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INSERVICE EDUCATION FOR BLACK TEACHERS
OF VOCATIONAL AGRICULTURE IN ALABAMA

DISSERTATION

Presented in Partial Fulfillment of the Requirements for
the Degree Doctor of Philosophy in the Graduate
School of The Ohio State University

By

Nimrod Cobb, B.S., M.Ed.

* * * * *

The Ohio State University

1974

Reading Committee:                                             Approved by
Dr. Ralph Bender
Dr. Leon Boucher
Dr. Robert McCormick
Dr. Robert Reese

Advisor
Department of Agricultural Education
ACKNOWLEDGMENTS

The writer wishes to express his sincere appreciation to those persons whose assistance has contributed to this study:

To his major advisor, Dr. Ralph J. Woodin, and Dr. Robert W. McCormick for their personal interest in the writer's graduate program and their interest, advice, and counsel in the conduct of this study.

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<td>Diploma, Russell County Training School, Hurtsboro, Alabama</td>
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<td>1970</td>
<td>Associate Professor, Agricultural Education, Alabama Agricultural and Mechanical University, Normal, Alabama</td>
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</table>
FIELDS OF STUDY

Major Field: Agricultural Education

Studies in Agricultural Education.
Professor Ralph J. Woodin
Professor Robert W. McCormick

Studies in Vocational Education.
Professor Robert M. Reese

Studies in Vocational Guidance.
Professor A. C. Riccio

Studies in Teacher Education.
Professor L. O. Andrews
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CHAPTER I

THE PROBLEM AND ITS SETTING

Introduction

In recent years, emphasis on inservice education has grown tremendously. Warmbrod states that:

Agricultural educators are experiencing a time when inservice education is the primary means of giving direction both to the nature of change in agricultural education and to the rapidity with which change is made. Viewed from a broader perspective, inservice education for agricultural educators could influence to a great degree the role agricultural education is to play in future programs of vocational education in the public schools.¹

There are many forces contributing to the importance of inservice education. The rapidly changing sciences of agriculture and education continue to necessitate the constant updating of the profession in technical subject matter and the principles and practices of teaching and learning.

The broadening of vocational education in agriculture for all occupations involving knowledge and skill in agriculture has created a need for additional competencies

by agricultural educators. Some of these new areas of competency have to do with subject matter or content of instruction, new and different competencies that fall within the domain of professional education, the role, clientele, and content of vocational education.

Continuing education is recognized as professional improvement that is essential for teachers to keep abreast of the rapidly changing technologies and methods that might be incorporated into the present and future vocations in agriculture. The 1963 Vocational Education Act, because of the importance of the new areas of training, placed added emphasis on well planned programs of inservice education. It is stipulated that existing programs were to be maintained, extended, and improved.²

In the writer's opinion, inservice education is not a casual affair or informal affair. Inservice education involves more than attending an annual teacher's conference or the occasional reading of an article in a professional or research magazine. A program of inservice education that is void of formal graduate study, either for a degree or as a non-degree candidate, is inadequate. Agricultural education, like any other profession that wishes to be dynamic and viable, must place high priority on the continual

improvement and updating of the technical and professional competencies of its members.

The Study

Purpose

The underlying purpose of this study was to contribute to the improvement of teaching vocational agriculture in the high schools of Alabama through an investigation of the program of inservice education of Black teachers of vocational agriculture in Alabama as it relates to the broadening program of vocational agriculture.

Objectives

In order to accomplish the major purpose of this study, specific objectives were formulated. These objectives were:

1. To identify selected characteristics of Black teachers of vocational agriculture in Alabama.
2. To determine the extent to which these teachers of vocational agriculture are participating in the program of inservice education.
3. To appraise the present status of the program of inservice education for Black teachers of vocational agriculture in Alabama.
4. To determine the teaching competencies possessed in selected area by these teachers of vocational agriculture.
5. To recommend procedures which will strengthen the inservice education program for Black teachers in Alabama.

Assumptions

In the conduct of this study certain fundamental assumptions were perceived as logical and necessary. The assumptions accepted were as follows:

1. It was assumed that all teachers of vocational agriculture need and can profit from a program of inservice education.

2. It was assumed that all persons responsible for providing and promoting inservice education desire a dynamic and viable program.

3. It was assumed that inservice education follows the completion of preservice education and is a continuous process.

4. It was assumed that a program of inservice education includes formal graduate study.

5. It was assumed that many teachers of vocational agriculture desire inservice education.

6. It was assumed that the findings from a study of teachers of vocational agriculture and inservice education would have implications for planning future inservice education programs.
Limitations

The investigator was cognizant of the following limitations to this study:

1. The 1968-1969 fiscal year was used because this period embraced the most recently completed administrative school year for vocational agriculture at the time the data were collected.

2. Most of the study dealt with the inservice program as it existed during the 1968-1969 fiscal year, some aspects, of a necessity, were viewed from a cumulative standpoint.

3. The competencies, as determined by this study, dealt with production agriculture and agribusiness.

4. The data collected pertained to the personnel employed at the time the study was made.

5. The study was based largely upon information that was obtained by mailed questionnaires and from personal interviews wherever the writer found it possible to interview.

6. The validity of the data was largely limited to the degree which teachers of vocational agriculture were able to recall factual information concerning specific quantitative characteristics of selected aspects of the inservice program.
Need for the Study

It is recognized that there are rapid changes taking place both in agriculture and business. Educators as well as lay citizens must be aware of these changes and be prepared to adjust educational programs to meet these ever changing needs. The nature and rate of technological change militate against terminal education. As technology upgrades the skill and knowledge requirements of jobs, education cannot be confined to twelve, fourteen, or sixteen years of schooling.

Many of the courses of study in Alabama have been changed. Production agriculture constitutes only a fraction of the units of instruction. The graduate of twenty years ago cannot adequately teach these new courses unless in-service education of some type had kept him abreast of the constant changes.

Changing program

The changes in programs of vocational agriculture in the secondary schools and post-secondary programs following the passage of the 1963 Vocational Education Act brought immediate need for inservice education. Teachers of agriculture, most of whom had broad training in agriculture, found themselves preparing students in subjects in which the teachers had little or no training, such as ornamental
horticulture, non-farm agricultural business management, agricultural chemicals technology, and others.

Agriculture encompasses more than the production of agricultural products alone. During the past decade agriculture has exhibited significant change. Farming has become more commercial in that farm families consume very little of what they grow and exist almost altogether to provide food and fiber for 94 per cent of the nation's population employed off the farm. The farm population in Alabama, as a percentage of the total, is slightly higher than for the United States, and was estimated at 9 per cent in 1967.3

The farming industry thus is closely dependent on the marketing, processing, and distribution industries which are essential to transport, transform, protect, and transfer of food and fiber to the consumer. In addition, farming is served by a large number of industries which manufacture and distribute capital goods and farm supplies used in farming. Recent estimates indicate that 30 per cent of the total work force in the United States devote their energies to producing, processing, and distributing food and fiber.4 Not all of these, however require knowledge and skill in


agriculture.

Changing clientele

The 1963 Vocational Education Act broaden the potential clientele to be served. Under these Federal regulations, which govern all state programs, including Alabama, systematic instructional programs including occupational experience may be provided for.5

1. Students attending high school.

2. Persons who have completed or left high school but are free to study full time in preparing for a job.

3. Persons who have already entered the labor market but need retraining, either to hold their jobs or to get ahead, but not persons already receiving training allowance under the Manpower Development and Training Act of 1962, the Area Redevelopment Act, or the Trade Expansion Act of 1962.

4. Persons who are handicapped—academic, socio-economic or other—that prevent them from succeeding in the regular vocational education programs.

According to the 1963 Vocational Education Act,

teachers of vocational agriculture are to give added emphasis to placement and follow-up. The President's Panel of Consultants' Study Panel indicated that a larger portion of rural youth drop out of school compared to urban youth, and also, that a larger proportion of rural youth enter unskilled and semi-skilled jobs.6

Farm characteristics and agribusiness analysis

There are 32.7 million acres of land in Alabama, almost 92 per cent of which is classified as agricultural and forest lands as shown in Table 1. About 50 per cent of Alabama's land is in farms. On the basis of past trends, the amount of land in agriculture is not expected to change much in the foreseeable future.7

The average size of farms in Alabama in 1965 was 164 acres compared with 99 acres in 1950. And as farms have become larger, the number has decreased. In 1965, there were 93,000 farms in Alabama compared with 212,000 in 1950, Table 2.

Agribusiness volume in Alabama was estimated to be 1.8 billion dollars in 1966 and 1967 business year. This is about one-fifth of the volume of all retail, wholesale, retail, wholesale


### TABLE 1

**USE OF LAND IN ALABAMA, 1960 AND 1975**

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<td>Total Land Area</td>
<td>32,678 Acres</td>
<td>32,590 Acres</td>
</tr>
<tr>
<td>Total in Agriculture</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Forest Land</td>
<td>20,771</td>
<td>20,300</td>
</tr>
<tr>
<td>Cropland</td>
<td>6,028</td>
<td>5,000</td>
</tr>
<tr>
<td>Open Pasture land</td>
<td>3,075</td>
<td>4,100</td>
</tr>
<tr>
<td>Other</td>
<td>176</td>
<td>150</td>
</tr>
</tbody>
</table>


### TABLE 2

**ESTIMATED CAPITAL INVESTMENT IN ALABAMA FARMS, 1950 AND 1965**

<table>
<thead>
<tr>
<th>Year</th>
<th>No. of Farms (Thousand)</th>
<th>Estimated Average Capital Investment Per Farm (Dollars)</th>
<th>Estimated Total Capital Investment (Thousand Dollars)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1965</td>
<td>93</td>
<td>30,000</td>
<td>2,790,000</td>
</tr>
<tr>
<td>1950</td>
<td>212</td>
<td>6,000</td>
<td>1,272,000</td>
</tr>
</tbody>
</table>

and manufacturing firms as reported in 1963 Census of Business, United States Department of Commerce.\textsuperscript{8} Table 3 presents a complete agribusiness summary for Alabama by separate industry groups as well as one for all industries combined.

The average agribusiness volume per county was 26.7 million dollars. There were 45 counties below this average and 22 counties above. Moreover, the 22 above average counties accounted for 65 per cent of the State's agribusiness volume as shown in Figure 1.

To meet the challenge of the time and changes in vocational agriculture programs, teachers of vocational agriculture must possess the competencies required to make positive application to good teaching. According to Hammond, good teaching is "directing the activity of learners to result in the maximum amount of the most desirable intended learning and the least amount of undesirable learning."\textsuperscript{9}

\textbf{Method of Investigation}

In making an analytical study of any program, the initial problem is one of identifying the existing circumstances. It follows, then, that the next step to

\textsuperscript{8} Alabama Resource Development Committee, \textit{op. cit.}, p. 8.

### TABLE 3
ALABAMA STATE AGRIBUSINESS SUMMARY, 1966-67

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Principal Industry No.</td>
<td>216</td>
<td>314</td>
<td>443</td>
<td>293</td>
<td>387</td>
<td>89</td>
<td>228</td>
<td>1,568</td>
<td>3,538</td>
<td>95,827</td>
</tr>
<tr>
<td>Principal Industry Pct.</td>
<td>6.1</td>
<td>8.9</td>
<td>12.5</td>
<td>8.3</td>
<td>10.9</td>
<td>2.5</td>
<td>6.5</td>
<td>44.3</td>
<td>100.0</td>
<td>12,498</td>
</tr>
<tr>
<td>Second. Industry No.</td>
<td>18</td>
<td>10</td>
<td>81</td>
<td>2</td>
<td>40</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>152</td>
<td>31.3</td>
</tr>
</tbody>
</table>

| Fulltime Employees No.     | 5,273 | 14,642               | 35,249        | 3,869              | 1,879                  | 595                            | 1,519           | 32,801        | 95,827           | 1790,887                |
| Parttime Employees No.     | 1,153 | 1,966                | 3,468         | 563                | 838                    | 737                            | 1,195           | 2,579         | 12,498           | 1,790,887               |
| Business Volume Thous. $   | 190,050 | 424,650               | 312,075       | 124,350            | 115,022                | 135,050                        | 23,350          | 465,550       | 1,790,887         | 156,082                 |
| Business Volume Pct.       | 10.6  | 23.7                 | 17.4          | 7.0                | 6.5                    | 1.3                            | 26.0            | 100.0         | 100.0            | 100.0                  |

| Total Capital Thous. $    | 1,5709 | 12,495               | 17,290        | 6,599              | 5,140                  | 1,872                          | 1,519           | 32,801        | 95,827           | 156,082                 |
| Capital Needs Thous. $    | 154,467 | 142,438               | 336,603       | 42,915             | 34,417                 | 10,304                         | 14,008          | 544,100       | 1,279,252        | 1,279,252               |

| Firms Expand. Employ. No. | 60    | 115                 | 47            | 126                | 112                   | 10                             | 60              | 178           | 708              | 31.3                    |
| Within 2 yrs. No.         | 51    | 96                  | 39            | 110                | 93                    | 8                              | 49              | 142           | 588              | 15.1                    |
| Longer than 2 yrs. No.    | 9     | 19                  | 8             | 16                 | 19                    | 2                              | 11              | 36            | 120              | 14.5                    |
| Less than 25% No.         | 46    | 98                  | 39            | 98                 | 83                    | 7                              | 42              | 101           | 514              | 14.5                    |
| 25% and over No.          | 14    | 17                  | 8             | 28                 | 29                    | 3                              | 18              | 77            | 194              | 14.5                    |

| Firms Expand. Prod. No.   | 102   | 131                 | 100           | 148                | 167                   | 29                             | 86              | 240           | 1003             | 31.3                    |
| Within 2 yrs. No.         | 85    | 113                 | 88            | 127                | 152                   | 26                             | 68              | 203           | 862              | 15.1                    |
| Longer than 2 yrs. No.    | 17    | 18                  | 12            | 11                 | 15                    | 3                              | 18              | 37            | 141              | 14.5                    |
| Less than 25% No.         | 80    | 101                 | 89            | 117                | 129                   | 22                             | 58              | 144           | 740              | 14.5                    |
| 25% and over No.          | 22    | 30                  | 11            | 31                 | 38                    | 7                              | 28              | 96            | 263              | 14.5                    |

| Trade Area                |       |                     |               |                   |                        |                                |                 |               |                 |                         |
| County                    | Pct.  | 29.4                | 30.7          | 19.4              | 42.2                  | 66.6                          | 34.2            | 38.4          | 27.9            | 31.3                    |
| Adj. Counties             | Pct.  | 18.5                | 17.0          | 6.7               | 17.0                  | 20.5                          | 27.4            | 7.9           | 12.5            | 15.1                    |
| State                     | Pct.  | 18.6                | 15.5          | 12.2              | 11.0                  | 5.6                           | 16.7            | 13.0          | 18.2            | 15.1                    |
| Adj. States               | Pct.  | 15.8                | 10.0          | 16.0              | 14.1                  | 4.1                           | 13.9            | 14.5          | 19.8            | 14.5                    |
| National                  | Pct.  | 16.9                | 25.7          | 44.1              | 12.9                  | 3.2                           | 7.8             | 25.9          | 20.2            | 22.9                    |
| International             | Pct.  | 0.8                 | 1.1           | 1.6               | 2.8                    | 0                             | 0               | 0.3           | 1.4             | 1.1                     |

| Source of Supply          |       |                     |               |                   |                        |                                |                 |               |                 |                         |
| County                    | Pct.  | 11.4                | 22.6          | 18.0              | 3.6                   | 9.7                           | 41.9            | 46.3          | 57.3            | 29.2                    |
| Adj. Counties             | Pct.  | 6.3                 | 25.7          | 9.4               | 1.6                   | 9.3                           | 24.9            | 7.2           | 24.0            | 17.4                    |
| State                     | Pct.  | 12.6                | 22.3          | 24.0              | 18.7                  | 37.9                          | 19.1            | 20.9          | 10.2            | 18.0                    |
| Adj. States               | Pct.  | 22.2                | 14.1          | 20.5              | 26.7                  | 24.0                          | 12.4            | 13.7          | 4.0             | 14.8                    |
| National                  | Pct.  | 46.4                | 15.1          | 27.9              | 47.0                  | 17.4                          | 1.7             | 11.6          | 4.3             | 20.2                    |
| International             | Pct.  | 1.1                 | 0.2           | 0.2               | 2.4                   | 1.7                           | 0               | 0.3           | 0.2             | 0.4                     |
Figure 1. Alabama Agribusiness Volume, by Counties. (mil. of dol.)
discover is what sources will supply the information needed. The literature revealed that the responsibility of inservice education rested with four groups: the teacher education departments in agricultural colleges, the State Supervisor of Vocational Agriculture and his staff, local school administrators and supervisors, and teachers of vocational agriculture.

Population of the study

Due to conditions at the time of the study, the writer, after consultation with his advisor, decided to include the 83 black teachers of vocational agriculture in those counties that had vocational agriculture departments for the study. The writer felt that the teachers of vocational agriculture could give an accurate analysis of the inservice education program as it existed.

Developing the instrument

A review of all the available literature for collecting ideas and suggestions was the first procedure used in developing the questionnaire. After a thorough search of the literature, the writer found that the following elements were an important part of an inservice education program: graduate credit courses, non-credit inservice education, agricultural organization membership, and areas of instruction.
The instrument was divided into six general parts: general information, graduate credit courses, non-credit inservice education, agricultural organization membership, other methods of inservice education, and areas of instruction.

When the initial draft of the questionnaire was completed, it was reviewed by the writer's adviser and a member of the supervisory staff in agricultural education in Alabama. The questionnaire was revised in the light of their suggestions.

The questionnaire was then pretested with ten graduate students pursuing their Ph.D. in agricultural education who had at one time held the position as former teachers of vocational agriculture or served in a supervisory capacity in agricultural education from different states in the country and foreign countries. Some minor changes were made in the instrument at this point with the assistance of the writer's adviser before making a final draft. A copy of this instrument may be found in Appendix A.

Collecting the data

Before the questionnaire was sent to the teachers of vocational agriculture, a list of names compiled by the State was secured. Conferences were held with various members of the teacher training institution and supervisory staff of vocational education in agriculture to acquaint
them with the nature of the study in order that they urge the cooperation of the teachers to participate in the study.

Questionnaires were sent to 83 teachers of vocational agriculture in Alabama accompanied by an appropriate covered letter. See Appendix A. Returns were received from 60 or 72.3 per cent of the teachers. Information obtained from the questionnaires has enabled the writer to determine the present status of inservice education of teachers of vocational agriculture in Alabama.

The data collecting instrument was divided into six major headings and they are as follow:

General information.--Respondents were asked to indicate the number of years which they have taught vocational agriculture including the present year, from which institution they attended, the degree they presently hold and the year granted.

Graduate credit courses.--Teachers were asked to rate the various professional and technical graduate courses in their graduate program as to their degree of helpfulness in teaching and indicate the latest year enrolled in each course. They were also asked to list courses which were not included in the questionnaire. They were to rate only the courses that were completed by them.

