, he found that parents of vocational agriculture students definitely are interested in the program. However, he found that only 66 per cent of the parents were urged to visit their teacher and only 53 per cent reported that their teacher ever conferred with them about the program. The attitudes of parents toward the supervised farming program were favorable to the extent that they thought the program was practical for farm boys. Concerning the Future Farmers of America, the parents understand and appreciate the organization for the most part. Forty-one per cent of the parents have ever had an opportunity to attend a meeting of the Future Farmers of America. Sixty-three per cent of the parents saw the possibility of their son entering into a father-son partnership on the home farm. In the final section of his survey there was no significant negative reaction to the operation and supervision of the classroom and shop program, including the use of all shop facilities and in the handling of the judging functions.

SECTION V

RESULTS OF THE STUDY

General

Vocational agriculture is important for farm boys in South Dakota. Instructors must inform school board members that the youth of tomorrow need adequate training in this important business of farming.

The first portion of this survey consists of general questions including aspects of teacher tenure, visitations, and mileage. Other areas dealt with are concerned with administration and reimbursement of federal funds.

Table I. School Board Members' Attitudes Toward Vocational Agriculture and Their General Knowledge Concerning the Vocational Agriculture Program.

Questions	Response		
	Yes	No	Don't know
1. Do you know the agriculture instructor personally?	71	5	0
2. Do you think the vocational agriculture program is good for the high school boys to whom it is taught in your school?	75	0	1
3. Do you feel that vocational agriculture should be included in the curriculum in your local high school?	73	1	2
4. Do you feel you have a worthwhile vocational agriculture program in your high school at present?	71	4	1
5. Has your vocational agriculture instructor ever discussed the vocational agriculture program with you?	46	30	0
6. Has your vocational agriculture instructor personally encouraged you to visit the agriculture department?	41	35	0

Table I. Continued

Question	Response		
	Yes	No	Don't know
7. Do you feel that the vocational agriculture program is practical for farm boys?	74	0	2
8. Is mileage paid to the vocational agriculture instructor for judging trips, summer conference, project visits, etc.?	76	0	0
9. Is your vocational agriculture teacher the only instructor in the school system who receives a mileage allowance?	16	58	2
10. Is a portion of the vocational agriculture instructor's salary reimbursed by the federal government annually?	73	1	2
11. Does the federal government reimburse part of the vocational agriculture instructor's mileage allowance?	18	40	18
12. Do you feel a vocational agriculture instructor operating a full time department could also handle the duties of Superintendent of Schools provided he is qualified for both positions?	11	59	6
13. Do you feel a vocational agriculture department in your school increases trade for the local community?	59	11	6

The over-all results of this section bear out the fact that school board members are interested in the vocational agriculture program. Personal interest is also shown in the vocational agriculture instructor. It is gratifying to know that 96 per cent of school board members feel that the vocational agriculture program should be included in the curriculum and that 93.4 per cent of the board members believe they do have worthwhile vocational agriculture programs in their high

schools at the present time, as shown in Table I.

There are, however, some areas in which, according to this survey, more could be done. It appears that vocational agriculture instructors are passing up an opportunity to work more closely with their school boards, since approximately forty per cent of the members have never had the opportunity to discuss the vocational agriculture program with instructor nor have they ever been encouraged to visit their agriculture departments during the year.

Ninety-six per cent of the school board members knew that a portion of the vocational agriculture instructors' salary is reimbursed from federal funds. However, only 23.6 per cent of the members knew that the vocational agriculture teachers' mileage allowance was partially reimbursed with federal monies. Agriculture instructors need to inform board members in regard to the administration of the program.

Three-fourths of the board members have a clear understanding of the time required to operate a vocational agriculture program since they indicated that an agriculture instructor is too busy to assume the capacity of superintendent of schools. This implies the fact that teaching vocational agriculture is definitely a full time profession.

Table II. Number of Years School Board Members Have Known Present Agriculture Instructor.