Non-credit inservice education.--The respondents were given instructions to rate conferences or meetings for
teachers of vocational agriculture, conferences or meetings with teachers other than teachers of vocational agriculture, conferences or meetings with other agricultural workers such as county agricultural extension workers, Soil Conservation Service, home demonstration workers, and extension specialists, etc. The conferences were based on the national, regional, state, district, and county levels. They were asked to state the latest year they attended such conferences, and degree of satisfaction. In addition they were asked to rate short courses, workshops, and study groups attended on the state, district and county levels.

**Agricultural organizations membership.**--In this part of the questionnaire, the teachers were asked to indicate whether they were members of agricultural organizations as well as office held. They were also asked to indicate the degree of participation in the organization.

Other methods of inservice education.--Teachers were instructed to indicate if their program in vocational agriculture were evaluated last year and the instrument used in evaluation. See Appendix B. They were also asked if the evaluation was initiated by teacher, supervisor, teacher trainer or lay persons.

Also in this section of the instrument, respondents were asked to indicate the number of visits and observations made by them to other vocational agriculture departments, experiment stations, agricultural colleges, and teachers
other than teachers of vocational agriculture. They were also asked to rate visits and observations as to their helpfulness in teaching.

Items in this part of the instrument included those which were concerned with supervisory services of teacher trainer institutions, state personnel, school administrators and subject matter specialists. They were to indicate the number of times visits were made by the supervisory staff.

Areas of Instruction.--Respondents were asked to rate various areas of instruction as to their competency in performing the activity. Areas of instruction are as follow:

1. Determining what should be taught in vocational agriculture
2. Developing courses of instruction
3. Developing supervised farming programs
4. Developing lesson plans
5. Training for non-farm agricultural occupations
6. Conducting agricultural mechanics programs
7. Farm placement for experience
8. Teaching classes for adults
9. Serving as an advisor to an F.F.A. Chapter
10. Training for college and vocational work at the same time
11. Supervising occupational opportunities
12. Setting up department goals for the next five years
13. Evaluating a department program

Also in this section of the questionnaire the respondents were asked if they preferred training sessions and workshops be given on campus or off campus and if off campus, where should they be held. The teachers were asked if they preferred credit or non-credit for training sessions and workshops and what should be the size of a group in training.

Analysis of data

Appropriate descriptive statistics such as means, frequency, and percentages were used to describe the characteristics of the sample.

Master sheets were constructed to record the information contained in the questionnaire to facilitate the tabulation and analysis of data. The data were tabulated by hand and the desk calculator was used for making necessary computations.

Definition of terms

1. **Inservice education.** An activity in which the major purpose is the professional improvement of teachers.

2. **Teacher trainer.** A qualified professional person responsible for the preparation and inservice training of teachers. He assists teachers or
prospective teachers to secure the professional knowledge, ability, understanding, and appreciation which will enable them to meet certification requirements or advance in teaching positions.

3. **Supervisor.** The professional person responsible for the promotion, development, maintenance, and improvement of instruction in a given field. Supervisors may operate at the local, area, or state level and much of their work is concerned with inservice training for vocational teachers.

4. **Professional courses.** Courses that deal with the study of the history, philosophy, psychology, content and methods of education.

5. **Technical agriculture.** An inclusive term which embraces a cluster of agricultural occupations engaged in the science, mechanical, and technical phases of production, distribution, manufacturing, use, processing, and marketing of farm products.

6. **Graduate study.** Any study of an organized nature beyond the bachelor's degree for which academic credit is earned which can be applied toward an advanced degree.

7. **Agricultural occupations.** Occupations involving knowledge and skills in agricultural subjects have the following characteristics: (a) on a
farm or in another business, agency, or organization which performs one or more of the agricultural functions of producing, processing, distributing, and servicing farm products, (b) employs workers who need competencies in one or more of the primary areas of plant science, soil science, farm management, agricultural mechanization, and agricultural leadership.

8. Occupational experience. Employment undertaken as a part of the requirements of a school course and designed to provide planned experiences, in the chosen occupation, which are supervised by a teacher-coordinator and the employer.
CHAPTER II

REVIEW OF RESEARCH AND RELATED LITERATURE

The writings on inservice education during the past two decades have been extensive. New knowledge of human growth and development has increased the emphasis on adult learning. The teaching profession has kept abreast of this movement through many forms of inservice education.

Review of related literature revealed that several studies on inservice education in agriculture have been made in the area of teacher's problems. There were, however, several studies which treated specific phases of inservice education.

Despite the absence of a specific study on inservice education, there were a number of studies and writings which were closely related to certain aspects of the study to the extent that their contributions made the review of these studies and writings significantly necessary.

This chapter begins with a cursory treatment on the basic elements of an inservice education program and concludes with a review of several pertinent studies pertaining to certain aspects of inservice education programs in several states.
Elements of an Inservice Education Program

The Federal Board for Vocational Education, as early as 1930, recognized many of the elements of an inservice education program for teachers of vocational agriculture and discussed their importance:

Training teachers in the field has taken the form of assisting teachers of vocational agriculture through personal visits of supervisors and itinerant teachers, through publications covering teaching problems, through conferences, and in other ways. This work has strengthened the program of teachers on the job, has assisted beginning teachers to become established on the proper basis for effective work, and has tended to keep all teachers of vocational agriculture up to date in regard to newer developments in the subject matter and teaching of agriculture.¹

Graduate study

Advanced study is one of the most systematic means for professional improvement. Self improvement should be the goal of every teacher, and many should make the master's degree their goal. When such goal is reached, it does not mean that the teacher's education is complete, but it is an indication of professional growth on the part of the teacher.

The old and the new regarding the reasons for graduate study by teachers are represented by statements made by Broyles and Conant. Broyles completed in 1925 which is in

all probability the first study of graduate work in agriculture education. In his study, Broyles stated that:

The occupational objectives are, on the whole, the same for undergraduate doing his practice teaching and the graduate returning after several years to work on a master's degree. Each aims at being a good teacher of agriculture; each finds specific objectives in what a good teacher of agriculture must do and what he may find larger opportunities to do.2

Conant writes that:

Attendance at summer schools can be an exhilarating and refreshing experience, especially for elementary teachers. However in some states the teacher, after assuming the first position, is required by law to continue his or her formal education. In all or almost all states, the salary schedule set by many if not all school boards are such as to induce teachers to continue their formal education.3

Another point of view regarding the purpose for pursuing graduate studies is expressed by Bjoracker. He writes that:

Most of all is that of developing further his ability as a teacher of agriculture. This ability then becomes translated into better programs in agricultural education, and better programs generally mean greater responsibility, greater recognition and greater pay. The graduate program can be a broadening experience including that of providing an entree into the study of a new area such as guidance or school administration. It also meets the objectives of meeting local


requirements of the board of education, of additional credits or degrees in order to remain on salary schedule or to have a contract renewed.

Because of the strong interrelationships which exist among the various reasons for graduate study such as economic reward, professional advancement, professional improvement, prestige, meeting state requirements and just keeping up to date, it is impossible to say a particular teacher or group of teachers that one specific purpose was the only one which motivated them to pursue work toward an advanced degree. It makes little difference whether one or two specific purposes are identified as the primary force in motivating graduate study so long as the work taken is closely enough related to the teacher's work that, if successfully completed, it would result in a better performance of the teaching tasks of the individual concerned.

Conferences

Conferences or meetings of teachers constitute one of the most important elements of an inservice education program. In addition to specific professional growth development derived from such gatherings, the stimulation to become more professional is a benefit of considerable value. The Federal Board for Vocational Education, shortly after its

organization, recognized such value in the following statement:

One of the most helpful things that a state supervisor can do is to hold conferences with groups of his teachers. These conferences might well be of two kinds, regional conferences at which a few of the teachers meet with the supervisor in round table discussions where freely and informally troubles and successes are talked over. No papers are presented or speeches made. These conferences dealing with local issues should serve to put the teachers in touch with what other teachers are doing in the same general section. It should always be remembered that the teacher of vocational agriculture in a department of a high school is in a way an isolated being in that he does not come in contact very frequently with any other persons who are engaged in the same line of work in which he is engaged. These regional conferences whether attended by the state supervisor or not are valuable for keeping alive the professional spirit of the teacher. There ought to be at least once a year a state-wide conference at which general policies are discussed. The wise supervisor will take the teachers into his confidence and formulate his rules and regulations and general policies upon a basis of suggestions and discussions by teachers. A group of teachers who are actually performing the work are the very source of information as to what rules and regulations and methods of procedures are workable.5

Short Courses

Many teachers of vocational agriculture find it difficult to attend regular sessions of summer school. Short courses provide them with experiences that they

might not have otherwise. The need for short courses was recognized in a 1942 publication by the U. S. Office of Education which stated:

Short, intensive courses of from two to four weeks duration in the professional and technical fields represent a type of continuing education much needed by teachers of vocational agriculture employed on a 12 month basis. In the beginning, summer sessions programs were arranged to provide a course of six to nine weeks duration with offerings largely in the professional field. Since 1935, there has been a definite move to provide short intensive courses and to increase the offerings of a technical nature in summer session programs.  

Smith, of Cornell, listed eight reasons in support of offering off-campus courses:

1. The response of the teachers is highly encouraging.
2. Adequate preparation for teaching rarely can be provided at the preservice level.
3. Supervision of teachers more and more is having to be confined to problems largely administrative in nature and classified more specifically as promotional and inspirational.

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7 W. A. Smith, "Improvement of Teachers Through Off-Campus Courses," The Agricultural Education Magazine, October, 1947), p. 76.
4. Itinerant teacher training in its more usual form fails to meet all the needs and desires of teachers for professional improvement and tends to be limited to beginning teachers.

5. There is an increasing emphasis in the teaching profession upon such objective evidence of professional improvement as hour of credit and advanced degrees.

6. Trends in the program of vocational agriculture make it increasingly difficult for teachers to find time to attend summer school or to participate otherwise in on-campus instruction.

7. Teaching in off-campus courses is a stimulating experience to the instructor.

8. Institutions of higher learning, including graduate schools, seem to be awakening to their obligation and opportunity to extend their services beyond the limits of the campus.

Workshops

Though "workshop" is a term used in a great variety of ways, it denotes one common thread of concern: to translate theory into practice. During recent years, the workshop has grown increasingly important as an inservice education arrangement to help teachers define local
educational objectives in the perspective of emerging national goals and translate these objectives into effective classroom programs. Carroll states that:

If a workshop is to be what it purports to be, namely a "workshop", it needs to be structured in the act of "doing" rather than the act of listening. In other words, a purposeful workshop is an activity having its beginning in the recognition of a problem and in the decision to allocate a solution or at least informing resources, for that problem.\(^8\)

Workshops that center about the teachers and their problems tend to be relatively effective. Normally they are of two or three days duration but may be as brief as one day. According to Good, a workshop is "an inservice improvement activity planned and carried on by teachers and administrators to attack and study problems of such scope that many are interested."\(^9\) Workshops are student centered and are particularly useful in dealing with specific problems about which most of the members know something about. A workshop is an excellent approach for improving teachers' competency in program planning.

Study groups

In the past few years the study group has developed

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as one of the most outstanding forms of inservice education. For the teacher who has the opportunity to participate, the study group provides stimulating and an exhilarating experience.

In the summary of the study on inservice education of the Commission on Teacher Education of the American Council on Education, it is stated that:

Study groups during the school year are the most important feature of any system-centered program of inservice education; they provide ideal means for widespread participation by teachers.\(^\text{10}\)

A given number of teachers assembled together do not necessarily constitute a group. It takes a sense of purpose and direction, common interest, and loyalties to have a functioning group.\(^\text{11}\) More supporting evidence of the study group is found in the statement by Cardozier as follows:

A teacher efforts in these activities (study groups) is not only an obligation to the community but to himself as well. Through participation in various educational, agricultural, and civic committees he comes to understand the problems in each area better and is in a better position to direct his work toward their improvement. The teacher of vocational agriculture bases his teaching on the type of agriculture and specific problems found in his community. By working with farmers on special committees, he becomes better acquainted


Agricultural organizations and membership

Sharing and working in the development of a community is a duty of all teachers, and the agriculture teacher in particular. This is not without reward for the more involved one becomes, the greater the benefits that are derived. A teacher of agriculture generally has two facets to consider in his participation in community services: first is that in which he participates, indirectly through his advisorship to the F.F.A. Chapter and activities undertaken by students in the vocational agriculture department; second is his direct participation as a resident of the community inservice clubs, church, volunteer organizations, chamber of commerce, and the like.

Probably a wider range of interest exists in professional responsibilities than in any other segment of teacher activity. Teachers often fail to appreciate the value of their professional organizations. In addition to the value of belonging, there is a material reward which accrues to each teacher because of his professional organization and its activities. Devin sums it up as follows:

One needs to think of a professional organization as the key to improving his profession regardless of whether it is being a man in medicine or in education. Educators as a whole, however, do have a challenge to follow in the footsteps of other professional groups, in that they will need to develop new means of "policing" their own ranks in up-grading the profession in order that outside persons are not called on to do this for them. It is realized that this will take time and courage, but the time lapse can be drastically shortened and courage bolstered by each member of this organization, as well as, each agricultural teacher throughout the United States doing his utmost toward reaching that goal. Once again, it should be stated that being in a professional organization is a very privileged right which we must safeguard within the United States and must promote throughout the free world.13

Evaluation

Evaluation has been defined in the Dictionary of Education as, "The process of ascertaining or judging the value or amount of something by careful appraisal."14

One of the greatest hopes for professional growth centers around evaluation. Growth comes from the improvement of the present. It is progress in terms of a goal. Therefore, in order to grow, one must have a standard or goal toward which to aim.

Relative merits of evaluation of the process or the product of vocational and technical education have been


14Good, op. cit., p. 156.
argued in many professional meetings and journal articles. Hensel keynoted a national evaluation seminar by urging that both be considered and that criteria be developed recognizing each viewpoint. He cautioned against the possible frustrations of barriers to open and objective evaluation such as a supersensitivity to criticism, the inertia of tradition, absence of positive rewards for superiority, threatened security of personnel, and uncertainty of how to proceed. Hensel's theme was the importance of a positive attitude toward evaluation.

Principles of evaluation have emerged over the years. They need to be understood by everyone. Because the unit of school control is the local institution, usually administered by a school district and serving the people of a community, it was from this standpoint that Sutherland recommended the following:

1. Evaluations of educational programs should be made in terms of the objectives of these programs.

2. Evaluations should include assessments and

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appraisals of both product and process.

3. Evaluations should be a continuous process, not just a "point in time" judgment.

4. Evaluations should be made by teams composed of both professional and lay persons.

5. Evaluations of publicly supported programs should include economic factors and be concerned with input-output relationships.

6. Evaluations and appraisals should be made not only on the basis of what has been done, but also on what has not been done.

7. The major purpose of evaluation should be to provide quality control and a basis for intelligent change.

8. Evaluations should be concerned primarily, if not exclusively, with the key indicators of success or failure.

In evaluation all persons and agencies concerned with inservice education programs have a part to perform. Teacher trainers and supervisors have the responsibility of helping teachers to see their need for evaluation, supplying teachers with evaluative instruments and instructing them in their use, and assisting teachers in the interpretation of the data and reaching valid conclusions. The most beneficial evaluation is self-evaluation. The teacher must conduct self-analysis and evaluation if he is to remain
professionally alert.

Visitation and observation

By visiting and observing other teachers, the teacher of vocational agriculture may secure ideas on teaching techniques that might never be secured by other means. Observations of the methods others employ provides the teacher a basis for evaluation of his own teaching and a source of new ideas for improving it. Wiles states that:

Teachers develop a sounder basis for evaluation through visiting other classes. They learn by seeing. As teachers visit each other and have the opportunity to compare the learning situation that exists in other classes with their own, and their skills in handling various problems with the skills of others, they can make a better use of criteria in evaluation. Their judgments are based on more data. Visiting also gives a teacher the opportunity to make preliminary judgments about new procedures. It can help him decide whether he wants to try them.17

Supervisory service

One of the basic functions of the supervisor of vocational agriculture is the visitation of individual teachers of vocational agriculture in service. In the research conducted by Young,18 it was shown that the


supervisory visit constituted one of the most effective means of improving teachers in service. In constructing guiding principles for appraising a State program of in-service education, Cardozier points out that:

It is through individual visitations with the teacher in his teaching situation that the supervisor becomes acquainted with the teacher, his abilities, his shortcomings, and gets a true picture of the physical facilities of the department, the nature of the community and problems. Other forms of in-service education help the teacher to become better qualified and solve many of his problems but the "on-the-scene" visit by the supervisor provides an opportunity for solving the specific problems of the individual teacher. The supervisor can get a much better insight into the problem and its possible causes and see avenues to solution much better when viewing it first hand; he is better able to guide the teacher to a solution.19

What should a supervisor do during a visit to a school? Letters from twelve state directors of vocational agriculture in the United States revealed the following guidelines:

1. Supervisors should assist teachers with individual student programs and records, subject matter, teaching materials, handbooks, and public relation.

2. Supervisors should take a look at the teaching calendar and activities for the teacher's secondary, adult, and post-high school programs, as well as his scheduled FFA activities.

19Cardozier, op. cit., p. 117.
3. Secondary school students and young and adult farmers should be visited. This is one way of evaluating the effectiveness of local programs.

4. The teacher's major objectives for the total program of agricultural education should be studied.

5. Classroom teaching, including the attitude of students and the enthusiasm of the teacher should be observed.

6. In making evaluations, consideration should be given to the atmosphere of the department and the school, the morale of the teacher, and the apparent growth of the creative ability of students and their active participation in the instructional program.

7. The chief administrator of the school should be visited before leaving the school if possible. During this visit the supervisor should find out the administrator's and the board of education's evaluation of the vocational agriculture program. Also the supervisor should give recommendations to the administrator.

8. Ordinarily visits should be brief; two hours is usually long enough. One or two good
suggestions for improvement are enough for
the one visit.

9. The main purpose of the supervisor's visit
should be the improvement of the instructional
program.

10. The teacher should be complimented on the
good things he is doing. Visits by supervisors
are to help teachers.20

Instruction

Since the passage of the Vocational Act of 1963, more
attention has been directed toward training teachers who
can prepare students for gainful employment in the broad
field of agriculture. The present day training for teachers
of vocational agriculture not only must be different from
that required for teachers of academic subjects, but
different also from training designed for teachers to teach
only vocational education in farming. Professional education
must play a significant role. Woodin21 has identified
competencies or qualifications needed by the new generation
of vocational teachers, including vocational agriculture
teachers:

20Jay M. Wood, "When the Supervisor Visits a School,"
The Agricultural Education Magazine, 44:5 (November, 1968),
p. 119.