Number of Years	Number of Instructors
1 - 5	49
6 - 10	14
11 - 15	8
16 - 20	5

The average number of years the school board members have known their present vocational agriculture instructors is 5.23. This average indicates a strong interest in the instructor by school board members. Seventeen per cent of the members have known their agriculture instructors for more than ten years as shown in Table II. The writer believes that the vocational agriculture instructor must become acquainted with his school board for better relationships with the board. Members of the board are more likely to support a program when favorable relationships exist.

Table III. Number of Years the 76 Vocational Agriculture Instructors Have Taught in Present School System.

Number of Years in System	Number of Instructors
1 - 5	44
6 - 10	16
11 - 15	8
16 - 20	8

The average number of years the vocational agriculture instructors have taught in their present school systems is 6.84 years as indicated in Table III. Teachers with this type of tenure should be expected to inform board members adequately and effectively. It is interesting to note that 22.3 per cent of the instructors have taught for ten years or longer.

Table IV. Length of Teaching Contract For Vocational Agriculture Instructors in South Dakota.

Number of Months	Number of Instructors
9	0
11	52
12	24

It is interesting to note from data in Table IV that 100 per cent of the 76 school board members answering the survey stated that the vocational agriculture instructor is hired for a term of eleven or twelve months. Many board members indicated that the teaching contract for vocational agriculture instructors included a one month vacation during the summer months.

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Table V. How Vocational Agriculture Was Ranked in the Curriculum by Board Members in Schools of South Dakota.

Rank in Curriculum	Number
Most Important	16
Average Subject	57
Least Important	3

School board members feel that vocational agriculture in the curriculum is important. Agriculture ranked equal to other subjects in the curriculum according to approximately three-fourths of the members as indicated in Table V. Ninety-six per cent of the board members ranked agriculture as a useful and necessary subject.

Farm Mechanics

The second major objective of this study was to ascertain the reaction of board members toward farm mechanics with respect to adequacy of shop tools, size of the shop, and the administration of the shop program. In this era of mechanization, farm mechanics plays an important role in the instructional program aimed toward the development of proficiency in farming. Farmers need training in many fields in order to participate effectively in an agricultural revolution characterized largely by modern advances in mechanization and technology. More of such advancement has taken place in American agriculture during the past 25 years than during the previous 5000 years.

Table VI. School Board Members' Attitudes Toward Vocational Agriculture and Their General Knowledge Concerning the Vocational Agriculture Program.

Question	Response		
	Yes	No	Don't know
14. Do you feel that your shop has adequate hand tools?	52	15	9
15. Do you feel that your shop has adequate power tools?	44	24	8
16. Do you feel that any school with a vocational agriculture shop needs a large overhead door?	70	2	4
17. Do you believe that the floor space of your vocational agriculture shop is adequate for present use?	55	19	2
18. Do you feel a shop fee should be paid by the shop students?	43	23	10
19. Do you feel the vocational agriculture shop should also be used for a manual training class?	48	22	6
20. Do you feel boys should charge a fee for shop projects built for farm people in your area?	55	20	1
21. Are the shop and classroom facilities used by departments other than vocational agriculture during the school day?	10	61	5
22. Is your vocational agriculture instructor's budget for shop tools, supplies, etc. restricted to a certain limit?	41	30	5
23. Do you feel a vocational agriculture department should build farm projects for local lumber yards during shop hours?	15	54	7
24. Do you feel boys who have completed the vocational agriculture program should be permitted to use the shop to build projects if satisfactory plans can be arranged?	38	32	6

School shops have adequate hand tools according to 69.3 per cent of the board members as indicated in Table VI. Power tools are adequate in 57.9 per cent of the shops. This indicates an important need for additional equipment in vocational agriculture shops. Such lack of equipment is due to inadequate shop space and lack of funds in the school districts.

Ninety-two per cent of the members indicated that a large overhead door is needed in the shop. There is general agreement among agriculture educators that a large overhead door is very essential to the teaching of farm mechanics. Large overhead doors are universally found in shops constructed during the past ten years. Three-fourths of the members believe their shop space is sufficient. However, 25 per cent of the shops in South Dakota do not have adequate space. Many vocational agriculture students, because of lack of space, are being deprived of the opportunities to learn farm mechanics in adequate size shops.

Most board members believe the shop should not remain idle. However, 80.3 per cent of the members indicated that the shop and classroom should not be used by other departments in the school.

Ten board members definitely had no knowledge as to the value of assessments for shop fees. Instructors have failed to inform the administration on management problems in farm mechanics shops. Over one-half of the members indicated their approval of shop fees. Most agriculture educators believe that no shop fees should be assessed in vocational agriculture, since secondary education is supported by local school districts.

Table VII. Recommendations by School Board Members Relative to Size of Farm Shop for a Junior or Senior Class of Twenty Students.

Area in square feet	Number of recommendations
500 - 799	3
800 - 1099	5
1100 - 1399	6
1400 - 1699	10
1700 - 1999	6
2000 - 2299	13
2300 - 2599	17
2600 - 2899	8
2900 - Over	8
Total	76

The recommendations of board members for size of farm shop varied from 500 to 5000 square feet. The size of shop plays an important role in the teaching of farm mechanics. Shops of adequate size are primarily the result of widespread and increased interest in vocational agriculture and facilitate extensive and effective farm mechanics programs. Sixty per cent of the members advocate a shop area of 2000 square feet or more. Such data are indicated in Table VII. This is in agreement with H. E. Urton⁷, state supervisor, who states that the minimum floor

⁷H. E. Urton, Size of Shops for Vocational Agriculture Departments in South Dakota.

space of a shop should be 2000 square feet. The fact that 39.4 per cent of the board members indicated the size of an agriculture shop to be less than 2000 square feet reveals that many board members have not been properly informed of the need for adequate space in teaching farm mechanics.

Future Farmers of America

The Future Farmers of America is the national organization of, by and for boys studying vocational agriculture in public secondary schools. FFA is the largest farm boy organization in the nation. Board members' sentiments regarding trips and FFA contests are included in this section of the survey results.

Table VIII. The Appraisal of Future Farmers of America by School Board Members.

Question	Response		
	Yes	No	Don't know
25. Do you feel you have an accurate knowledge of FFA?	38	30	8
26. Do you feel your vocational agriculture department should carry on an active FFA program?	72	1	3
27. Have you ever attended a regular FFA meeting?	35	40	1
28. Have you ever attended a special FFA meeting such as a Father-Son banquet, parent mixer, or the like?	61	15	0
29. Do you feel that the vocational agriculture classes generally participate in too many judging trips?	5	67	4
30. Vocational agriculture instructors believe that field trips are a movable laboratory. Do you agree that field trips are necessary in the teaching of vocational agriculture?	74	0	2

Table VIII. Continued

Question	Response		
	Yes	No	Don't know
31. Do you believe that more emphasis should be placed on judging contests in vocational agriculture?	25	32	19
32. Do you favor your chapter taking a 2-5 day supervised FFA summer trip following school in the spring?	49	16	11

School board members have actively participated in FFA activities. Eighty per cent of the board members have attended special FFA functions as revealed in Table VIII. Forty-six per cent have also attended regular FFA meetings.

Approximately 95 per cent of the board members favor an outstanding FFA program in their school system. Only one individual felt an active program was not necessary.

Almost 100 per cent of the members realize that field trips are necessary for an outstanding vocational agriculture program. Most schools, according to the survey, do not participate in too many laboratory field trips; however, over one-half of the members feel that trips should not be increased.

Two-thirds of the board members in South Dakota can visualize valuable training in summer trips. Generally, instructors have felt that board members have had a negative approach toward summer trips.

Supervised Farming

The supervised farming program represents a practical means of

establishing farm boys in farming. The farming program is planned for a period of years, increasing in scope each year so that when the student completes his secondary school work his farming operations are of sufficient size to provide him with a full-time occupation. The fourth section of the questionnaire is concerned with project visits, project tours, and news items dealing with supervised farming in local newspapers.