21Ralph J. Woodin, "Common Competencies for All Vocation­
al Teachers," The Agricultural Education Magazine, 37:7
(February, 1965), p. 188.
1. Understanding of career opportunities within the specific and the ability to guide students in selecting appropriate career objectives.

2. Experiences in the knowledge of the vocation and sufficient background to make analysis of the tasks in which the worker must become proficient.

3. Ability to teach, on an individual and group basis, for occupational proficiency in the classroom.

4. Enough ingenuity to plan occupational experience programs which will prepare each student for initial employment or advancement.

5. Communication skills necessary for relating vocational education to the school and community, counseling with parents and placement in positions of employment.

Summary

Professional education attempts to develop in students some degree of expertness needed for teaching vocational agriculture. As has been stated much can be done through on-campus professional courses and off-campus student teaching, but other professional experiences must also be provided.
Consideration has been given thus far in pointing out some of the elements that constitute the program in inservice education for vocational agriculture teachers. Attention has been directed to the value of these elements in the professional improvement of teachers of vocational agriculture.

**Studies of Inservice Education Programs**

Since the underlying purpose of this study was to contribute to the improvement of teaching vocational agriculture in the high schools of Alabama through an investigation of the program of inservice education of teachers of vocational agriculture as it relates to the broadening program of vocational agriculture, the writer deemed it necessary to review a number of studies on inservice education. Although there were no specific studies on inservice education programs, the writer did obtain enough information to determine the methodology used by the various investigators and also to identify certain aspects of an inservice education program.

**Montgomery**

Montgomery made a study, "Professional Needs of Teachers of Vocational Agriculture in Alabama and Their Implications for Inservice Education," which had for its purposes to determine the kind of help which teachers of vocational agriculture believed would be most beneficial to them in
satisfying their inservice education needs and implications for those concerned with the planning of the inservice education program.\(^{22}\)

**Findings.**--The findings revealed that the inservice education activities of the teachers included graduate study, membership in professional organizations, non-credit short courses, and local workshops. Ten suggestions were rated by the teachers as to their effectiveness. Recommendations were made for the benefit of agencies and individuals responsible for planning and initiating inservice education activities.

**Deems**

Deems in his research, "An Evaluation of the Inservice Program Provided by the University of Nebraska for Teachers of Vocational Agriculture," had for its purpose to determine the weakness of the inservice education program provided by the University of Nebraska for teachers of vocational agriculture by comparing the program conducted with: (1) accepted principles of inservice education, (2) needs of teachers of vocational agriculture, (3) extent to use of program now available, and (4) teacher evaluation of the

Method.--The study involved the formulation of a group of principles synthesized from a review of related literature and research and validated by a jury of fifteen teacher trainers in agriculture education. An information form, constructed with the help of teachers and supervisors, was used to secure data from the Nebraska teachers of agriculture. Official records in the Nebraska Department of Education were examined.

Findings.--The 132 various respondents evaluated the four main phases of the inservice education program in the following order: (1) workshops, (2) informational services, and (3) graduate courses.

This study indicated that teachers of vocational agriculture needed training in many areas of instruction, but the needs are greater in some areas of instruction than others. Areas of greatest need as revealed by the investigation were: (1) new developments in agriculture, (2) the development of abilities to perform certain skills in farm mechanics, (3) training in organizing and conducting young farmers' and adult farmers' classes, (4) instruction in guidance and educational psychology, (5) instruction in miscellaneous problems such as budgeting time and keeping

up to date on current happenings, and (6) training in the proper use of proper techniques of publicity.

The author takes the position that teacher-training institutions should make inservice education a definite part of the total education program. Definite plans and policies should be formulated. Adequate finances, suitable facilities, and necessary professional personnel should be provided. A complete inservice program to meet the needs of the teachers is needed and should include: (1) professional technical graduate courses, provide both on and off campus at times convenient to teachers, (2) workshops, both on and off campus, (3) informational services of proper source and variety to keep teaching and teachers informed, and (4) consultative services for all teachers, but especially for beginning teachers.

A research program should be conducted and teaching aids should be provided.

Teacher training institutions do not necessarily provide inservice training in the areas of greatest need for teachers.

Teachers of vocational agriculture take part in inservice education activities that are available, convenient, and needed to meet requirements for certification or advanced degree.
Deyoe

Deyoe in his research, "A Study of Inservice Education Provided for Teachers of Vocational Agriculture in the Central Region," had as its purpose to assemble the kinds of inservice activities provided for teachers of vocational agriculture by departments of agricultural education in the thirteen land-grant colleges and universities in the central region. An additional purpose was to identify recent changes, planned changes and changes considered desirable in the inservice programs of teacher education in these institutions.

Method.--A detailed guide was structured for use in gathering information from the thirteen institutions. The Committee of Teacher Education of the Central Region Conference aided in developing the guide and in securing information for the study. Responses were obtained from all thirteen institutions during the first part of 1955.

Findings.--The department of agricultural education in all thirteen land-grant colleges in the central region provided inservice education for beginning teachers of vocational agriculture. Visits to beginning teachers were made by persons from twelve of the departments; state wide.

meetings were sponsored for these teachers in five states; and a special course for credit was provided for them in each of five states.

In all thirteen states, teacher educators made visits to experienced teachers of vocational agriculture. Of forty nine persons who spent time in this activity, two-thirds devoted less than 25 per cent of their time.

Twelve of the thirteen institutions provided summer sessions in which courses for graduate credit were offered for teachers of vocational agriculture. In addition, ten institutions offered courses on campus and thirteen offered off-campus courses in agricultural education.

Eleven institutions supported 52 non-credit workshops held during a twelve month period. Most of these were held off-campus and over half of all courses were taught jointly by teacher educators and persons in the field of technical agriculture.

Some kind of teaching aids and materials for teachers of vocational agriculture were provided in all thirteen states. Forty two teacher educators in ten states spent some time in preparing these materials, but only five persons located in three states spent 50 per cent or more of their time in this work.

Seven institutions reported that some research of a cooperative or "action" type was being conducted with teachers in the field.
Changes have been made during the past two years in inservice programs in nine of the thirteen state departments of agricultural education. Eleven departments reported changes planned for the next two years. Seven departments would like to secure more staff members to work on instructional aids and carry on other inservice activities.

In the study made by Hall, "Needs of Inservice Teachers of Vocational Agriculture in Technical Agriculture," had as its purpose to identify the needs of Kansas vocational agriculture teachers in keeping up to date in technical agriculture information and skills and to discover effective procedures for meeting these needs.

Method.—Data for this study were secured by means of a questionnaire sent to the 201 inservice teachers of vocational agriculture in Kansas during the 1960-61 school year. The 143 usable questionnaires returned were the source of information used in this study.

Findings.—Ninety six per cent of the 143 Kansas teachers of vocational agriculture used Cooperative Extension Service, experiment station, and U. S. Department of Agriculture publications during 1960-61. Teachers were

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spending 3.75 hours per week reading agricultural publications but indicated that almost 7 hours would be necessary to keep up to date. Ninety six per cent of the teachers who participated in special crop and livestock meetings, tours, and field days conducted by extension specialists and county agents rated them "good" to "excellent" as a means of keeping up to date.

Subjects in which the need for technical information was the greatest were: weed control, cultural practices, moisture conservation, farmstead layout, landscaping, Livestock rations, livestock disease and parasite control, livestock selection, record keeping and analysis, income tax, economics of farm equipment, hydraulic, electricity, and welding.

In an evaluation of means for keeping up to date, teachers rated off-campus courses conducted by technical personnel from Kansas State University as being the most effective. Other high ratings included a screening reviewing service, summer conferences, agricultural publications, evening meetings, one or two week summer session courses, and Cooperative Extension Service tours and field days.

The research completed by McComas, "The Role of the Teacher of Vocational Agriculture as Perceived by Selected
Ohio Teachers and Their Administrators," had as its purpose to define the role of the teacher of vocational agriculture expected by selected Ohio teachers and their administrators and to determine the extent to which the expected role of the teacher was being fulfilled.

Method.--The study used a socio-psychological approach in analyzing and describing teachers' and administrators' perception of the role of the teacher of vocational agriculture. Seventy role defining items concerning the teacher were included in the interview schedule. Seven additional items were used to describe the administrator's role in working with the teacher of vocational agriculture. Perceptions of expectations and performances were obtained. A measure of consensus on role definition was computed by taking the square of the difference between the individual's responses to an item and the mean response for all teachers. The sum of the squared differences was the measure of consensus for each teacher. Teacher effectiveness and job satisfaction were additional dimensions of the study.

The descriptions and analysis included the perceptions of 30 selected teachers and 30 of their administrators from 11 central Ohio counties. The sample included 15 teachers

rated by State supervisors as most effective, 15 of their administrators, 15 teachers rated as least effective, and 15 of their respective administrators. A middle group of "effective" teachers was sliminated from the final analysis. Personal interviews were conducted within the sample.

Finding.--Teachers rated as most effective and their administrators had greater agreement on both role expectations and performance than least effective teachers and their administrators. Teacher effectiveness was found to be positively related to job satisfaction. Job satisfaction was related to consensur on role definition among the teacher groupings. Background data revealed that teachers rated as most effective when compared with those rated as least effective were more active in community affairs, conducted more classes for young and adult farmers, earned more hours beyond their highest degree, and taught in larger schools having slightly larger enrollments in vocational agriculture. Administrators for both teacher groupings showed about the same amount of experience with programs of vocational agriculture and had comparable graduate preparation. Administrators of teachers rated as least effective had served as administrators twice the number of years as those administrators whose teachers were rated as most effective. Most effective teachers and their administrators indicated higher appraisals for 11 program areas than did less effective teachers and their administrators.
The purpose of Schroeder research, "Role Expectations of State Supervisors in Vocational Agriculture," was to investigate perception of the role of State supervision in vocational agriculture as related to the operational aspects of the program at the local level.

Method.--A survey instrument was developed, consisting of 34 items descriptive of activities in the operation of a local program of vocational agriculture. Response categories were set up to describe and measure supervisory directiveness in relation to the activities.

The questionnaires were mailed to State supervisors, teachers of vocational agriculture, and local administrators in eight states, with 75 per cent responding.

Measurements of role perception were obtained from 34 items scores. The item scores were grouped to obtain composite scores for the four functions of administration, improvement of instruction, research and evaluation, and public relations. Differences in role expectations among groups and among States were tested by analysis of variance. Coefficients of correlation were computed to investigate the relationship between the measures of function and selected

characteristics of the professional employees.

Findings.--Teachers, administrators, and supervisors perceived the overall role of the State supervisor of vocational agriculture at the level of directiveness indicated by the term "stimulator."

The States in which the respondents were located were related more closely to role perception of State supervision than were the respondents' positions as teachers, administrators, or supervisors.

Personal factors associated with respondents, such as years of experience or training beyond certification, and situational factors, like scope of program and experience in current position, were not found to be significantly correlated with responses regarding ideal supervisory involvement in the development of local programs of vocational agriculture.

Trump

In Trump's research, "An Evaluation of Vocational Agriculture by Ohio School Administrators," the purpose was to secure the opinions of school administrators regarding selected aspects of the program of vocational agriculture in Ohio.28

Method.--The data used were secured from an evaluative instrument which was submitted to all 331 Ohio school administrators with departments of vocational agriculture. The number of administrators responding was 244, or 73.7 per cent. The evaluation instrument contained 65 selected criteria which were classified into the following areas: Future Farmers of America, supervised farming, physical facilities, State supervision and service, public relations, administrative concerns, teaching methods, adult and young farmer program, and program planning.

The administrators were asked to rate the criteria on a 5 point scale. The scale was graded with 5 points given for "complete agreement," 4 points for "some agreement," 3 points for "partial agreement and partial disagreement," 2 points for "some disagreement," and 1 point for "complete disagreement."

So that the findings could be better interpreted, the average weighted rating for each criterion was calculated. The average rating for each of the nine major areas was also calculated, and the percentage of administrators that responded to each of the values from 1 to 5 for each respective criterion was shown.

Findings.--The study revealed that the administrators gave the highest ratings to the FFA and farming program areas. The lowest ratings were in the areas of adult and young farmer programs and program planning. The study
showed no major weakness, as the overall rating given the study was 4.02, and only 2 of the 65 criteria were given a below 3.

Some administrators asserted that the program probably could be improved by placing more emphasis on the following:

1. Housekeeping in many shops could be improved.
2. Public relations activities could be strengthened.
3. Classroom work could be made more challenging to high school students.
4. A better job could be done to acquaint the school faculty with vocational agriculture.
5. Conferences periods as stipulated in the Ohio plan could be used more effectively.

Summary

The reviewed literature had significance for this study. All of the literature included in the review contributed to the study in varying degrees toward enabling the writer to organize a conceptual structure with respect to the questionnaire.

The studies reviewed contributed to certain primary phases of inservice education included in this study which further validated the belief of the writer with respect to using the phases of inservice education which vocational agriculture teachers should engage.
CHAPTER III

INSERVICE POLICIES, RESOURCES AND PROGRAM STATUS

The training of teachers for vocational education programs is recognized as an important component of all state plans for vocational education. Each state has the responsibility to develop a teacher education program in accordance with its needs and facilities.

A decade ago, the Panel of Consultants on Vocational Education\(^1\) made a number of recommendations concerning the selection, training and retention of teachers.

Vocational teachers, said the Panel, should be selected for the following qualities: competencies in occupations which they will teach; evidence of ability to influence the learner to be a skilled worker and a good citizen; and evidence of ability to teach or the willingness to complete a program that will make them proficient.

The inservice growth of vocational teachers should be provided for by (1) continuing the teacher training and supervisory activities of state departments of vocational education; (2) expanding the vocational teacher training

activities in institutions of higher education; (3) providing for regular seminars and improvement workshops; and (4) requiring teachers to maintain and upgrade their occupational skills.

Salary schedules for vocational teachers should be high enough and flexible enough, the Panel maintained, to meet the salary conditions of the occupations for which they must be selected. To maintain a satisfactory standard of excellence, the state board for vocational education, acting through the vocational divisions of state departments of education, should evaluate the selection, training, supervision, and inservice growth of teachers.

Finally, the Panel recommended that institutions of higher education, especially the land grant colleges or state universities, and the vocational divisions of the state department of vocational education, should accept responsibility to train persons for vocational and technical teaching.

On the basis of the Panel's recommendations, it would appear that the state board for vocational education must address itself to the implementation and operation of a state wide program of professional development for vocational education personnel.

This segment of the study will deal with inservice education as it relates to professional development in the following categories:
1. Teacher education in Alabama
2. Administration on the local level
3. Administration on the state level

Teacher Education in Alabama

Teacher education in agriculture involves cooperative efforts of university faculty members, cooperative teachers in public schools, and members of the state departments of education. The cooperative efforts are coordinated by teacher educators in agriculture at universities. (Appendix B)

Teachers of vocational agriculture must perform the many duties involved in conducting a successful program of vocational agriculture. The primary responsibility of the teacher is to conduct an instructional program that will enable students to make sound career choices and receive specialized training in their chosen occupational field for entry level employment or for further study. An essential phase of the program is organized adult instruction designed to train and retain adults in agriculture and related agricultural occupations.

Purpose

The purpose of the teacher education program in Alabama is to prepare competent teachers of vocational agriculture. The program includes inservice as well as pre-service functions.
Training institutions

Auburn University, Alabama Agricultural and Mechanical University and Tuskegee Institute have been designated as the training institutions to prepare teachers. These institutions have in their School's of Agriculture a very complete program and adequate facilities to accommodate all those who need preparation in this field.

Auburn University.--Auburn University's graduate school administers programs leading to the Master of Agriculture degree. Beyond the Master's degree, programs are offered leading to the degrees of Specialist in Education and Doctor of Education.

Alabama Agricultural and Mechanical University.--The primary purpose of the AgriBusiness Education graduate program is to meet a need for future broadening and giving depth to the educational dimensions of teachers of AgriBusiness Education, county agents, and other agricultural workers who may be benefitted by such a program.

For the most part, course offerings are predicated upon two factors: (1) the need for additional technical agricultural training as it is related to teaching vocational AgriBusiness Education, as well as general agriculture; (2) the need for a more comprehensive understanding of core courses which have the possibility of bringing into clearer focus educational methods, techniques, skills, and valid
points of view, all of which may be utilized in upgrading an educational program.

The student's major advisor will aid him in selecting from an approved list of courses, the major and minor subjects which will constitute his program of graduate work.

The sixth-year Specialist Certificate program is offered for qualified students who wish to pursue a planned program of specialization leading to AA Certification in an educational field. The program is designed to provide candidates with an increased level of competence, prepare them for positions of leadership in their selected specialties in elementary and high schools, and for teachers at the junior college level.

Tuskegee Institute.--The Division of Agricultural Education offers programs of study leading to the Master of Science and Master of Education degrees. Graduate programs are designed in terms of the needs and interests of the individual student. Students have the opportunity for further study and research as well as to prepare for educational leadership roles in teaching, Adult Education, Agricultural Extension, Guidance and Counseling, Human Resource and Community Development, and School Administration and Supervision.

Graduate program

The Department of Agricultural Education at all
institutions offers a program of graduate work that leads to a Master Degree. Auburn University offers a program of instruction that leads to the Ph.D. degree. One of the major purposes of the graduate program at the Master level is to strengthen the competency of teachers. Much of this work is offered during the first term of the summer quarter, in the form of special one week workshops, three-week workshops as well as courses for five weeks. In addition several courses are offered in the evening during the regular school year for teachers who are within driving distance of one of the university campuses.

Research

The staff members of these Departments of Agricultural Education are committed to a policy of devoting time and effort to research. This program is coordinated with other educational agencies and organizations for the purpose of providing direction toward the development of a more effective program in agricultural education at the local as well as state level.

The research and Coordination Unit is administered as a part of the Vocational Division, State Department of Education, and is under the direction of the State Director. This unit is an integral part of the Vocational Division under an Assistant Director who coordinates its functions with other research activities in the State. The unit may
conduct programs of research, training, development, evaluation, dissemination, and demonstration through the Department of Education; approved Technical Education Institutes; State Universities; School Boards, Area Vocational Technical Schools, Junior Colleges; and by other non-profit or public agencies or institutions concerned with Vocational and Technical Research and related programs.

Administration on the Local Level

Inservice education of all the teachers in any system is the primary responsibility of the school superintendent. According to Barlow the School Board occupies a unique position in American education. It exerts primary influence in relation to quality and quantity of education at the state and local levels. What education is now, what it becomes in the future, and how educators react to change depend in large measure upon educational policies of school boards. The school board is a significant change agent in relation to educational development.

Place of vocational agriculture in the total school program

The local school administrator and the board of education have definite responsibilities for the success of the

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Department of Vocational Agriculture. The nature of the program is such that it requires interpretation to other members of the faculty so that the program may be better understood and coordinated with other departments in the school. It should be regarded as a part of the total school program, the same as any other department, and the local supervision should be on that basis.

**Teacher employment**

It is the responsibility of the local school administration to select the teacher and determine salary, granting that the teacher is properly qualified and approved by the State Department of Education. Recommendations for beginning teachers are made by the Departments of Agricultural Education at the universities. Recommendations for experienced teachers are made by the supervisory staff.

**Working policy**

Whereas teachers on a nine month contract are required 180 working days (20 days per month), the 10 month contract teachers are required to work 200 working days and those teachers working 12 months are required 240 working days.

Each full-time state reimbursed vocational teacher is expected to work a minimum of eight hours each day in the vocational field including the full school day schedule and inservice programs prior to and after school classes,
including afternoon and evening adult classes.

The State Division of Vocational Education is committed to this standard, and salaries are constantly adjusted to provide reasonable income in keeping with quality education and service to students in vocational education programs. Any supplemental employment that would tend to jeopardize the quality of education or the services rendered students should not be approved.

Approval by local superintendents and state supervisors for supplemental employment at night or on weekends should be made in advance of performance, management, or ownership management.

**Summer school policy**

After one full year's service a maximum of six weeks educational leave with pay may be granted a teacher of vocational agriculture who does not have a Master's Degree, provided (a) approval is secured from the principal, the local superintendent, and the district supervisor; (b) he forfeits his vacation period for each summer he goes away for study; (c) he takes courses affording additional training in line with the phase of vocational education in which he is working. Any amount of time over six weeks will be without pay. A written request must be made to local superintendent and the district supervisor listing dates and institutions to attend along with a proposed plan of study.
For teachers who hold the Masters' degree, three weeks additional time off (with pay) may be taken every three years for study. This will be granted on the basis of a well-worked-out plan; this plan to embrace the length of time the study is to require, the course to be pursued, the institution to be attended, the degree sought or certificate to be obtained. Written request must be made to local superintendent of education and the state supervisor. Request should include information listed above.

Where approval is secured from the principal and the superintendent of education, a limited number of courses may be pursued on Saturdays and at night to the extent that this does not interfere with the program.

Administration On The State Level

Authority for the program

The Smith-Hughes Law, passed by Congress in 1917, the George Barden Act of 1946, the Vocational Act of 1963 and 1968 Supplement provide federal funds to support Vocational Agriculture in the states. Within the framework of the provisions of these acts, the Alabama Plan for Vocational Education has been prepared and approved by the State Board of Education and the U. S. Office of Education. The administration of the program in Alabama must be in accordance with this plan. Nationally, the program is administered by the
State board of education

Within the state, the State Board of Education is charged with the responsibility of administering the state program of vocational agriculture in accordance with the state plan. Details of administration are delegated to the State Superintendent of Education, the State Director of Vocational Education and the State Supervisor of Vocational Agriculture.

Supervision

The Vocational Agriculture Department is a part of the local school system, and local administrators are responsible for the administration and supervision of the program. Visits by members of the state staff are supplementary to local supervision. For administrative purposes, the state is divided into districts (Appendix C). Several meetings for teachers are held during the year in each district to discuss matters of policy and for conducting inservice training courses. Teachers are expected to attend these meetings as well as the Annual State Conference.

Inservice training

If teachers of vocational agriculture are to be
effective, they must keep up-to-date technically and advance professionally. Teachers must utilize many methods for keeping pace with new developments. Vocational agriculture programs must be adjusted to changes in the technological aspects of agriculture. To help make this possible, short, non-credit workshops and graduate course work is provided through the year.

Non-credit workshops are arranged by the state office as the needs are identified. Teachers should study the offerings provided at the request of teachers and select those for which they have most need.

Professional organizations

Teachers of agribusiness education in Alabama have always supported their professional organizations. These organizations have meant much to the welfare of those involved in agribusiness education. Some of the organizations in which teachers and staff personnel belong are:

1. Alabama Vocational Association (District)
2. Alabama Vocational Association
3. American Vocational Association
4. Alabama Vocational Agricultural Teachers Association
5. National Vocational Agricultural Teachers Association
There are several reasons why teachers enroll in these organizations:

1. To improve themselves professionally
2. To familiarize themselves with the problems of their state
3. To become acquainted with the activities of other states
4. To have a greater appreciation of education in general
5. To make new contacts
6. To promote agribusiness education and other types of education

Teachers should strive to attend as many as possible of the conferences representing the various professional organizations previously mentioned. They should also attend and participate in all conferences for teachers of agribusiness education in their area, such as county, area, district and state meetings. These meetings provide opportunity for acquiring inspiration, new information, and skills helpful in teaching agribusiness education.

Another major purpose of this chapter is to provide an overview of the characteristics of teachers of vocational agriculture and the inservice activities in which they are engaged in. The chapter begins with a description of the
teachers in terms of:

1. General Information

2. Graduate Credit Courses
   a. Professional
   b. Technical

3. Non-credit in-service Education
   a. Conferences or meetings for teachers of vocational agriculture
   b. Conferences or meetings with teachers other than vocational agriculture teachers
   c. Conferences or meetings with other agricultural workers such as Cooperative Extension Service, Soil Conservation Service and Extension Specialists, etc.
   d. Short courses, workshops, and study groups

4. Agricultural Organization Membership

5. Other Methods of Inservice Education
   a. Evaluation
   b. Visitations and observations
   c. Supervisory services
   d. Inservice education activities

6. Areas of Instruction

The data were secured from 60 teachers of vocational agriculture in Alabama through a mailed questionnaire.

**General Information**

Teachers of vocational agriculture in Alabama were identified from a State Directory supplied by the Special Supervisor of Vocational Agriculture. Of the 83 teachers identified, data presented in this report were collected from 60 or 72.3 per cent. Because of the variations in
the number of responses to specific items within the questionnaire, data for each of the several characteristics are based on the number of responses to each characteristic.

**Distribution**

During this reporting period there were 83 Black teachers of vocational agriculture employed in the public schools in Alabama. Of the 60 teachers in this study, 88.3 per cent are located in four districts with the remaining 16.7 per cent in two districts which are located in the northern section of the state. The majority of teachers are concentrated in the districts where there are a large number of blacks.

**Teaching experience**

In Lortie's research[^3] it is reported that after five years of teaching experience the teacher tends to become more conservative and resistant to change. In the study of School Climates[^4] there is an indication that pupils perceive instruction by the more experienced teachers as


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TABLE 4

TENURE OF 60 ALABAMA TEACHERS OF VOCATIONAL AGRICULTURE

<table>
<thead>
<tr>
<th>Range in Years</th>
<th>Number of Teachers</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 - 5</td>
<td>14</td>
<td>23.4</td>
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<tr>
<td>6 - 10</td>
<td>8</td>
<td>13.3</td>
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<td>11 - 15</td>
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<td>18.3</td>
</tr>
<tr>
<td>16 - 20</td>
<td>10</td>
<td>16.7</td>
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<tr>
<td>21 - 25</td>
<td>8</td>
<td>13.3</td>
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<td>26 - 30</td>
<td>5</td>
<td>8.3</td>
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<tr>
<td>31 - 35</td>
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</tr>
<tr>
<td>36 - 40</td>
<td>1</td>
<td>1.7</td>
</tr>
</tbody>
</table>

Mean Years 18.5

Academic attainment

The quality of teaching is frequently associated with academic attainment. In view of this association, it could be expected that the academic attainment of teachers might influence the educational and work careers of students. The educational level of teachers is shown in Table 5.

Approximately 17 per cent of the teachers had received only the bachelor's degree. These were first and second year teachers. More than 80 per cent of the teachers had a master's degree which support a case for advance preparation.
TABLE 5
DEGREES HELD BY 60 ALABAMA TEACHERS
OF VOCATIONAL AGRICULTURE

<table>
<thead>
<tr>
<th>Degree</th>
<th>Number of Teachers</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor</td>
<td>10</td>
<td>17.0</td>
</tr>
<tr>
<td>Master</td>
<td>50</td>
<td>83.0</td>
</tr>
</tbody>
</table>

From a preliminary report of the NEA Research Division on the status of the American public-school teacher in 1965-1966 it was reported that practically all men teachers had at least the bachelor's degree; more than a third had a master's or higher degree.6

Year degree granted

Since all teachers in the study had a bachelor's or a master's degree, it is interesting to note that years in which these were granted. The NEA Report on the Status of the American public school teacher states that about half of the men in the study had received their highest degree in 1961 or later.7

The teachers in this study, Table 6, would fall in the

same category. Seven or about 12 per cent received the bachelor's degree and twenty-five or 42 per cent received the master's degree within the years of 1961-1965 which would give a combined total of 54 per cent of those years. From 1945-1960 there were three bachelor's degrees awarded or 5 per cent and twenty-five master's or 42 per cent over this period of time.

TABLE 6
DEGREES PRESENTLY HELD BY 60 VOCATIONAL AGRICULTURE TEACHERS AND YEAR GRANTED

<table>
<thead>
<tr>
<th>Degree</th>
<th>Year Granted</th>
<th>Total</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>45-50</td>
<td>51-55</td>
<td>56-60</td>
</tr>
<tr>
<td>Bachelor</td>
<td>1</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>Master</td>
<td>2</td>
<td>13</td>
<td>10</td>
</tr>
</tbody>
</table>

The desire for advanced degrees is evident by the number and percentage of teachers who have received them. Larve, following a survey of opinions of 74 vocational agriculture teachers during 1962-1963, reported that "Six factors were listed as motivating reasons for securing master's degree. These reasons as ranked by the teachers were (1) professional improvement, (2) increased financial returns,

8Lawrence Larve, "Why Don't Vo-Ag Teachers Get a Master's Degree?" The Agricultural Education Magazine, 36:6 (December, 1963), p. 160-161.
(3) prestige, (4) future promotion in profession, (5) keeping up to date, and (6) job security.

Sources of degrees

The majority of the teachers of vocational agriculture in this study earned their degrees at agricultural institutions located in the state of Alabama charged with the responsibility of training teachers of vocational agriculture.

Examination of Table 7 reveals that 25 teachers or 43 per cent received degrees from Alabama Agricultural and Mechanical University and 32 teachers or 53 per cent received degrees from Tuskegee Institute, Alabama. The remaining 3 teachers or 6 per cent received degrees from institutions outside of the state, namely, Hampton Institute, Virginia, Tennessee State University and Alcorn A. and M. University, Mississippi. All but one of these institutions are land-grant institutions.

Regarding the responsibility of a land-grant institution for the preparation of teachers in vocational agriculture, Klein states:

Agricultural education is a major concern of land-grant institutions of most of the states. The training of teachers of agriculture for the public schools is already one of the most important functions of our agricultural colleges. It is a rapidly expanding program. The land-grant institution is a logical one in each state in which to train all teachers of agriculture. When this responsibility has been taken over by other
types of institutions it is commonly because of
the negligence of land-grant college officials
This situation should be avoided by the provision
of strong programs in land-grant institutions
for the training of all kinds of teachers of
agriculture adopted to all sorts of schools to
be found in the state.

TABLE 7

SOURCES OF DEGREES HELD BY 60 ALABAMA
TEACHERS OF VOCATIONAL AGRICULTURE

<table>
<thead>
<tr>
<th>Institutions</th>
<th>Number of Teachers</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Alabama Agricultural and Mechanical</td>
<td>25</td>
<td>41.0</td>
</tr>
<tr>
<td>Tuskegee Institute</td>
<td>32</td>
<td>53.0</td>
</tr>
<tr>
<td>Hampton Institute</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Tennessee State</td>
<td>1</td>
<td>2.0</td>
</tr>
<tr>
<td>Alcorn A. and M.</td>
<td>1</td>
<td>2.0</td>
</tr>
</tbody>
</table>

Graduate Credit Courses

Perhaps the major factor in the selection of the grad­
uate major is the need of the teacher for professional com­
petence. Regardless of the long-range plans of the teacher,
it is critical that he does well as a teacher for whatever
period of time he may serve in that capacity. To do poorly

9Arthur J. Klein, Survey of Land-Grant Colleges, Vol. II (United States Department of Interior, Bulletin 1930,
as a teacher may prevent him from obtaining job opportunities closely related to teaching as well as limit advancement within the profession. This means that the teacher must give priority to maintaining and enhancing his professional competency. This can be done best through organized instruction in professional education courses in agricultural education.

Although professional competence, the ability to teach, is the most critical factor in success in teaching, a knowledge of the teaching subject is also critical. However, the needs of a teacher of agriculture for competence in technical agriculture may be met through a degree program with a major in agricultural education. The teacher of agriculture must maintain competence in technical agriculture across many areas of technical agriculture.

The focus of the following discussion is on these selected two factors. The intent of the following discussion is to provide the reader with an overview of courses teachers have completed and their reaction as the helpfulness in teaching.

**Professional graduate courses**

The majority of the teachers in this study, 83 per cent, have received, the master's degree. It was found that teachers included many courses in professional education. The writer will deal with five of those courses in which a majority of the teachers participated. The graduates revealed
a high degree of satisfaction with courses in professional education.

The average ratings for each course was secured. The average ratings of courses are shown in Table 8. It is noted that teachers rated highest School Administration followed closely by Special Problems in Teaching Vocational Agriculture. Three courses received ratings above the mean rating (which was 1.5) for all courses and two courses fell below, which would indicate that three courses were above average and two below average.

Table 9 indicated the number and percentage of teachers who participated in graduate courses and how helpful they were in their teaching. There were one hundred per cent participation in Philosophy and Administration of Vocational Education. Fifty-six per cent of the teachers said that the course was of considerable help while 42 per cent said that the course was of some help and 2 per cent no help. Special Problems in Teaching Vocational Agriculture had the next highest teacher participation which was 47 teachers or 98 per cent of the total. The course was of considerable help to 70 per cent, to 24 per cent some help and 4 per cent no help. The other three courses in the table had little participation but the courses were helpful for the majority of those who participated.
<table>
<thead>
<tr>
<th>Courses</th>
<th>Considerable Help-2</th>
<th>Some Help-1</th>
<th>No Help</th>
<th>Total Number</th>
<th>Mean Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Admin.</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>4</td>
<td>1.75</td>
</tr>
<tr>
<td>Special Problems in Teaching Vocational</td>
<td>35</td>
<td>12</td>
<td>2</td>
<td>47</td>
<td>1.74</td>
</tr>
<tr>
<td>Agriculture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy and Admin. of Voc. Education</td>
<td>28</td>
<td>21</td>
<td>1</td>
<td>50</td>
<td>1.54</td>
</tr>
<tr>
<td>Leadership and Rural Community</td>
<td>4</td>
<td>5</td>
<td>1</td>
<td>10</td>
<td>1.30</td>
</tr>
<tr>
<td>Adult Education</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>8</td>
<td>1.25</td>
</tr>
</tbody>
</table>
### Table 9
THE NUMBER AND PERCENTAGE OF TEACHER PARTICIPATION IN GRADUATE PROFESSIONAL COURSES

<table>
<thead>
<tr>
<th>Courses</th>
<th>Considerable Help-2</th>
<th>Some Help-1</th>
<th>No Help</th>
<th>Total Number</th>
<th>Total Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Philosophy and Admin. of Voc. Ed.</td>
<td>56%</td>
<td>42%</td>
<td>2%</td>
<td>50</td>
<td>100%</td>
</tr>
<tr>
<td>Special Problems in Teaching Voc. Agriculture</td>
<td>70%</td>
<td>24%</td>
<td>4%</td>
<td>47</td>
<td>98%</td>
</tr>
<tr>
<td>Leadership and Rural Community</td>
<td>8%</td>
<td>10%</td>
<td>2%</td>
<td>10</td>
<td>20%</td>
</tr>
<tr>
<td>Adult Education</td>
<td>6%</td>
<td>8%</td>
<td>2%</td>
<td>8</td>
<td>10%</td>
</tr>
<tr>
<td>School Admin.</td>
<td>6%</td>
<td>2%</td>
<td>0%</td>
<td>4</td>
<td>8%</td>
</tr>
</tbody>
</table>
Technical graduate courses

The teachers were asked to rate courses in the technical area. The mean rating for all courses was 1.44, as shown in Table 10. This rating indicated that the courses were generally quite helpful. Four courses, Farm Shop Problems and Special Techniques, Animal Science, Advanced Soil Fertility and Agricultural Economics were rated highly by the teachers which ranged from 1.44 to 1.66. Dairy Herd Management and Poultry Problems received lower ratings of 1.19 and 1.18 respectively. This could have been due to the type of activities carried on in the area where the teachers are located. Since most teachers are concentrated in the southern part of the state, one would assume that economics would be their main concern.

Table 11 shows that 48 teachers or 96% participated in Agricultural Economics. Fifty-four per cent indicated that the course was helpful, 35 per cent said it was of some help and 10 per cent no help. It is also shown that Farm Shop Problems, Poultry Problems and Advanced Soil Fertility ranked approximately the same in participation. These courses were helpful in teaching. Animal Science had five teachers or 10 per cent participation. Out of these five participants, all indicated that the course was helpful.
<table>
<thead>
<tr>
<th>Courses</th>
<th>Considerable Help-2</th>
<th>Some Help-1</th>
<th>No Help</th>
<th>Total Number</th>
<th>Mean Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm Shop Problems and Special Techniques</td>
<td>27</td>
<td>5</td>
<td>3</td>
<td>33</td>
<td>1.66</td>
</tr>
<tr>
<td>Animal Science</td>
<td>3</td>
<td>2</td>
<td>0</td>
<td>5</td>
<td>1.60</td>
</tr>
<tr>
<td>Advanced Soil Fertility</td>
<td>18</td>
<td>12</td>
<td>1</td>
<td>31</td>
<td>1.55</td>
</tr>
<tr>
<td>Agricultural Economics</td>
<td>26</td>
<td>17</td>
<td>5</td>
<td>48</td>
<td>1.48</td>
</tr>
<tr>
<td>Dairy Herd Management</td>
<td>10</td>
<td>11</td>
<td>5</td>
<td>26</td>
<td>1.19</td>
</tr>
<tr>
<td>Poultry Problems</td>
<td>12</td>
<td>15</td>
<td>6</td>
<td>33</td>
<td>1.18</td>
</tr>
<tr>
<td>Mean:</td>
<td>1.44</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
TABLE 11

THE NUMBER AND PERCENTAGE OF TEACHER PARTICIPATION IN TECHNICAL GRADUATE COURSES

<table>
<thead>
<tr>
<th>Courses</th>
<th>Considerable Help-2</th>
<th>Some Help-1</th>
<th>No Help</th>
<th>Total Number Responding</th>
<th>Total Percentage Responding</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agr. Economics</td>
<td>54%</td>
<td>35%</td>
<td>10%</td>
<td>48</td>
<td>96%</td>
</tr>
<tr>
<td>Farm Shop Prob. and Special Techniques</td>
<td>76%</td>
<td>15%</td>
<td>9%</td>
<td>33</td>
<td>66%</td>
</tr>
<tr>
<td>Poultry Prob.</td>
<td>36%</td>
<td>46%</td>
<td>18%</td>
<td>33</td>
<td>66%</td>
</tr>
<tr>
<td>Advanced Soil Fertility</td>
<td>58%</td>
<td>39%</td>
<td>3%</td>
<td>31</td>
<td>62%</td>
</tr>
<tr>
<td>Dairy Herd Management</td>
<td>39%</td>
<td>42%</td>
<td>19%</td>
<td>26</td>
<td>52%</td>
</tr>
<tr>
<td>Animal Science</td>
<td>6%</td>
<td>2%</td>
<td>0%</td>
<td>5</td>
<td>10%</td>
</tr>
</tbody>
</table>
Non-Credit Inservice Education

There are many commonalities in the needs of beginning teachers and experienced teachers. In studying the question in North Carolina, Horner\textsuperscript{10} found that teachers were conscious of the need for information on techniques of teaching. They also expressed need for help in long range planning and in planning and conducting adult education courses. Teachers indicated that their inservice training needs might best be met by workshops, small group meetings, subject matter specialists, short courses, and extension courses.