Table IX. The Attitude of Board Members Toward Supervised Farming and their General Knowledge of the Supervised Farming Program

Question	Response		
	Yes	No	Don't know
33. Do you believe that you clearly understand the supervised farming program as taught in vocational agriculture?	42	23	10
34. Do you feel that town boys should be given an opportunity to enroll in vocational agriculture?	63	8	5
35. Have you ever had opportunity to visit supervised farming projects of high school vocational agriculture students?	22	54	0
36. Do you feel that you would enjoy taking a supervised project tour with instructors provided you could get away from your work for a day or portion of a day?	73	1	2
37. Over the past few years, has your local FFA chapter had any members receive the "State Farmer Degree"?	30	15	31
38. Have you ever seen, in your local newspaper, a report of chapter activities on supervised farming program?	26	45	5

In general, the supervised farming program aspect of vocational agriculture received a favorable reaction from school board members.

Two-thirds of the members indicated that they have a clear understanding of supervised farming programs.

Town boys should be given an opportunity to enroll in vocational agriculture, according to 82.8 per cent of the respondents. This is in agreement with many instructors who feel town boys should be entitled to enroll provided they meet all requirements and that they will be using the training in the future. Two-thirds of the members had never received an invitation to visit supervised farming projects. Such evidence leads the writer to believe that instructors are neglecting a great opportunity for public relations. Another indication of inadequate public relations is that two-thirds of the members do not recall seeing chapter publicity for supervised farming activities or State Farmer degrees in their local newspapers. Such data are borne out in Table IX.

Adult Programs

Men who wish to improve themselves in specific farming occupations frequently enroll in adult farmer classes sponsored by the local vocational agriculture department. Over the past few years, the enrollments in adult farmer classes have increased to a new high. The final section of this study includes interpretations of responses referring to salary reimbursement, adult program requirements, and number of such programs in the state.

Table X. School Board Member's Attitudes Toward Adult Farm Programs and Their General Knowledge Concerning the Program.

Question	Response		
	Yes	No	Don't know
39. Does your vocational agriculture instructor carry on an adult farmer program?	11	62	3
40. If you have an adult farmer program in your school, does the instructor receive additional salary for carrying on the program?	9	2	65
41. Will the federal government reimburse schools for carrying on adult farmer programs?	16	5	55
42. Do you believe that an adult farmer program is beneficial to the community?	42	6	28
43. Do you feel that an "adult farmer class" has more merit than a "young farmer class"?	8	34	34
44. Do you feel that the vocational agriculture instructor should be required by the state department to conduct adult farmer programs?	11	40	25
45. Do you believe that it would be good public relations if the local city organisation would serve lunch after each meeting?	36	17	23

Adult farmer classes are aimed at assisting farmers who are established in farming to solve specific farm problems. South Dakota vocational agriculture instructors have not been doing an adequate job in providing adult education in agriculture. Vocational agriculture instructors have a task to perform since the adult program is in its infancy stage in South Dakota.

Adult education in agriculture was offered in only fourteen per cent of the schools. Approximately three-fourths of the members were

not informed on matters pertaining to the administration of adult programs. One-half of the members indicated that adult farmer programs would be beneficial to their communities. A like proportion also believe that the program should not be required by the state department.

SECTION VI

SUMMARY AND CONCLUSIONS

In conducting this study, the writer was interested in ascertaining the attitudes of school board members toward vocational agriculture and their general knowledge of details concerning the programs in vocational agriculture in the secondary schools of South Dakota. Such information was gathered through the use of a questionnaire. Names of school board members from the seventy-nine schools in South Dakota which offered vocational agriculture in the spring of 1958 were secured from the secretary of the Associated School Boards. The findings, summary, and conclusions are based on the information received by means of the questionnaire filled out by 76 per cent of the members contacted.

The school board members are definitely interested in the vocational agriculture program. It was gratifying to learn that 96 per cent of them believe the vocational agriculture program should be included in the curriculum, and that 93.4 per cent believe they do have worthwhile vocational agriculture programs in their schools. Ninety-six per cent of the school board members know that a portion of the vocational agriculture teacher's salary is reimbursed. However, only 23.6 per cent are aware of the fact that the federal government reimburses part of the instructor's mileage allowance.