The nature of non-credit inservice education activities held, extent of attendance and satisfaction derived from such activities are presented in the study under six headings:

1. Conferences for teachers of vocational agriculture
2. Conferences with teachers other than teachers of vocational agriculture
3. Conferences with other agricultural workers

4. Short courses
5. Workshops
6. Study groups

Conferences for teachers of vocational agriculture

Several kinds of vocational agriculture conferences or meetings were attended by teachers during 1968-1969. The teacher of vocational agriculture at the local level often feels far removed from the National Vocational Agricultural Teachers Association. In many instances the NVATA is only a vague jumble of letters included in a dues package and brought forth only during membership drive.

Table 12 shows that two to three per cent of the teachers attended a national conference, and six to 10 per cent attended a regional conference. On the local level the attendance of the teachers was greater. It was shown that 97 per cent of the teachers attended the state conference, 78 per cent attended district conferences and 73 per cent attended on the county level. It can be assumed that attendance was greater on the local level because of compulsory attendance on the state, district and county levels.

The teacher of vocational agriculture may become so involved with his local program that he fails to realize or isn't aware of how the many federal programs will ultimately effect him on the local level. Each teacher of vocational agriculture should plan and make an all out effort to
attend a national convention. Only by attending this annual meeting can a teacher of vocational agriculture realize the magnitude, function, and all out effort of his dynamic national association.\textsuperscript{11}

\textbf{TABLE 12}

\begin{center}
\begin{tabular}{lrr}
\hline
\textbf{Area} & \textbf{Number of Teachers} & \textbf{Per Cent} \\
\hline
National & 2 & 3 \\
Regional & 6 & 10 \\
State & 58 & 97 \\
District & 47 & .78 \\
County & 44 & 73 \\
\hline
\end{tabular}
\end{center}

The teachers were asked to rate the conferences they attended. From the data in Table 13 it is indicated that the mean overall rating of conferences for teachers of vocational agriculture was very good. The rating of the national conference attended by two teachers was 4.0 which was the highest rating. All conferences tended to center around the mean rating of 3.9. The regional conference rating of 3.3 was lowest in terms of satisfaction.

TABLE 13

RATING OF NON-CREDIT INSERVICE EDUCATION CONFERENCES FOR VOCATIONAL AGRICULTURE TEACHERS IN 1968-1969

<table>
<thead>
<tr>
<th>Area</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>No.</th>
<th>Mean Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>0</td>
<td>2</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>Regional</td>
<td>0</td>
<td>3</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>6</td>
<td>3.3</td>
</tr>
<tr>
<td>State</td>
<td>19</td>
<td>22</td>
<td>12</td>
<td>4</td>
<td>1</td>
<td>58</td>
<td>3.9</td>
</tr>
<tr>
<td>District</td>
<td>15</td>
<td>17</td>
<td>11</td>
<td>4</td>
<td>0</td>
<td>47</td>
<td>3.9</td>
</tr>
<tr>
<td>County</td>
<td>13</td>
<td>15</td>
<td>8</td>
<td>6</td>
<td>2</td>
<td>44</td>
<td>4.3</td>
</tr>
</tbody>
</table>

Mean rating: 3.9
Conferences with teachers other than teachers of vocational agriculture

In a speech, Barlow\textsuperscript{12} stated,

"The third part of inservice education would seem to come under the heading of institutes, conferences, seminars, and things of this nature so we can get together and share ideas. It is awfully hard to prove the real value of these except everyone likes them and everyone feels that they get something out of them. And most certainly it seems that we are going to have to have these clinics, conferences, and other kinds of meetings in order for us to have an opportunity to share with other groups of teachers these common experiences."

As indicated in Table 14, there were five per cent of the teachers who attended a national conference and seven per cent who attended a regional conference. There was also low attendance at district meetings, about 27 per cent. On state meetings the attendance was 62 per cent and 73 per cent for county meetings. The high attendance at these meetings can be attributed to compulsory attendance by administrators.

Teachers who attended conferences with teachers other than teachers of vocational agriculture indicated an overall rating of 4.0 for all conferences as shown in Table 15. It is very noticeable that teachers attending the national conferences rated it 4.7 and the regional conference 4.8

TABLE 14

PARTICIPATION OF 60 TEACHERS IN CONFERENCES WITH OTHER THAN VOCATIONAL AGRICULTURE TEACHERS IN 1968-1969

<table>
<thead>
<tr>
<th>Area</th>
<th>Number of Teachers</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>3</td>
<td>5</td>
</tr>
<tr>
<td>Regional</td>
<td>4</td>
<td>7</td>
</tr>
<tr>
<td>State</td>
<td>37</td>
<td>62</td>
</tr>
<tr>
<td>District</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>County</td>
<td>44</td>
<td>73</td>
</tr>
</tbody>
</table>

which indicated that both conferences were highly satisfactory. The county conferences received the lowest rating of 3.3 which would lead one to assume that the conference was of less value as they perceived it.

Conferences with other agricultural workers

There is a commonality in objectives of the work of the teacher of agriculture and other agricultural workers. A study by Cardenas and McComas\(^\text{13}\) found that teachers reported an average of 3.9 calls to the county agent during the year by teachers of vocational agriculture in their

\(^{13}\text{Cardenas, Mario L. and McComas, J. D. "The Cooperative Relationships Between County Agricultural Extension Agents and Teachers of Vocational Agriculture in New Mexico," (Staff Study, New Mexico State University, 1962), p. 62.}\)
<table>
<thead>
<tr>
<th>Area</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>No.</th>
<th>Mean Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>3</td>
<td>4.7</td>
</tr>
<tr>
<td>Regional</td>
<td>3</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>4</td>
<td>4.8</td>
</tr>
<tr>
<td>State</td>
<td>7</td>
<td>15</td>
<td>10</td>
<td>5</td>
<td>0</td>
<td>37</td>
<td>3.5</td>
</tr>
<tr>
<td>District</td>
<td>4</td>
<td>6</td>
<td>4</td>
<td>1</td>
<td>1</td>
<td>16</td>
<td>3.7</td>
</tr>
<tr>
<td>County</td>
<td>7</td>
<td>11</td>
<td>15</td>
<td>8</td>
<td>3</td>
<td>44</td>
<td>3.3</td>
</tr>
</tbody>
</table>

Mean Rating: 4.0
counties. It was suggested that teachers of vocational agriculture and agents should plan joint meetings, an exchange of schedules of activities, cooperative training sessions for youth, joint tours, sharing of training aids, and inviting agents to visit vocational agriculture classes.

There was a marked degree of teacher participation in conferences with other agricultural workers as shown in Table 16. On the national and regional level, two teachers or 3 per cent attended such conferences. Only ten teachers or 17 per cent attended state meetings; 13 per cent attended district meetings. The majority or 63 per cent attended meetings on the county level. It could be assumed that the short distance to travel to the meeting accounted for teacher attendance.

**TABLE 16**

**PARTICIPATION OF 60 TEACHERS IN CONFERENCES WITH OTHER AGRICULTURAL WORKERS IN 1968-1969**

<table>
<thead>
<tr>
<th>Area</th>
<th>Number of Teachers</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>Regional</td>
<td>2</td>
<td>3</td>
</tr>
<tr>
<td>State</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td>District</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>County</td>
<td>38</td>
<td>63</td>
</tr>
</tbody>
</table>
Table 17 shows the rating of conferences with other agricultural workers. There was a very high degree of satisfaction for all conferences attended by teachers. The national conference received the highest rating but was attended by only two persons, while the state conference received the lowest rating of 3.5. In total all conferences centered around the mean rating of 3.9 which would fall into the "very good" level of satisfaction. The high ratings of these conferences with other agricultural workers probably results from the fact that the work carried out by these people is closely related to the teachers of agriculture.

Short courses

Most institutions that prepare teachers of agriculture offer selected short courses for teachers during the summer. Summer short courses frequently permit bringing to the campus of a professor whose services could not be obtained for a longer period of time. Many short courses are offered for college credit.

The data in Table 18 shows the number of teachers who participated in short courses. The greatest amount of participation was on the state level with 55 per cent participating. On the district and county level participation by 20 per cent and 22 per cent of the teachers are shown respectively. One could readily assume that higher participation on the state level was due to the offering of courses
TABLE 17

RATING OF NON CREDIT INSERVICE EDUCATION CONFERENCES
WITH OTHER AGRICULTURAL WORKERS IN 1968-1969

<table>
<thead>
<tr>
<th>Area</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>No.</th>
<th>Mean Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>1</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4.5</td>
</tr>
<tr>
<td>Regional</td>
<td>1</td>
<td>0</td>
<td>1</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>4.0</td>
</tr>
<tr>
<td>State</td>
<td>1</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>10</td>
<td>3.5</td>
</tr>
<tr>
<td>District</td>
<td>1</td>
<td>4</td>
<td>2</td>
<td>1</td>
<td>0</td>
<td>8</td>
<td>3.6</td>
</tr>
<tr>
<td>County</td>
<td>8</td>
<td>13</td>
<td>15</td>
<td>1</td>
<td>1</td>
<td>38</td>
<td>3.7</td>
</tr>
</tbody>
</table>

Mean Rating: 3.9
Thirty-three teachers participated in short courses sponsored by the state; 12 participated in district short courses; and 13 participated in county sponsored short courses. These data are shown in Table 19. Short courses on the state level are rated 4.1 and short courses on the district and county level rated 3.8 each. These two fell under the mean rate of 3.9 for all short courses. All were very good as indicated by the responses of teachers.

**Workshops**

The extent to which the teachers participated in workshops throughout the state is shown in Table 20. The greatest participation is noted in state workshops where 82 per cent of the teachers reported. These are workshops sponsored by the State Department of Education. There were workshops
<table>
<thead>
<tr>
<th>Area</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>No.</th>
<th>Mean Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>12</td>
<td>11</td>
<td>10</td>
<td>0</td>
<td>0</td>
<td>33</td>
<td>4.1</td>
</tr>
<tr>
<td>District</td>
<td>4</td>
<td>3</td>
<td>4</td>
<td>1</td>
<td>0</td>
<td>12</td>
<td>3.8</td>
</tr>
<tr>
<td>County</td>
<td>4</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>0</td>
<td>13</td>
<td>3.8</td>
</tr>
</tbody>
</table>

Mean Rating: 3.9
Attendees on the district and county level. Thirteen teachers or 22 per cent attended district workshops and seventeen or 28 attended county workshops. Various topics were dealt with in the county and local workshops.

The workshops attended by teachers indicated an overall mean rating of 3.9 which is highly satisfactory. In Table 21 it is also noted that workshops on the state level were rated higher than those on the district and county level. This might be due to the planning of program just for teachers of vocational agriculture.

**Study groups**

The study group in the past few years has developed as one of the most outstanding forms of inservice education. The participation of teachers in study group is shown in Table 22.
### TABLE 21

RATING OF NON-CREDIT INSERVICE EDUCATION WORKSHOPS IN 1968-1969

<table>
<thead>
<tr>
<th>Area</th>
<th>Degree of Satisfaction</th>
<th>No.</th>
<th>Mean Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Excellent 5</td>
<td>23</td>
<td>4.2</td>
</tr>
<tr>
<td></td>
<td>Very Good 4</td>
<td>17</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good 3</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fair 2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poor 1</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>State</td>
<td></td>
<td>49</td>
<td></td>
</tr>
<tr>
<td>District</td>
<td></td>
<td>13</td>
<td>3.7</td>
</tr>
<tr>
<td></td>
<td>Excellent 5</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Very Good 4</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Good 3</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Fair 2</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Poor 1</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>County</td>
<td></td>
<td>17</td>
<td>3.9</td>
</tr>
</tbody>
</table>

Mean Rating: 3.9
TABLE 22
PARTICIPATION OF 60 TEACHERS IN STUDY GROUPS IN 1968-1969

<table>
<thead>
<tr>
<th>Area</th>
<th>Number of Teachers</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>16</td>
<td>27</td>
</tr>
<tr>
<td>District</td>
<td>11</td>
<td>18</td>
</tr>
<tr>
<td>County</td>
<td>14</td>
<td>23</td>
</tr>
</tbody>
</table>

As indicated by these data, participation of teachers were highest, 27 per cent, on the state level and lowest, 18 per cent, on the district level. The county with 23 per cent participation was second in terms of attendance. This phenomenon can be partially explained by the fact that teachers are appointed by administrators in the county to serve in study groups.

Table 23 shows the rating of study groups by teachers of vocational agriculture. The mean rating for all study groups was 3.9. Study groups on the state level were rated 4.2 which was very good and 3.6 for the county which was lowest of the three study groups. Since the rating of study groups was very satisfactory, it would seem more study groups should be formed because of the wide spread of participation by teachers in small groups.
TABLE 23

RATING OF NON-CREDIT INSERVICE EDUCATION STUDY GROUPS IN 1968-1969

<table>
<thead>
<tr>
<th>Area</th>
<th>Excellent</th>
<th>Very Good</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>No.</th>
<th>Mean Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>State</td>
<td>9</td>
<td>3</td>
<td>3</td>
<td>0</td>
<td>1</td>
<td>16</td>
<td>4.2</td>
</tr>
<tr>
<td>District</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>0</td>
<td>0</td>
<td>11</td>
<td>3.9</td>
</tr>
<tr>
<td>County</td>
<td>3</td>
<td>6</td>
<td>3</td>
<td>1</td>
<td>1</td>
<td>14</td>
<td>3.6</td>
</tr>
</tbody>
</table>

Mean Rating: 3.9
Year of participation

The latest year of participation of teachers of vocational agriculture in non-credit inservice education is shown in Table 24. As indicated by the years 1951-1960, two teachers attended a national conference for teachers of vocational agriculture. The majority of teachers indicated that they attended a conference between the years of 1961-1970. Three teachers attended a national conference with other teachers in 1961-1970. All teachers indicated that they attended meetings during this period of time.

Teachers of vocational agriculture attended meetings with other agricultural workers. Two teachers attended a national conference during the years 1961-1970. All teachers attended conferences or meetings during the years 1961-1970.

The latest year of participation in Short Courses, Workshops and Study Groups was during the years 1961-1970. The majority of the teachers participated in non-credit inservice education during the years between 1961-1970. This indicates that teachers must want to keep up to date.

Agricultural Organization Membership

One needs to think of a professional organization as the key to improving his profession regardless of whether it is being a man in medicine or in education. Educators as a whole, however, do have a challenge to follow in the footsteps of other professional groups, in that they will need to develop
### TABLE 24
THE LATEST YEAR OF PARTICIPATION OF 60 TEACHERS OF VOCATIONAL AGRICULTURE IN NON-CREDIT INSERVICE EDUCATION ACTIVITIES

<table>
<thead>
<tr>
<th>Activity</th>
<th>Latest Year of Participation</th>
<th>Total Participants</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1951-60</td>
<td>1961-70</td>
<td>agements</td>
</tr>
<tr>
<td>Conferences for Vo. Agriculture Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>0</td>
<td>58</td>
<td>58</td>
</tr>
<tr>
<td>District</td>
<td>0</td>
<td>47</td>
<td>47</td>
</tr>
<tr>
<td>County</td>
<td>0</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>Regional</td>
<td>0</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>National</td>
<td>2</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>Conferences with Other Teachers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>County</td>
<td>0</td>
<td>44</td>
<td>44</td>
</tr>
<tr>
<td>State</td>
<td>0</td>
<td>37</td>
<td>37</td>
</tr>
<tr>
<td>District</td>
<td>0</td>
<td>16</td>
<td>16</td>
</tr>
<tr>
<td>Regional</td>
<td>0</td>
<td>4</td>
<td>4</td>
</tr>
<tr>
<td>National</td>
<td>0</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>Conferences with Agri. Workers</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>County</td>
<td>0</td>
<td>38</td>
<td>38</td>
</tr>
<tr>
<td>State</td>
<td>0</td>
<td>10</td>
<td>10</td>
</tr>
<tr>
<td>District</td>
<td>0</td>
<td>8</td>
<td>8</td>
</tr>
<tr>
<td>National</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Regional</td>
<td>0</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>Short Courses</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>0</td>
<td>33</td>
<td>33</td>
</tr>
<tr>
<td>County</td>
<td>0</td>
<td>13</td>
<td>13</td>
</tr>
<tr>
<td>District</td>
<td>0</td>
<td>12</td>
<td>12</td>
</tr>
</tbody>
</table>
TABLE 24 cont'd.

<table>
<thead>
<tr>
<th>Activity</th>
<th>Latest Year of Participation</th>
<th>Total Participants</th>
<th>% of Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>1951-60</td>
<td>1961-70</td>
<td></td>
</tr>
<tr>
<td>Workshops</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>0</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>County</td>
<td>0</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>District</td>
<td>0</td>
<td>13</td>
</tr>
<tr>
<td>Study Groups</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>State</td>
<td>0</td>
<td>16</td>
</tr>
<tr>
<td></td>
<td>County</td>
<td>0</td>
<td>11</td>
</tr>
<tr>
<td></td>
<td>District</td>
<td>0</td>
<td>23</td>
</tr>
</tbody>
</table>
new means of policing their own ranks in up-grading the profession in order that outside persons are called on to do this for them.

In this study teachers were asked to state the organization and the degree of participation in that organization. This data is shown in Table 25.

The data indicated that there was 100 per cent participation in professional organization as members. No one held an office or was on a committee for their organization. On the local level 53 per cent of the teachers were members of the Farm Bureau; and 3 per cent were committeemen. Forty-two per cent of the teachers were members of the County Agricultural Workers Association; 8 per cent held office; and 11 per cent served on committees.

The Agricultural Education Division of AVA has for years led all divisions both in number of members and percentage of potential membership as reported by Ice. The National Vocational Agricultural Teachers' Association is a vital and essential organization extending leadership to affiliated state associations, which provides an avenue of contact for business, industry, farm organizations, agricultural organizations, and others with an interest in agricultural education.

---

### TABLE 25

**AGRICULTURAL ORGANIZATION MEMBERSHIP OF 60 TEACHERS OF VOCATIONAL AGRICULTURE DURING 1968-1969**

<table>
<thead>
<tr>
<th>Organization</th>
<th>Degree of Participation</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Member Number</td>
<td>Member Per Cent</td>
<td>Held Office Number</td>
</tr>
<tr>
<td>Alabama Vocational Agricultural Teachers Association</td>
<td>60</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>American Vocational Association</td>
<td>60</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Alabama Vocational Association</td>
<td>60</td>
<td>100</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Farm Bureau</td>
<td>32</td>
<td>53</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>County Agricultural Workers Association</td>
<td>25</td>
<td>42</td>
<td>5</td>
<td>8</td>
</tr>
</tbody>
</table>
Other Methods of Inservice Education

Other methods of inservice education included in this study are as follow:

1. Evaluation
2. Visitations and observations
3. Supervisory services

Evaluation

Evaluation must be a continuous process. It should begin as the program is planned and continue as the program fulfills its objectives. In addition to day-to-day evaluation, a more comprehensive and complete appraisal should be made annually as reported by Andress. The teacher is the key person in the evaluative process. The day-to-day evaluation should be the responsibility of the teacher. On the annual appraisal, the teacher should be assisted by such groups as advisory councils, school administrators, adult farmers, parents, supervisors, and pupils. Data in Table 26 shows the number and percentage of teachers whose program was evaluated during 1968-1969. Data concerning the type of criteria is given also.


There was no evaluation by 40 per cent of the teachers. The largest number of evaluations was initiated by 55 per cent of the teachers themselves during the state criteria for evaluation. These teachers or 5 per cent reported that their departments were evaluated as a part of the total school evaluation conducted by a committee of the Southern Association of Secondary Schools and Colleges for accreditation.

### TABLE 26

**NUMBER AND PERCENTAGES OF TEACHERS REPORTING EVALUATION OF THEIR PROGRAMS OF VOCATIONAL AGRICULTURE DURING 1968-1969, ACCORDING TO TYPES OF EVALUATION AND CRITERIA USED**

<table>
<thead>
<tr>
<th>Type of Evaluation</th>
<th>Criteria Used</th>
<th>Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>District</td>
<td>State</td>
</tr>
<tr>
<td>No Evaluation</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Self Evaluation</td>
<td>0</td>
<td>33</td>
</tr>
<tr>
<td>School Evaluation</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

**Visitations and observations**

Factors such as population explosion, automation, scientific discovery used inventions, increased use of leisure time and early maturation of children will make it desirable to place greater emphasis on learning than on teaching. The superior teacher in the future will be the one who enables the child to become a self-dependent, self maturated learner.
Chase\textsuperscript{17} agrees that a mere image of the school is emerging, one in which the focus will be on learning rather than teaching, and in which teaching will be not so much a means of imparting knowledge as a way of managing a great variety of resources for learning and of creating situations through which learning progress may be motivated, systematized, and appraised. Opportunities must be provided for teachers to travel, observe and visit so that they may observe at first hand new programs that may be adopted in total or in part.

\textbf{Experiment stations and agricultural colleges.}--The data in Table 27 shows the nature and extent of participation

\begin{table}
\centering
\caption{Number and Percentages of Teachers who Visited Agricultural Experiment Stations and Agricultural Colleges in 1968-1969}
\begin{tabular}{|l|c|c|c|c|c|}
\hline
Number of Times & Experiment Stations & & Agricultural Colleges & & \\
& Number & Per Cent & Number & Per Cent & \\
\hline
0 & 19 & 32 & 6 & 10 & \\
1 & 17 & 28 & 4 & 7 & \\
2 & 14 & 23 & 23 & 38 & \\
3 or more & 10 & 17 & 27 & 45 & \\
\hline
\end{tabular}
\end{table}

of teachers visiting experiment stations and agricultural colleges. Of the sixty teachers responded 68 per cent indicated that they had visited experiment stations one or more times and 32 per cent indicated that they had not visited any experiment stations. Table 27 also shows that 90 per cent of the teachers visited agricultural colleges while 10 per cent made no visitation at all during the year.

Agriculture departments and teachers other than vocational teachers.--Selected information regarding visitations to other vocational agriculture departments and teachers other than teachers of vocational agriculture is shown in Table 28. This table shows that 88 per cent of the teachers visited

TABLE 28

NUMBER AND PERCENTAGES OF TEACHERS WHO VISITED OR OBSERVED OTHER VOCATIONAL AGRICULTURE DEPARTMENTS AND TEACHERS OTHER THAN VOCATIONAL AGRICULTURE TEACHERS IN 1968-1969

<table>
<thead>
<tr>
<th>Number of Times</th>
<th>Other Agriculture Departments</th>
<th>Teachers Other Than Voc. Agriculture Teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Per Cent</td>
</tr>
<tr>
<td>0</td>
<td>7</td>
<td>11.7</td>
</tr>
<tr>
<td>1</td>
<td>2</td>
<td>3.3</td>
</tr>
<tr>
<td>2</td>
<td>14</td>
<td>23.3</td>
</tr>
<tr>
<td>3 or more</td>
<td>37</td>
<td>61.7</td>
</tr>
</tbody>
</table>
other agriculture departments one or more times, while 12 per cent made no visitations at all. Visitations to teachers other than vocational agriculture teachers indicated that 73 per cent made one or more visits and 27 per cent made no visits as compared to the 12 per cent who made visits to other teachers of vocational agriculture.

Ratings of observations and visitations.—Teachers rating of observations and visits as to their helpfulness in teaching is shown in Table 29. There is an overall rating (mean) of 1.4 for all areas. Teachers visit to other agriculture departments received a mean rating of 1.6; to

| TABLE 29 |
| RATING OF OBSERVATIONS AND VISITATIONS BY TEACHERS OF VOCATIONAL AGRICULTURE |

<table>
<thead>
<tr>
<th>Helpfulness in Teaching</th>
<th>Observations &amp; Visitations</th>
<th>Number</th>
<th>Mean Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Considerable Help</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Some Help</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>No Help</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

| Other Agriculture Departments | 34 | 17 | 2 | 53 | 1.6 |
| Teachers Other Than Teachers of Voc. Agriculture | 26 | 15 | 3 | 44 | 1.5 |
| Agricultural Colleges | 20 | 30 | 4 | 54 | 1.3 |
| Experiment Stations | 13 | 24 | 4 | 41 | 1.2 |
other teachers 1.5. The visit to agricultural colleges received a rating of 1.3 and experiment stations 1.2. From all indications, visits to agricultural departments and teachers other than vocational agriculture were helpful to teachers in their teaching while visits to colleges and experiment stations were of some help.

**Supervisory services**

Effective supervision of instruction can improve the quality of teaching and learning in the classroom. According to Neagley and Evans,\(^\footnote{Ross L. Neagley and N. Dean Evans, Handbook for Effective Supervision of Instruction (Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1964), p. 1.}^18\) modern supervision at its finest is both dynamic and democratic, reflecting the vitality of enlightened and informed leadership. Researchers in educational theory agree both supervisors exist for the primary purpose of improving instruction. To clarify current thinking on the scope, purpose, and nature of modern supervision, Burton and Brueckner,\(^\footnote{William H. Burton and Leo J. Brueckner, Supervision: A Social Process (New York: Appleton-Century-Crafts, Inc., 1955), pp. 11-13.}^19\) indicate that supervision is an expert technical service primarily aimed at studying and improving cooperatively all factors which affect child growth and development.

The data in Table 30 are a summary of supervisory visits
TABLE 30
SUPervisory VISITS TO 60 ALABAMA VOCATIONAL AGRICULTURE Teachers

<table>
<thead>
<tr>
<th>Persons Visiting Teachers</th>
<th>Number of Visits Per Teacher</th>
<th>Total Teachers</th>
<th>Total Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Voc. Agriculture Supervisor</td>
<td>0</td>
<td>14</td>
<td>30</td>
</tr>
<tr>
<td>Teacher Trainer</td>
<td>10</td>
<td>10</td>
<td>25</td>
</tr>
<tr>
<td>Local Administrator</td>
<td>15</td>
<td>4</td>
<td>13</td>
</tr>
<tr>
<td>Agricultural Teaching Staff</td>
<td>25</td>
<td>15</td>
<td>9</td>
</tr>
<tr>
<td>Subject Matter Specialist</td>
<td>41</td>
<td>11</td>
<td>3</td>
</tr>
<tr>
<td>Technical Specialist</td>
<td>49</td>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>140</td>
<td>60</td>
<td>82</td>
</tr>
</tbody>
</table>
to teachers of vocational agriculture. A total of fifty visits were made to 83 per cent of the teachers by the teacher-trainer as compared to 60 visits to 100 per cent of the teachers by the vocational agriculture supervisor. Forty-five visits were made by the local administrator to 75 per cent, nineteen visits to 32 per cent by the subject matter specialists, and eleven visits to 18 per cent by the technical specialist.

Areas of Instruction

Teacher training must begin with the goals of youth education clearly in mind. Without this basis there can be no valid assessment of teaching or teacher preparation. In a complicated interdependent world, education must be the process whereby all citizens acquire such skills, experiences, and understandings as will allow for a wide range of choices in all vital aspects of life.20

Teacher competency

Teachers were asked to evaluate their level of competency in certain areas of instruction, where should training sessions or workshops be held, should credits be given for these training sessions and the number of participants

<table>
<thead>
<tr>
<th>Areas of Instruction</th>
<th>Very Comp.</th>
<th>Comp.</th>
<th>Av.</th>
<th>Some</th>
<th>Little</th>
<th>Total No.</th>
<th>Mean Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Developing Daily Lesson Plans</td>
<td>23</td>
<td>27</td>
<td>8</td>
<td>2</td>
<td>0</td>
<td>60</td>
<td>5.6</td>
</tr>
<tr>
<td>Serving as an Advisor to an FFA Chapter</td>
<td>23</td>
<td>27</td>
<td>7</td>
<td>3</td>
<td>0</td>
<td>60</td>
<td>4.2</td>
</tr>
<tr>
<td>Determining What Should be Taught in Voc. Ag.</td>
<td>20</td>
<td>29</td>
<td>9</td>
<td>2</td>
<td>0</td>
<td>60</td>
<td>4.1</td>
</tr>
<tr>
<td>Developing a Course of Instruction</td>
<td>16</td>
<td>26</td>
<td>14</td>
<td>4</td>
<td>0</td>
<td>60</td>
<td>4.0</td>
</tr>
<tr>
<td>Conducting Agricultural Mechanic Program</td>
<td>8</td>
<td>28</td>
<td>15</td>
<td>7</td>
<td>2</td>
<td>60</td>
<td>3.9</td>
</tr>
<tr>
<td>Setting Up Department Goals for the Next Five Years</td>
<td>19</td>
<td>19</td>
<td>17</td>
<td>5</td>
<td>0</td>
<td>60</td>
<td>3.9</td>
</tr>
<tr>
<td>Teaching Adult Classes</td>
<td>11</td>
<td>27</td>
<td>18</td>
<td>4</td>
<td>0</td>
<td>60</td>
<td>3.8</td>
</tr>
</tbody>
</table>
TABLE 31 cont'd.

<table>
<thead>
<tr>
<th>Areas of Instruction</th>
<th>Evaluation</th>
<th>Total No.</th>
<th>Mean Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Training for College and Vocational Work at the Same Time</td>
<td>12 24 20 4 0</td>
<td>60</td>
<td>3.7</td>
</tr>
<tr>
<td>Evaluating a Department Program</td>
<td>14 23 17 4 2</td>
<td>60</td>
<td>3.7</td>
</tr>
<tr>
<td>Developing Supervised Farming Program</td>
<td>10 25 18 6 0</td>
<td>60</td>
<td>3.6</td>
</tr>
<tr>
<td>Training for Non-Farm Agricultural Operations</td>
<td>6 25 20 7 2</td>
<td>60</td>
<td>3.4</td>
</tr>
<tr>
<td>Supervising Occupational Opportunities</td>
<td>3 23 22 11 1</td>
<td>60</td>
<td>3.3</td>
</tr>
<tr>
<td>Non-Farm Agricultural Placement</td>
<td>2 13 21 19 5</td>
<td>60</td>
<td>2.8</td>
</tr>
<tr>
<td>Farm Placement for Experience</td>
<td>2 9 23 20 6</td>
<td>60</td>
<td>2.7</td>
</tr>
</tbody>
</table>

Mean Rating: 3.8
who should participate.

In Table 31 the teachers evaluated their level of competency according to certain areas of instruction. The mean rating for all areas of instruction was 3.8 which indicated that all teachers were competent. When the areas are grouped, the teachers are very competent in developing daily lesson plans. Teachers indicated that they felt quite competent in serving as advisors to an FFA Chapter, determining what should be taught in vocational agriculture, conducting an agricultural mechanic program, setting up departmental goals for the next five years, teaching adults, training for college and vocational work at the same time, evaluating a department program and developing supervised farming programs. The teachers felt less competent in supervising occupational opportunities, non-farm agricultural placement, and farm placement for experiences.

Training sessions and workshops

Teachers were asked if they preferred training sessions and workshops be held on a college campus or held off college campus. It is shown in Table 32 that the majority of the teachers (50 teachers) or 83 per cent preferred that workshops and training sessions be held on a college campus and 10 teachers of 17 per cent indicated that they be held off-campus at some local firm.
### TABLE 32

**LOCATION OF WORKSHOPS AND TRAINING SESSIONS AS INDICATED BY 60 TEACHERS OF VOCATIONAL AGRICULTURE**

<table>
<thead>
<tr>
<th>Location</th>
<th>No. of Teachers</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>On-Campus</td>
<td>50</td>
<td>83</td>
</tr>
<tr>
<td>Off-Campus</td>
<td>10</td>
<td>17</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The suggestion that college credits should be given for these training sessions and workshops was indicated by 48 teachers or 80 per cent of the teachers as shown in Table 33 and 12 teachers or 20 per cent of the teachers felt that no credits should be given for these training sessions and workshops.

### TABLE 33

**COLLEGE CREDITS FOR WORKSHOPS AND TRAINING SESSIONS AS INDICATED BY TEACHERS OF VOCATIONAL AGRICULTURE**

<table>
<thead>
<tr>
<th>College Credits</th>
<th>No. of Teachers Reporting</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>48</td>
<td>80</td>
</tr>
<tr>
<td>No</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>60</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
The size of the group in these workshops and training sessions varied according to Table 34. There were 67 per cent of the teachers who indicated that the size of the group should be from sixteen to twenty persons or 20 per cent indicated that eleven to fifteen persons should be a representative group. There were no comments from 8 or 13 per cent of the teachers.

TABLE 34

GROUP SIZE OF WORKSHOPS AND TRAINING SESSIONS AS INDICATED BY TEACHERS OF VOCATIONAL AGRICULTURE

<table>
<thead>
<tr>
<th>Participants</th>
<th>No. of Teachers Reporting</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Size of Group</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11-15</td>
<td>12</td>
<td>20</td>
</tr>
<tr>
<td>16-20</td>
<td>40</td>
<td>67</td>
</tr>
<tr>
<td>No Comment</td>
<td>8</td>
<td>13</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
<td>100</td>
</tr>
</tbody>
</table>
Summary

The data presented were collected from 60 teachers of vocational agriculture. It was found that almost 72 per cent would be young and classed as stimulating. The average number of years taught by each teacher was 18.5. More than 80 per cent had a master's degree compared to 17 per cent who held a bachelor degree. These degrees were granted by five institutions, all of which are land grant institutions except two. Over a five year period 42 per cent received the Master's Degree as compared to the same percentage over a fifteen year period.

Teachers included many courses in professional and technical education. The mean rating for all professional courses was 1.5. Three courses rated above the mean rating and two below. The mean rating for all technical courses was 1.4. Four courses were rated above the mean rating and two below. Teachers indicated that graduate courses were helpful.

Teachers attended conferences that were held for them. Two teachers attended a national conference and six teachers attended a regional. On the local level there was greater participation by teachers.

The attendance of teachers at conferences with other teachers on the national and regional level was five per cent and seven per cent respectively. Greater attendance was on the local level.
The majority of the teachers attended meetings with other agricultural workers on the county level. There was less attendance at other sectional meetings. Teachers rated all conferences attended as being helpful.

Thirty-three teachers participated in state sponsored short courses while 12 participated in the district and 13 in county sponsored short courses. Eighty-two per cent of the teachers attended workshops sponsored by the state. Teachers served on study groups on the state, district and county levels. Teachers rated short courses, workshops and study groups as being helpful in their teaching. Most of the meetings were attended during the years 1961-1970.

There was 100 per cent participation in professional organization as members. Teachers were members, served on committees and held office in local organizations.

Fifty-five per cent of the teachers evaluate their program; five per cent of the teacher's programs were evaluated as a result of the total school evaluation. There was no evaluation by 40 per cent of the teachers.

Teachers viewed observations and visitations of experiment stations, and other teachers, colleges and other agriculture as being helpful.

The state supervisor made one or more visits to all teachers of agriculture while the teacher trainer made visits to 83 per cent of the teachers. Other visits by key personnel were limited.
Teachers were competent in all areas except four. They were very competent in developing lesson plans. The teachers felt less competent in three areas.

Teachers preferred that training sessions and workshops be held on campus and that credit be given. The size of the group varied from 11-15 and 16-20.
CHAPTER IV

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

The purpose of this chapter is to summarize the study which was conducted to determine the inservice education of Black teachers of vocational agriculture in Alabama. The need, purpose, specific objectives and limitations are briefly reviewed; the techniques and procedures employed in the conduct of the study are briefly considered; the major findings are summarized; and appropriate conclusions are set forth. On the basis of the findings and conclusions of the study, recommendations for action are presented. Finally suggestions are made for further study of areas relative to inservice education of teachers of vocational agriculture.

**Summary of the Study**

**Need for the study**

It is recognized that there are rapid changes taking place both in agriculture and business. Educators as well as lay citizens must be aware of these changes and be prepared to adjust educational programs to meet these ever changing needs. The nature and rate of technological change militate against terminal education. As technology upgrades
the skill and knowledge requirements of jobs, education cannot be confined to twelve, fourteen, or sixteen years of schooling.

There are many forces contributing to the importance of inservice education. The rapidly changing sciences of agriculture for all occupations involving knowledge and skill in agriculture has created a need for additional competencies by agricultural educators. Some of these new areas of competency have to do with subject matter or content of instruction, new and different competencies that fall within the domain of professional education, the role, clientele, and content of vocational education.

Continuing education is recognized as professional improvement that is required for teachers to keep up-to-date with the rapidly changing technologies and methods that might be incorporated into present and future vocations in agriculture.

Inservice education is not a casual affair or an informal affair. Inservice education involves more than attending an annual teachers' conference or the occasional reading of an article in a professional or research magazine. A program of inservice education that is void of formal graduate study, either for a degree or as a non-degree candidate, is inadequate. Agricultural education, like any other profession that wishes to be dynamic and viable must place high priority on the continual improvement and updating of the technical
and professional competencies of its members.