Farm mechanics plays an important role in the teaching of farm boys to compete successfully in this mechanical age. Adequate tools and floor space are very essential in the training of boys for farm mechanics work, according to board members. Most believe that the shop

should not remain idle; however, 80.3 per cent of the members believe that the shop and classroom should not be used by other departments in the school. Boys in farm mechanics need additional time to complete farm projects since regular shop periods are usually not sufficient. The fact that 39.4 per cent of the board members indicated the recommended area of a shop for twenty boys to be less than 2000 square feet reveals that board members have not been properly informed of the needs for farm mechanics shops of adequate size for most effective training programs.

Concerning the Future Farmers of America, 95 per cent of the board members favored an outstanding FFA program in their school systems. Only one individual felt an active program was not necessary. Virtually all the members realized that field trips are necessary. Over one-half of the members believed trips should not be increased. Actual class participation is also very important in the teaching of vocational agriculture.

Supervised farming programs received a favorable reaction from school board members. Two-thirds of the board members indicated that they have a clear understanding of supervised farming programs.

The fact that two-thirds of the members had never received an invitation to visit supervised farming projects indicates to the writer that instructors are neglecting a great opportunity for public relations. This is revealed by the fact that 96.1 per cent of the board members indicated they would go on tours with instructor if given an invitation.

In the final section of the survey dealing with adult education, two-thirds of the board members indicated adult programs could be

beneficial to the community even though only 14.5 per cent of the departments currently carry on such programs. One-half of the board members believe that adult programs should not be required by the state department. Since this phase of agricultural instruction in South Dakota is relatively new, a large proportion of the board members marked "don't know" for the answer in completing their questionnaire.

In summary, it is important that the public as well as professional associates understand what the agriculture teacher's responsibilities are. The effective instructor achieves his results through working and cooperating with both lay and professional people. Many instructors believe that public relations should be an integral part of teaching vocational agriculture. Some of the underlying purposes of a desirable vocational agriculture public relations program are:

1. To report to taxpayers on the use of their money.
2. To acquaint parents and others with the objective of vocational agriculture.
3. To keep good relationships with professional and lay people.
4. To correct misunderstandings about vocational agriculture.
5. To give recognition to students' accomplishments.

Public relations is clearly a part of the job of teaching vocational agriculture both from the standpoint of making your program more effective and your own personal success. Good public relations must be based on a good program of vocational agriculture.

SECTION VII

RECOMMENDATIONS

Teachers of vocational agriculture are doing an excellent job of teaching, according to the impressions held by members. However, there are some areas of relationships and administration which can be improved.

The following recommendations are submitted:

1. Supervised project tours with school board members as guests should be conducted at least once each year. Arrangements for the tour should be planned in advance of the scheduled date in order to eliminate possible cancellations. Instructors should plan carefully in order to visit several supervised projects during the tour. Tours should include all phases of vocational agriculture in order to better familiarize members with the program.

2. Adult classes in agriculture need to be added to the schedules of vocational agriculture instructors. The opportunity to educate the adults and to inform the public should not be neglected. Generally, adults want to learn. They want to improve themselves because they believe that there is a gap between what they are and what they want to be. It should be the vocational agriculture teacher's responsibility to help adults solve their problems.

3. Vocational agriculture instructors need to discuss the agriculture program with board members. Public relations must be carried on at all times. A more favorable attitude toward the program is bound to be created. Educational information can also be presented. Chapter activities should be published whenever news is of interest to the public. Certainly an article per week should be considered a minimum. One of the essential jobs of the teacher of vocational agriculture is to see to it that the community as a whole is properly informed concerning the objectives and activities of the program. One of the best ways to develop community understanding is to demonstrate the effectiveness of the program through the activities of the department. Some methods which have been successfully used in developing desirable community relationships are:

- a. Through the use of advisory councils.
- b. Inviting school board members to attend activities.
- c. Newspaper and/or magazine articles illustrated with pictures.
- d. Working with civic clubs.
- e. Conducting adult farmer classes.
- f. Inviting parents to FFA activities.
- g. Making frequent, effective supervised farming visits.

4. A mileage and activity report made by the instructor should be presented to the board of education and administration at least once per month. Reports will inform the group that the vocational agriculture instructor is rendering practical assistance to students, which eventuates in the development of proficiency in farming.

5. Farm visits in the supervised farming program should be increased to an average of three or four per student per year. Instructors should make farm visits whenever a boy needs advice and assistance, and should not neglect the opportunities of instructing farm boys twelve months of the year. There is a definite correlation between the number of farm visits and the size and scope of projects which a boy has established for his supervised farming program. An outstanding supervised farming program will automatically inform the public of the program's vital importance to a community.

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Appendix A

Bridgewater, South Dakota
April 7, 1958

Dear Sir:

I am a graduate student at South Dakota State College and am now involved in the writing of a research paper for a Master's Degree. I would greatly appreciate your assistance.

Enclosed you will find a list of the vocational agriculture departments in South Dakota. I am sending a survey questionnaire for my study and will need a list of the board members from the schools in South Dakota with vocational agriculture in their curriculum.

May I take this opportunity to thank you for your cooperation.

Sincerely yours,

Garry A. Schaal
Vocational Agriculture
Instructor
Bridgewater, South Dakota

Appendix B

Bridgevater, South Dakota
May 8, 1958

Dear School Board Member:

Would you please take time from your busy schedule to answer some questions relative to the Vocational Agriculture program in South Dakota?

I am a graduate student at South Dakota State College and am now involved in the writing of a research paper for a Master's Degree entitled: "The Knowledge and Opinion of School Board Members Toward Vocational Agriculture".

I am enclosing a questionnaire, which when completed by you will aid me in the writing of this research paper. I have selected schools with Vocational Agriculture in their curriculum for my study. Each board president plus other members selected at random will receive a questionnaire. It is important that I get your sincere reactions. This paper is to be completed this summer; therefore, I would appreciate the return of the completed questionnaire as quickly as possible. Enclosed you will find a stamped self-addressed envelope which is for your convenience in the returning of the questionnaire.

I assure you that all information received from this questionnaire will be held confidential and neither your school nor your name will be associated with it in the writing of the research paper.

May I take this opportunity to thank you for your cooperation.

Sincerely yours,

Garry A. Schaal
Vocational Agriculture
Instructor
Bridgevater, South Dakota

Appendix C

VOCATIONAL AGRICULTURE - SCHOOL BOARD SURVEY

Below you will find some questions very essential to me in the writing of my research paper. Answer these questions by encircling the word "Yes", "No", or "Don't know", according to the way you feel about the questions. Blanks are to be filled in with proper answer.

I assure you that all information received from this questionnaire will be held confidential and neither your school nor your name will be associated with it in the writing of the research paper.

Every question is to be answered. If you do not know the definite answer, encircle the "Don't know".

Example: Do you think Vocational Agriculture is educational to farm boys? Yes No Don't know

A. General

1. How long have you known Vocational Agriculture instructor? _____
2. How many years has Vocational Agriculture instructor taught in your school system? _____
3. Do you know the Agriculture instructor personally? Yes No Don't know
4. Do you think the Vocational Agriculture program is good for the high school boys to whom it is taught in your school? Yes No Don't know
5. Do you feel that Vocational Agriculture should be included in the curriculum of your local high school? Yes No Don't know
6. Do you feel you have a worthwhile Vocational Agriculture program in your high school at present? Yes No Don't know
7. Has your Vocational Agriculture instructor ever discussed the Vocational Agriculture program with you? Yes No Don't know
8. Has your Vocational Agriculture instructor personally encouraged you to visit the agriculture department during the school year? Yes No Don't know

9. Do you feel that the Vocational Agriculture program is practical for farm boys? Yes No Don't know
10. Is mileage paid to the Vocational Agriculture instructor for judging trips, summer conference, project visits, etc.? Yes No Don't know
11. Is your Vocational Agriculture the only instructor in the school system that receives a mileage allowance? Yes No Don't know
12. If answer to question No. 10 is yes, does he receive a flat yearly sum or is he paid on a per mile basis? _____
13. Is a portion of the Vocational Agriculture instructors salary reimbursed by the federal government annually? Yes No Don't know
14. Does the federal government reimburse part of the Vocational Agriculture instructor's mileage allowance? Yes No Don't know
15. Do you feel a Vocational Agriculture instructor operating a full time department could also handle the duties of Superintendent of Schools provided he is qualified for both positions? Yes No Don't know
16. Do you feel a Vocational Agriculture department in your school increases trade for local community? Yes No Don't know
17. In your school system, the Vocational Agriculture instructor is hired for how many months out of the year? _____
18. How do you rank Vocational Agriculture in your community as to the importance in the school curriculum? (check one)
- _____ most important
 _____ average subject
 _____ least important