**Purpose**

The underlying purpose of this study was to contribute to the improvement of teaching vocational agriculture in the high schools of Alabama through an investigation of the program of inservice education of Black teachers of vocational agriculture as it relates to the broadening program of vocational agriculture.

**Objectives**

In order to accomplish the major purpose of this study, specific objectives were formulated. These objectives were:

1. To identify selected characteristics of Black teachers of vocational agriculture in Alabama.
2. To determine the extent to which these teachers of vocational agriculture were participating in the program of inservice education.
3. To appraise the present status of the program of inservice education for Black teachers of vocational agriculture in Alabama.
4. To determine the teaching competencies possessed in selected areas by these teachers of vocational agriculture.
5. To recommend procedures which will strengthen the inservice education program for Black
Limitations

The investigator was cognizant of the following limitations to this study:

1. The 1968-1969 fiscal year was used because this period embraced the most recently completed administrative school year for vocational agriculture at the time the data was collected.

2. Most of the study dealt with the inservice program as it existed during the 1968-1969 fiscal year, some aspects, of a necessity, were viewed from a cumulative standpoint.

3. The competencies, as determined by this study, dealt with production agriculture and agribusiness.

4. The data collected pertained to the personnel employed at the time the study was made.

5. The study was based largely upon information that was obtained by mailed questionnaires and from personal interviews wherever the writer found it possible to interview.

6. The validity of the data was largely limited to the degree which teachers of vocational agriculture were able to recall factual information
concerning specific quantitative characteristics of selected aspects of the inservice program.

Population of the study

Due to certain conditions at the time of the study, only the 83 Black teachers of vocational agriculture in Alabama were included in the study. These teachers were identified from a list supplied by the Special Supervisor of Vocational Agriculture.

Developing the instrument

A review of all the available literature for collecting ideas and suggestions was the first procedure used in developing the questionnaire. After a thorough search of the literature, the writer found that the following were an important part of an inservice education program: graduate credit courses, non-credit inservice education, organization membership, and areas of instruction.

The instrument was divided into six general parts: general information, graduate credit courses, non-credit inservice education, agricultural organization membership, other methods of inservice education, and areas of instruction.

Collecting the data

Questionnaires were sent to 83 teachers of vocational
agriculture in Alabama accompanied by an appropriate covered letter. Returns were received from 72.3 per cent of the teachers. Information received has enabled the writer to determine the present status of inservice education of teachers of vocational agriculture.

Analysis of data

Appropriate descriptive statistics such as means, frequency, and percentages were used to describe the characteristics of the sample.

Master sheets were constructed to record the information contained in the questionnaire to facilitate the tabulation and analysis of data. The data were tabulated by hand and the desk calculator was used for making necessary computations.

Summary of the Findings

The findings of this study were summarized in terms of policies, procedures, practices and standards used in administration of inservice education for teachers of vocational agriculture, general information, graduate credit courses, non-credit inservice education, agricultural organization membership, other methods of inservice education, and areas of instruction.

Policies and procedures

Teacher education.--Teacher education in Alabama involved
cooperative efforts of university faculty members, cooperating teachers in public schools, and members of the state department of education. The cooperative efforts are coordinated by teacher educators in agriculture at Auburn University, Alabama A. and M. University and Tuskegee Institute which have been designated as the training institutions to prepare teachers.

The purpose of the teacher education program is to prepare competent teachers of vocational agriculture. It includes inservice as well as pre-service functions. The Department of agricultural Education at all institutions offered a program of graduate instruction that led to a Master's Degree. Auburn University offered a program that leads to the Doctorate Degree. The majority of the graduate work is offered during the first term of the summer quarter or semester in the form of special one week workshops three week workshops and courses for five weeks. Courses were offered in the evening during the regular school year.

Administration on the local level.--The local school administrator and the board of education had definite responsibilities for the success of the Department of Vocational Agriculture. It was the responsibility of the local school administrator to select the teacher and determine salary. Recommendations were made by the Departments of Agricultural Education for beginning teachers and
recommendations for experienced teachers were made by the supervisory staff.

Teachers on a nine month contract were required 180 working days, ten month contract teachers 200 working days and those teachers working twelve months were required 240 working days. Each full-time teacher was expected to work a minimum of eight hours each day in the vocational field including the full school day schedule and inservice programs prior to and after school classes, including afternoon and evening adult classes. The State Division of Vocational Agriculture was committed to this standard, and salaries were constantly adjusted to provide reasonable income in keeping with quality education. Any supplemental employment by teachers had to be approved by local superintendent and state supervisors.

After a full year's service a maximum of six weeks educational leave with pay was granted to teachers who do not have a Master's Degree, provided they have secured permission from the principal, the local superintendent, and the district supervisor; forfeited their vacation for each summer to go away for study; they took courses in line with the work they were doing. Teachers who held the Master's Degree, three weeks additional time off (with pay) were taken every three years for study. This was granted on the basis of a well-worked-out plan. Where approval is from the principal and the superintendent, a limited number of
courses may be pursued on Saturdays and at night.

The approval of funds for reimbursement was based on certain information such as enrollment, facilities, and a satisfactory program, which were to be certified in reports.

The Advisory Council was used to assist and advise the teacher in planning, organizing, and conducting an instructional program that would meet the needs of the people in the community.

Administration on the state level.—Within the framework of the provisions of the Smith-Hughes Act, the George Barden Act, the Vocational Act of 1963 and 1968 Supplement, The Alabama Plan for Vocational Education was prepared and approved by the State Board of Education and the U. S. Office of Education. The administration of the program was in accordance with this plan. In the state it was a part of the State Department of Education.

Within the state, the State Board of Education was charged with the responsibility of administering the state program of vocational agriculture in accordance with the state plan. Administration was delegated to the State Superintendent of Education, The State Director of Vocational Education and the State Supervisor of Vocational Agriculture.

The Vocational Agriculture Program was a part of the local school system, and local administrators were responsible for the administration and supervision of the program.
Visits by members of the state staff were supplementary to local supervision. For administrative purposes, the state was divided into districts. Meetings for teachers were held during the year in each district to discuss matters of policy and for conducting inservice training courses. Teachers were expected to attend meetings as well as the Annual State Conference.

If teachers of vocational agriculture are to be effective, they must keep up-to-date technically and advance professionally. Short, non-credit workshops and graduate course work were provided through the year. Non-credit workshops were arranged by the state office.

Members of the supervisory staff assisted local administrators to locate and make recommendations of experienced teachers.

Teachers of vocational agriculture supported several professional organizations. Teachers were requested to attend and participate in all conferences for teachers of vocational agriculture.

A vocational agriculture teacher should be a graduate in agriculture from a four-year course in a state agricultural college and should have completed a course of study designed to train teachers of vocational agriculture.

General information

General information about the teachers of vocational
agriculture included such factors as distribution of teachers, teaching experience, academic attainment, year degree was granted, and source of degree.

**Distribution.** — Approximately 88 per cent of the teachers were located in four districts of the state where there was a large concentration of blacks. There were 16.7 per cent located in two districts which were located in the northern section of the state.

**Teaching experience.** — The majority of the teachers or approximately 77 per cent had taught vocational agriculture from six to 40 years while approximately 23 per cent had taught vocational agriculture from one to five years. However, there were more teachers who had taught five years than those who were teaching the first year.

**Academic attainment.** — Seventeen per cent of the teachers had received only the Bachelor's Degree. There were in their first or second year of teaching. More than 80 per cent of the teachers had received their Master's Degree.

**Year degree granted.** — During the period of 1961-1965 forty-five per cent of the teachers were awarded the Master's Degree. During this same period of time 12 per cent received the Bachelor's Degree. Over a fifteen year period 42 per cent received the Master's Degree and five per cent the Bachelor's Degree.

**Sources of degrees.** — The majority of the teachers or
96 per cent received their degree from institutions located in Alabama. Alabama Agricultural and Mechanical University conferred 43 per cent of the degrees, Tuskegee Institute, Alabama 53 per cent; Hampton Institute, Virginia, Tennessee State University and Alcorn A. and M., Mississippi two per cent each. All but two of these are land grant institutions.

**Graduate credit courses**

Graduate credit courses included those courses that teachers of vocational agriculture undertook to advance themselves professionally and technically to do a better job of teaching. Courses were divided into professional and technical courses.

**Professional graduate courses.**--Since a majority of the teachers held the Master's Degree, it was found that many courses were included in their program of study. The graduates revealed a high degree of satisfaction with courses in professional education. The mean rating for all courses taken was 1.50. Three courses were rated above the mean rating and two below. Teacher participation was 100 per cent in Philosophy and Administration of Vocational Education and 98 per cent for Special Problems in Teaching Vocational Agriculture. Three courses had little participation but were helpful in teaching.

**Technical graduate courses.**--The teachers rating of technical graduate courses was a mean rating of 1.44. Four
courses: Farm Shop Problems and Special Techniques, Animal Science, Advanced Soil Fertility and Agricultural Economics were rated highly by the teachers which ranged from a rating of 1.66 to 1.44 respectively. Two courses: Dairy Herd Management and Poultry Problems received very low ratings of 1.19 and 1.18 respectively. Ninety-six per cent of the teachers participated in Agricultural Economics, while approximately 33 per cent of the teachers participated in Farm Shop Problems, Poultry Problems, and Advanced Soil Fertility. There were 10 per cent participation in Animal Sciences. The majority of the teachers indicated that all courses were some help in their teaching.

Non-credit inservice education

The nature of non-credit inservice education activities held, extent of attendance, and satisfaction derived from such activities are summarized. They are summarized according to conferences for teachers of vocational agriculture, conferences with teachers other than teachers of vocational agriculture, conferences with other agricultural workers, short courses, workshops and study groups.

Conferences for teachers of vocational agriculture.-- Several kinds of vocational agriculture conferences were attended by teachers of vocational agriculture. Ninety-seven per cent of the teachers attended state conferences, 78 per cent attended district conferences and 73 per cent
attended conferences on the county level. During this time 3 per cent of the teachers attended conferences on the national level and 10 per cent on the regional level. All conferences tended to cluster around the mean rating of 3.9, which showed a high degree of satisfaction. The regional conference rating of 3.3 was lowest in terms of satisfaction.

Conferences with teachers other than teachers of vocational agriculture.--Participation of teachers with other teachers in conferences on the state and county level was 62 per cent and 73 per cent because of compulsory attendance. Twenty-seven per cent attended district meetings, while 5 per cent attended national conferences. All conferences were rated a mean rating of 4.0. Teachers who attended the national meeting rated it 4.7 and the regional meeting a rating of 4.8, which were highly satisfactory. Meetings on the county level were rated 3.3, on the district level 3.7 and on the state level 3.5. All conferences showed a high degree of satisfaction.

Conferences with other agricultural workers.--On the national and regional levels, two teachers or 3 per cent attended such conferences. Ten teachers or 17 per cent attended state conferences; 13 per cent attended district conferences. The majority or 63 per cent attended meetings on the county level. There was a very high degree of satisfaction for all conferences attended by teachers. In total
all conferences centered around the mean rating of 3.9 which would fall into the excellent degree of satisfaction.

**Short courses.**--The greatest number or 55 per cent of the teachers participated in state short courses; 22 per cent on the district level; and 20 per cent on the county level. The mean rating for short courses on all levels was 3.9. Teachers rated short courses on the state level a 4.1 and gave a rating of 3.8 for short courses on the district and county levels. All were very good as indicated by responses of teachers.

**Workshops.**--The majority of teachers or 82 per cent attended workshops sponsored by the state; 28 per cent attended county workshops; and 22 per cent attended district workshops. The workshops attended by teachers indicated an average mean rating of 3.9 which is highly satisfactory. State workshops were given a mean rating of 4.2. County workshops 3.9; and district workshops 3.7.

**Study groups.**--Participation of teachers or 27 per cent in study groups was highest on the state level; 23 per cent on the county level; and 18 per cent on the district level. The mean rating for all study groups was 3.9. Study groups on the state level were rated 4.2; district 3.9 and county 3.6. Study groups on all levels were rated very good as to helpfulness in teaching.

**Latest year of participation in non-credit inservice education.**--Between the years 1951-1960, two teachers or 3
per cent attended a national conference for teachers of vocational agriculture. Between the years 1961-1970, 78 per cent attended district conferences; 73 per cent county conferences; and 10 per cent regional conferences. There were not any teachers who attended a national conference during these years.

Teachers attended conferences on all levels during the years 1961-1970 for conferences with other teachers. Seventy-three per cent attended county conferences; 62 per cent state conferences; 27 per cent district conferences; 7 per cent regional conferences; and 5 per cent attended on the national level.

Conferences with other agricultural workers were attended by teachers during the years 1961-1970. Sixty-three per cent attended on the county level, 17 per cent state; 13 per cent district; and 3 per cent each attended national and regional conferences with other agricultural workers.

Short courses for teachers during the years 1961-1970 were attended by 55 per cent of the teachers on the state level; 22 per cent attended on the county level; and 20 per cent attended on the district level.

A majority of the teachers or 82 per cent participated in workshops sponsored by the state. Twenty eight per cent attended county workshops and 22 per cent participated in district workshops.
In study groups there was little participation. Twenty-seven per cent participation in state study groups; 23 per cent for the county; and 18 per cent in district study groups.

Agricultural organization membership

There was 100 per cent participation in professional organizations as members. No one held office or served as a committeeman. On the local level 53 per cent of the teachers were members of the Farm Bureau and 3 per cent were committeemen; 43 per cent were members of the County Agricultural Workers Association where 8 per cent held office and 11 per cent served as committeemen.

Other methods of inservice education

Other methods of inservice education included evaluation of vocational agriculture departments, visitations and observation, and supervisory services from key personnel who were responsible for giving direction and aid to teachers of vocational agriculture.

Evaluation. The largest number of evaluation was initiated by 55 per cent of the teachers using the state criteria for evaluation. Five per cent of the teachers program were evaluated as a part of the total school evaluation for accreditation. There was no evaluation by 40 per cent of the teachers.
Visitation and observations.---Sixty-eight per cent of the teachers had visited experiment stations from one to three or more times and 32 per cent had not visited at all. Ninety per cent of the teachers visited agricultural colleges while 10 per cent made no visitation to agricultural colleges.

Visitation and observations of other agricultural departments one or more times were made by 88 per cent of the teachers while 12 per cent made no visitation or observations. Visitations to teachers other than vocational agriculture teachers were made by 73 per cent of the teachers and 27 per cent made no visits or observed other teachers.

There was a mean rating of 1.4 for all areas of visitations and observations. Visits to other agriculture departments received a rating of 1.5 and to teachers other than teachers of vocational agriculture a rating of 1.5 which indicated that they were of considerable help in teaching. Agricultural colleges received a rating of 1.3 and experiment stations a rating of 1.2 which indicated that they were of some help in teaching.

Supervisory services.---The vocational agriculture supervisor made from one to three or more visits to all 60 teachers of vocational agriculture; the teacher trainer made from one to three or more visits to 50 teachers; the local administrator made visits to 45 teachers; agricultural teaching staff to 35 teachers; the subject matter specialist made
visits to 19 teachers; and the technical specialist made 11 visits to teachers.

Areas of instruction

This has to do with the teacher competency in the instructional program for students of vocational agriculture, and their opinion of training sessions and workshops.

Teacher competency.--The competency of teachers are evaluated according to certain areas of instruction. The mean rating for all areas of instruction was 3.8 which indicated that teachers perceived themselves as being competent in all areas. When the areas are taken separately teachers perceived themselves as being very competent in developing lesson plans. In other areas or the majority of the areas teachers perceived themselves as being competent and average competent in supervising occupational opportunities, non-farm agricultural placement, and farm placement for experience.

Training sessions and workshops.--Fifty teachers or 83 per cent preferred that workshops and training sessions be held on a college campus and 10 per cent preferred them to be held off-campus at some local firm. Eighty per cent indicated that college credits should be given and 20 per cent felt that no credits should be given.

The size of the group in workshops and training sessions varied. Sixty-seven per cent of the teachers felt that a
group should consist of from sixteen to twenty persons while 20 per cent felt eleven to fifteen persons would be a representative group. Thirteen per cent of the teachers made no comment.

Conclusions

The following conclusions are based on interpretation of the data presented in this study:

Administration of vocational agriculture

1. There were adequate facilities for Black teachers of vocational agriculture to advance themselves professionally and technically in Alabama. Three universities were located in the state working cooperatively with the state and cooperating schools.

2. The local program of vocational agriculture was administered by local administrators giving direction and making policies.

General information

1. The majority of the teachers were experienced but held the potential for more than 15 years of teaching.

2. More than eighty per cent of the teachers held
the Master's Degree as compared to the 17 per cent who held the Bachelor's Degree. Between the years 1961-1965, 42 per cent were awarded the Master's Degree, whereas from 1945-1960, over a period of fifteen years, the same amount of degrees were awarded.

3. Teachers attended five institutions for their advanced degree. All were land-grant institutions except two.

**Graduate credit courses**

1. The graduate program was so designed that courses directed toward preparing teachers to do an improved job of teaching vocational agriculture predominated.

2. Graduate course offerings in both education and agriculture were available on campus during the regular academic term.

3. The teacher education program in agriculture education provided for teachers an opportunity for continuous improvement of their competency in both technical agriculture and professional education.

**Non-credit inservice education**

1. The majority of teachers of vocational
agriculture attended conferences between the years of 1961-1970 on the state, district and county level.

2. There were few teachers who attended conferences on the national and regional level. Only seven teachers attended these conferences over a twenty year period.

3. All conferences that were attended by teachers were rated favorably by the teachers.

4. The majority of teachers attended workshops during the years 1961-1970. These were rated as helpful by the teachers.

5. There was a lack of attendance of a large percentage of teachers in study groups. Those who did attend rated them as being helpful in teaching.

Agricultural organization membership

1. There was 100 per cent participation in professional organization as members only.

2. On the local level some teachers were members of organizations, held offices and served as committee-men in those organizations.

Other methods of inservice education

1. Evaluation of teacher's program was initiated by
fifty-five per cent of the teachers themselves, five per cent of the teachers departments were evaluated by others and forty per cent had no evaluation of their department.

2. Teachers made visitations and observations of experiment stations, agricultural colleges, teachers other than vocational teachers and other agricultural departments. Visitations and observations were of considerable help to teachers in their teaching.

Areas of instruction

1. Teachers perceived themselves as competent in all areas of instruction collectively.

2. When areas are taken separately, teachers perceived themselves as highly competent in developing lesson plans, average competent in supervising occupational opportunities, non-farm agricultural placement, and farm placement for experiences and competent in all other areas of instruction.

3. Teachers preferred that workshops and training sessions be given on college campus and that college credit be granted.

4. Teachers indicated that the size of the group in
workshops and training sessions should be from sixteen to twenty participants.

**Recommendations**

On the basis of the conclusions, ideas, and suggestions resulting from this study, the investigator believed the following recommendations merit consideration:

1. That inservice education program make provisions for acquainting teachers with the extent of use of specific competencies in occupational experience programs.