B. Farm Mechanics

19. Do you feel your shop has adequate hand tools? Yes No Don't know
20. Do you feel your shop has adequate power tools? Yes No Don't know

21. Do you feel that any school Vocational Agriculture shop needs a large over-head door? Yes No Don't know
22. In your own opinion, how large should a shop be for a junior or senior class of twenty boys? (record one figure) _____ sq. ft.
23. Do you feel that the floor space of your Vocational Agriculture shop is adequate for present use? Yes No Don't know
24. Do you feel a shop fee should be paid by shop students? Yes No Don't know
25. Do you feel the Vocational Agriculture shop should also be used for a manual training class? Yes No Don't know
26. Do you feel boys should charge a fee for shop projects built for farm people in the area? Yes No Don't know
27. Are the shop and classroom facilities used by departments other than Vocational Agriculture during the school day? Yes No Don't know
28. Is your Vocational Agriculture instructor's budget for shop tools, supplies, etc. restricted to a certain limit? Yes No Don't know
29. Do you feel a Vocational Agriculture department should build farm projects for local lumber yards during shop hours? Yes No Don't know
30. Do you feel boys who have completed the Vocational Agriculture program should be permitted to use the shop to build projects if satisfactory plans can be arranged? Yes No Don't know

C. FFA

31. Do you feel you have an accurate knowledge of FFA? Yes No Don't know
32. Do you feel your Vocational Agriculture department should carry on an active FFA program? Yes No Don't know
33. Have you ever attended a regular FFA meeting? Yes No Don't know

34. Have you ever attended a special FFA meeting such as a Father-Son banquet, parent mixer, or the like? Yes No Don't know
35. Do you feel the Vocational Agriculture classes generally participate in too many judging trips? Yes No Don't know
36. Vocational Agriculture instructors believe that field trips are a movable laboratory. Do you agree that field trips are necessary in the teaching of Vocational Agriculture? Yes No Don't know
37. Do you believe more emphasis should be placed on judging contests in Vocational Agriculture? Yes No Don't know
38. Do you favor your chapter taking a 2-5 day supervised FFA summer trip following school in the spring? Yes No Don't know

D. Supervised Farming

39. Do you believe that you clearly understand the supervised farming program as taught in Vocational Agriculture? Yes No Don't know
40. Do you feel town boys should be given an opportunity to enroll in Vocational Agriculture? Yes No Don't know
41. Have you ever had opportunity to visit supervised farming projects of high school Vocational Agriculture students? Yes No Don't know
42. Do you feel that you would enjoy taking a supervised project tour with instructor provided you could get away from your work for a day or portion of a day? Yes No Don't know
43. Over the past few years, has your local FFA chapter had any members receive the "State Farmer Degree"? Yes No Don't know
44. Have you ever seen in your local newspaper a report of Chapter Activities on supervised farming programs? Yes No Don't know

E. Adult Program

45. Does your Vocational Agriculture instructor carry on an adult farmer program? Yes No Don't know
46. If your answer to question No. 45 above is yes, how many times does the group meet during the year? _____
47. If you have an adult farmer program in your school, does the instructor receive additional salary for carrying on the program? Yes No Don't know
48. Will the federal government reimburse schools for carrying on adult farmer programs? Yes No Don't know
49. Do you believe that an adult farmer program is beneficial to the community? Yes No Don't know
50. Do you feel that an "adult farmer class" has more merit than a "young farmer class"? Yes No Don't know
51. Do you feel the Vocational Agriculture instructor should be required by the State Department to conduct adult farmer programs? Yes No Don't know
52. Do you believe it would be good public relations if the local city organization would serve lunch after each adult meeting? Yes No Don't know
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If you have any further remarks to make or suggestions which are not listed in the questionnaire, you may add them in the following space:

Name _____
 School _____