2. That inservice education training programs for teachers be conducted to prepare them as teacher coordinators in cooperative occupational experience programs.

3. That an intern training program be initiated to provide additional inservice education for teachers conducting agricultural supply and service programs.

4. That a sound philosophy of evaluation be developed and implemented through course offerings in program planning and evaluation at the graduate level, research and development, including demonstration and pilot programs, promoted and guided by teacher educators.
5. That a team approach for evaluating programs be developed. This would include lay people, local administrators, board members, local superintendent, guidance director, teacher, agricultural businessmen, banker and parents.

Recommendations for Further Study

This study was limited to an investigation of the inservice education of Black teachers of vocational agriculture in Alabama. However, the study has been suggestive of additional areas of needed research pertaining to the inservice needs of Black teachers of vocational agriculture in Alabama. These areas include:

1. Research to determine the needs of teachers in planning a systematic program in supervising occupational opportunities, non-farm agricultural placement, and farm placement for experience.

2. Research to determine whether or not the training program for teachers of vocational agriculture reflects the kind and the nature of the demands experienced by teachers of agriculture on the job and whether the most acceptable principles and practices are involved in teaching.

3. Research to determine methods and procedures to
carry out the total evaluation process more effectively in evaluating high school programs.

4. Research to determine the role of the specialists in vocational agriculture and to what extent teachers are making use of their expertise.
APPENDIXES
APPENDIX A
Dear Vo-Ag Teacher:

Since I have recently completed the residency requirements for the Ph.D. program at the Ohio State University in Agricultural Education, may I solicit your help in a study that I have undertaken? I am quite aware of the busy schedule you live with and, therefore, am most appreciative of your time and indulgence in this matter. My study is being supervised by Professor Ralph J. Woodin.

The purpose of the study is to contribute to the improvement of teaching vocational agriculture in the high schools of Alabama through inservice education of its teachers.

The Survey of Inservice Education for Teachers of Vocational Agriculture in Alabama Instrument and a return addressed envelop are enclosed. Would you react to each of the items in the instrument according to your best judgment and return at your earliest convenience? I assure you that your responses will be treated anonymously and any general or specific reactions that you have will be kept strictly confidential.

Again, my sincere thanks and deepest appreciation for your help.

Kindest regards,

Nimrod Cobb
A SURVEY OF INSERVICE EDUCATION FOR NEGRO TEACHERS OF
VOCATIONAL AGRICULTURE IN ALABAMA

Purpose of Study: The underlying purpose of this information obtained in this study is to contribute to the improvement of teaching vocational agriculture in the high schools of Alabama. There is no intent to use this data for evaluation purposes.

I. General Information:

A. Name ___________________________
   Last First Middle

B. Name of School ___________________________

C. Address ___________________________

D. County ___________________________

E. How many years have you taught vocational agriculture (including present year)? ___________________________

F. From what institution did you qualify to teach vocational agriculture? ___________________________

G. What degree do you presently hold? ___________________________
   Year granted? ___________________________

II. Graduate Credit Courses:

A. Professional Graduate Courses

Directions: Rate the various courses of your graduate program as to their degree of helpfulness in teaching.

Key: Column A (circle one)
   1-of considerable help
   2-of some help
   3-of no particular help

Note: Rate only those courses you have completed.
### II. Graduate Credit Courses (continued)

<table>
<thead>
<tr>
<th>Courses</th>
<th>Helpfulness in Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Philosophy and Administration of Vocational Education</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2. Special Problems in Teaching Vocational Agriculture</td>
<td>1 2 3</td>
</tr>
<tr>
<td>3. Others (if any, list below by approximately title)</td>
<td>1 2 3</td>
</tr>
<tr>
<td></td>
<td>1 2 3</td>
</tr>
<tr>
<td></td>
<td>1 2 3</td>
</tr>
</tbody>
</table>

#### B. Technical Graduate Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Helpfulness in Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Advanced Soil Fertility</td>
<td>1 2 3</td>
</tr>
<tr>
<td>2. Dairy Herd Management</td>
<td>1 2 3</td>
</tr>
<tr>
<td>3. Problems in Poultry</td>
<td>1 2 3</td>
</tr>
<tr>
<td>4. Agricultural Economics</td>
<td>1 2 3</td>
</tr>
<tr>
<td>5. Farm Shop Problems and Special Techniques</td>
<td>1 2 3</td>
</tr>
<tr>
<td>Others, (if any, list below by approximate title)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1 2 3</td>
</tr>
<tr>
<td></td>
<td>1 2 3</td>
</tr>
</tbody>
</table>
III. Non-Credit Inservice Education

Directions: Rate the various non-credit inservice education conferences and meetings as to their degree of satisfaction. Indicate the date of last one attended.

Key: Column A: Indicate the latest year enrolled

Column B: Circle One
5-Excellent
4-Very Good
3-Good
2-Fair
1-Poor

Note: Rate only those attended.

A. Conferences or meetings for teachers of vocational agriculture.

<table>
<thead>
<tr>
<th>Conferences</th>
<th>Latest Year Enrolled</th>
<th>Degree of Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>Regional</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>5 4 3 2 1</td>
<td></td>
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<tr>
<td>District</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>County</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

B. Conferences or meetings with teachers other than vocational agriculture teachers.
### III. Non-credit Inservice Education (continued)

<table>
<thead>
<tr>
<th>Conferences</th>
<th>Year Enrolled</th>
<th>Degree of Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>National</td>
<td>5</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>Regional</td>
<td>5</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>State</td>
<td>5</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>District</td>
<td>5</td>
<td>4 3 2 1</td>
</tr>
<tr>
<td>County</td>
<td>5</td>
<td>4 3 2 1</td>
</tr>
</tbody>
</table>

C. Conferences or meetings with other agricultural workers such as county agricultural extension agents, Soil Conservation Service, Home Demonstration Agents, and Extension Specialists, etc.

<table>
<thead>
<tr>
<th>Conferences</th>
<th>Year Enrolled</th>
<th>Degree of Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>National</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>Regional</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>State</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>County</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>
### III. Non-credit Inservice Education (continued)

#### D. Short courses, workshops, and study groups.

<table>
<thead>
<tr>
<th>Short Courses:</th>
<th>Year Enrolled</th>
<th>Degree of Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>State</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>District</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>County</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Workshops:</th>
<th>Year Enrolled</th>
<th>Degree of Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>State</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>District</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>County</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Study Groups:</th>
<th>Year Enrolled</th>
<th>Degree of Satisfaction</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>A</td>
<td>B</td>
</tr>
<tr>
<td>State</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>District</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
<tr>
<td>County</td>
<td>5 4 3 2 1</td>
<td></td>
</tr>
</tbody>
</table>

### IV. Agricultural Organization Membership

**Directions:** Indicate the degree of participation in agricultural organizations as to membership, office held, and a committeeman.

**Key:** Column A, B, and C (circle only one)

- Y - Yes
- N - No
IV. Agricultural Organization Membership (continued)

<table>
<thead>
<tr>
<th>Organizations</th>
<th>Degree of Participation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Membership</td>
</tr>
<tr>
<td></td>
<td>A</td>
</tr>
<tr>
<td>County Agricultural Workers Asso.</td>
<td>Y N</td>
</tr>
<tr>
<td>Farm Bureau</td>
<td>Y N</td>
</tr>
<tr>
<td>Others (If any, list below)</td>
<td>Y N</td>
</tr>
</tbody>
</table>

V. Other Methods of Inservice Education

A. Evaluation:

1. Was your program systematically evaluated last year? Yes___ No___
2. What instrument was used for evaluation? _____
3. Was the evaluation initiated by: Yourself___
   Supervisor___ Teacher Trainer___ Lay Personnel___.
V. Other Methods of Inservice Education (continued)

B. Visitations and Observations

Note: Rate only those that apply to you.

Key: Column A - Indicate the total number visits and observations
Column B - Circle one (helpfulness in teaching)
1 - of considerable help
2 - of some help
3 - of no particular help

<table>
<thead>
<tr>
<th>Visit or Observation</th>
<th>Total Number of Times of Visits and Obs.</th>
<th>Helpfulness in Teaching</th>
</tr>
</thead>
<tbody>
<tr>
<td>Other Vocational Agri. Departments</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Experiment Stations</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Agricultural Colleges</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>Observation of teachers other than Voc. Agr. Teachers</td>
<td>1</td>
<td>2</td>
</tr>
</tbody>
</table>

C. Supervisory Services

Directions: Indicate the number of times that members of the supervisory staff visited you.
V. Other Methods of Inservice Education (Continued)

<table>
<thead>
<tr>
<th>Personnel</th>
<th>Number of Times of Visits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher Trainer</td>
<td></td>
</tr>
<tr>
<td>Member of Agri. Teaching Staff</td>
<td></td>
</tr>
<tr>
<td>Member of Voc. Agr. Supervisory Staff</td>
<td></td>
</tr>
<tr>
<td>School Admin.</td>
<td></td>
</tr>
<tr>
<td>Subject Matter Specialist</td>
<td></td>
</tr>
<tr>
<td>Technical Specialist</td>
<td></td>
</tr>
</tbody>
</table>

VI. Areas of Instruction

Directions: Rate the various areas of instruction as to your competency in performing the activity.

Key: Column A (circle one)

5 - very competent
4 - competent
3 - average competency
2 - some competency
1 - little competency
VI. Areas of Instruction (continued)

<table>
<thead>
<tr>
<th>Areas of Instruction</th>
<th>Present Level of Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>Determining what should be taught in vocational agriculture</td>
<td>5  4 3 2  1</td>
</tr>
<tr>
<td>Developing course of instruction</td>
<td>5  4 3 2  1</td>
</tr>
<tr>
<td>Developing daily lesson plans</td>
<td>5  4 3 2  1</td>
</tr>
<tr>
<td>Developing supervised farming programs</td>
<td>5  4 3 2  1</td>
</tr>
<tr>
<td>Training for non-farm agricultural occupations</td>
<td>5  4 3 2  1</td>
</tr>
<tr>
<td>Conducting agricultural mechanics programs</td>
<td>5  4 3 2  1</td>
</tr>
<tr>
<td>Farm placement for experience</td>
<td>5  4 3 2  1</td>
</tr>
<tr>
<td>Non-farm agricultural placement</td>
<td>5  4 3 2  1</td>
</tr>
<tr>
<td>Teaching classes for adults</td>
<td>5  4 3 2  1</td>
</tr>
<tr>
<td>Serving as an advisor to an FFA Chapter</td>
<td>5  4 3 2  1</td>
</tr>
<tr>
<td>Training for college and vocational work at the same time</td>
<td>5  4 3 2  1</td>
</tr>
<tr>
<td>Supervising occupational opportunities</td>
<td>5  4 3 2  1</td>
</tr>
<tr>
<td>Deciding to teach off-farm agr. occupations</td>
<td>5  4 3 2  1</td>
</tr>
<tr>
<td>Setting up department goals for the next five years</td>
<td>5  4 3 2  1</td>
</tr>
<tr>
<td>Evaluating a department program</td>
<td>5  4 3 2  1</td>
</tr>
</tbody>
</table>

16. Would you prefer that training sessions and workshops be given:  On-Campus____ Off-Campus____ Location_______

17. Would you prefer workshops and training sessions be for:  Credit____ Non-Credit____?

18. What should be the size of a group in a training session or workshop?________________________
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AGRIBUSINESS EDUCATION AND FFA

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Institute 36088

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Prince Preyer, Jr............Teacher Educator-----------------Normal 35762
STATE DEPARTMENT OF EDUCATION
Vocational Agribusiness
Program Evaluation

SCHOOL _____________________________ COUNTY ___________________ SYSTEM ____________
TEACHER'S NAME______________________________   DATE ______________________

Check programs in your school:

____ Vocational Agribusiness and Natural Resources
____ Business and Office Education
____ Home Economics
____ Distributive Education
____ Trades and Industrial Education
____ Health Education

IN-SCHOOL ENROLLMENT

Enrollment:

7 8 9 10 11 12 Total

Projected enrollment (1971-72):

7 8 9 10 11 12 Total

Total school enrollment, boys:

7 8 9 10 11 12 Total

Number of Vo-Ag classes taught

Number of students in each occupational objective:

Agribusiness Production
Agribusiness Supplies
Agribusiness Mechanics
Agribusiness Products
Ornamental Horticulture
Agribusiness Resources
Agribusiness Forestry
Pre-Professional or Other

Number of disadvantaged students enrolled in regular Vo-Ag classes

Number of disadvantaged students enrolled in special Vo-Ag classes

Number of handicapped students enrolled in regular Vo-Ag classes

Number of handicapped students enrolled in special Vo-Ag classes

Number of students with supervised work experience programs at home

Number of students placed for work experience or in co-op programs

TERMINES
(Graduates or students completing all Agribusiness offered)

Per cent of termines employed in related Agribusiness areas (1969-70)
Per cent of termines gainfully employed in other occupational areas (1969-70)
Per cent of termines unemployed and not desiring employment (1969-70)
Per cent of termines in post-high school programs (1969-70)
YOUNG FARMER AND ADULT ENROLLMENT

Number of adults in school district (26 years and above)* ______.
Number enrolled in organized instruction ______.
Number enrolled through visitation program ______.
Number of young farmers in school district (age 13-25)* ______.
Number of young farmers in organized instruction ______.
Number of young farmers enrolled through visitation programs ______.

FFA

Number of FFA members 1966-67, 67-68, 68-69, 69-70, 70-71 ______.
Per cent FFA membership to total Vo-Ag enrollment, 1966-67, 67-68, 68-69, 70-71 ______.
Number of State farmers for past five years ______.
Number of American farmers for past five years ______.
Contest Entries (past five years):

<table>
<thead>
<tr>
<th>Proficiency Awards</th>
<th>Local</th>
<th>District</th>
<th>State</th>
<th>State National</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public Speaking</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>String Band</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Judging: Livestock</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Land</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Dairy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Number of officers: (past five years)
State officers: _______ State officer candidates: _______
National officers: ______ National officer candidates: _______

Officer leadership training programs conducted past five years ______.
Approximate hours of instruction for each program ______.

Number chapter meetings held per year ______.
List important school, church and community programs conducted during past five years: (Example: "Building Our American Communities").

FACILITIES

Type construction: Wood Metal Masonry
Classroom

Approximate date constructed ______.

Square feet of floor space ______.
Projection screen Yes No
General condition Good Fair Poor
Black-out curtains Yes No
Heating ______.
Chalkboard Yes No
Lighting ______.
Tack board Yes No

*May get this information from recent school census.
Cooling

Storage space

Electrical wiring

Tables and chairs

Type floor

Reference material

Projection machines and screen

Student notebooks conveniently located:

Teachers desk and chair

Lavatory in classroom

Drinking fountain

Condition

Good Fair Poor

Yes No

Good Fair Poor

Yes No

Good Fair Poor

Yes No

Good Fair Poor

Yes No

Good Fair Poor

Yes No

Good Fair Poor

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Good Fair Poor

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Yes No

Good Fair Poor

Yes No
Shop - Tools and Equipment

Adequate (based on enrollment) to teach skills and competencies as recommended in the Agribusiness mechanics study guides. 

Yes No

List mechanics areas needing additional tools and equipment and estimated cost.

Use of Shop Facilities (other than by in-school students)

Adults and young farmers for scheduled classes ___________ (Give schedule summer and winter)

Available on regular scheduled days or nights for service, repair or new construction on machinery or other projects ___________ (Give schedule and number using facility summer and winter)

Do adults use shop during school hours ___________.

Yes No

Estimated number using ___________.

Yearly

Do adults know shop schedule ___________.

Yes No

List summer schedule of adults in Shop:

Office

Separate office for each teacher ___________.

Yes No

Adequate desk for each teacher ___________.

Yes No

Filing cabinet for each teacher ___________.

Yes No

Good office chair for teacher ___________.

Yes No

Condition ___________.

Good Fair Poor

Telephone ___________.

Yes No

Adequate lighting ___________.

Yes No

Adequate reference storage ___________.

Yes No

Adequate heating and cooling ___________.

Yes No
Restroom
Adequate space __________. Restroom fixtures __________. Adequate heat and ventilation _______.

- Restroom fixtures needed _______.
- Adequate heat and ventilation _______.

Medicine cabinet and first aid supplies _______.

EXPENDITURES
(Excludes Salaries)

Regular
Local funds allocated to your program (Example: maintenance) $ _______.
State and/or Federal funds allocated to your program $ _______.

Special
For facilities—State $ _______. County $ _______. Local $ _______. FFA $ _______.
For tools and equipment—State or Federal $ _______. County $ _______. Local $ _______. FFA $ _______.

For classroom (tables, chairs, films, aides, painting, books, etc.):
State $ _______. Local $ _______. FFA $ _______.
Laboratory facility (greenhouse, forestry plots, etc.):
State or Federal $ _______. County $ _______. Local $ _______. FFA $ _______.

PUBLIC RELATIONS
Do you have and use an advisory committee _______.
Do you have a planned public information program _______.
What media do you use in your public information program? ____________________________

Do you have a scrap book _______.
Do you use resource people to assist in your teaching _______.
Do you make use of bulletin boards _______.
Are your administrators informed of the Agribusiness program _______, your plans _______, your program needs _______?
Are the teachers in your school informed of the agribusiness program _______.
List the civic and agricultural organizations to which you belong or are associated with ____________________________


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Clock hours devoted each month after school hours, for club activities, non contracted adult activities and other promotional program activities.

PERSONAL IMPROVEMENT

When did you get your B.S. Degree? 
When did you begin teaching? 
When did you receive your M.S. Degree? 
How much work have you on your M.S. Degree? 
Do you have a "AA" Certificate? 
Yes  No 
List the in-service workshops attended the past five years:

Other personal improvement activities:
Public Documents


Books


Articles and Periodicals


Larve, Lawrence. "Why Don't Vo-Ag Teachers Get a Master's Degree?", *The Agricultural Education Magazine*, (December, 1963).


Reports

A University Department Evaluated Its Curriculum in Agricultural Education at The Ohio State University. Columbus: Department of Agricultural Education, The Ohio State University, 1958.


Appraising the Vocational Agriculture Program. Columbus: The Department of Agricultural Education, The Ohio State University and The Vocational Agriculture Service, 1964.


Basinger, Lorain A. Superintendent's Evaluation of Teachers of Vocational Agriculture in Ohio. Columbus: The Department of Agricultural Education, The Ohio State University, 1954.

Commission on Teacher Education. The Improvement of Teacher Education. Washington: American Council of Education, 1946.


Sutherland, S. S. Objectives and Evaluation in Vocational Agriculture in Evaluation and Program Planning in Agriculture Education.


Unpublished Material


Cardenas, Mario L. and McComas, J. D. "The Cooperative Relationships Between County Agricultural Extension Agents and Teachers of Vocational Agriculture in New Mexico," Unpublished Staff Study, College of Teacher Education, New Mexico State University, 1962.


