

SUMMER PROGRAMS OF  
VOCATIONAL AGRICULTURE IN KANSAS

by 632

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## CHAPTER I

### INTRODUCTION

The value of summer program activities in vocational agriculture has long been recognized. However, the increased demand on the vocational agriculture instructor's time during the summer has created many problems, including a general concern as to how to provide the best vocational agriculture program during the summer months. In many situations, administrators question the value of summer employment of vocational agriculture instructors. Consequently, many instructors are justifiably being asked to clarify their activities in the summer program.<sup>1</sup>

Phipps<sup>2</sup> emphasized that an instructor of vocational agriculture had been employed for twelve months because of the need for instruction the year round. Supervisory visits to the farm home of students, adults as well as boys, have been the major means of teaching during the summer months.<sup>3</sup>

Kerbs<sup>4</sup> stated:

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<sup>1</sup>Earl Wineinger, "Summer Activities of Teachers." The Agricultural Education Magazine, vol. 41, No. 12, June, 1959.

<sup>2</sup>Lloyd J. Phipps, Handbook on Agricultural Education in Public Schools, Danville, Illinois; Interstate Printers and Publishers, Inc., 1955, p. 73.

<sup>3</sup>Cayce Scarborough, "Summer Programs May Be The Key." The Agricultural Education Magazine, 38:243, May, 1966.

<sup>4</sup>A. H. Kerbs, "Summer Programs." The Agricultural Education Magazine, 30:267, June, 1958.

One of the rewards of the job of teaching vocational agriculture is that the teacher is employed for the full year. To this obvious benefit can be added the fact that the instructor is free to arrange his own summer schedule. There are, of course, various scheduled events such as summer conferences and fairs which must be attended. For the most part, however, the instructor decides what he will do and when he will do it.

In contrast to the nine months of the school year where the instructor was influenced by time schedules, classes, the guidance of administrators and by regular school activities, in the summer the instructor was more or less on his own.<sup>1</sup>

Sutliff<sup>2</sup> stated, "The effective use of summer program time was one of the reasons why agriculture had been one of the most successful and effective vocational programs in our schools.

Objectives of the Study. The primary objective of this study was to determine the amount of time that vocational agriculture teachers in Kansas devoted to the activities of the summer vocational agriculture program.

It was purposed that the results of the study could be used to (1) assist the investigator of this report in evaluating the summer program at Abilene High School, (2) determine what amount of time other Kansas vocational agriculture instructors spent on each activity, (3) assist the investigator in reorganizing the summer program for more effective teaching, (4) supply information to individuals

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<sup>1</sup>Bert Brown, "Plan Your Work and Work Your Plan." The Agricultural Education Magazine, 30:267, June, 1958.

<sup>2</sup>R. C. S. Sutliff, "Summer Service Imperative." The Agricultural Education Magazine, 37:299, June, 1965.

interested in the summer activities of the vocational agriculture instructor, and (5) identify special summer activities of other vocational agriculture programs.

Justification of the Problem. The old adage, "A man without plans is like a clock without hands," should be the golden rule by which all vocational agriculture instructors should live in making the summer months count.<sup>1</sup> Very few educational programs amount to much unless they are well planned and "put-in-order."<sup>2</sup>

A balance of activities and set priorities should be made before the summer months begin. Until the teacher is able to view the summer "in total," he is not in a position to provide for priorities.<sup>3</sup>

Guiler<sup>4</sup> conducted a study of school employers in Ohio and obtained the following responses as presented in Table I, concerning the employers opinion of vocational agriculture activities.

If a planning form is completed and in the hands of the administrator, the instructor will have a better understanding of the program and be able to answer school patrons better when they ask him questions concerning the summer program.

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<sup>1</sup>Glen Holman, "Planning and Reporting Summer Activities." The Agricultural Education Magazine, 37:302, June, 1965.

<sup>2</sup>William Drake, "Summer Activities That Count." The Agricultural Education Magazine, 37:36, August, 1964.

<sup>3</sup>Drake, loc. cit.

<sup>4</sup>Gilbert S. Guiler, "The Use of Professional Time During the Summer Months By Teachers of Vocational Agriculture in Ohio." (Mimeo publications taken from Ph.D. Dissertation, Department of Agricultural Education, Ohio State University, Columbus, Ohio, 1958), p. 1.

TABLE I  
EMPLOYERS RATING OF VOCATIONAL AGRICULTURE  
SUMMER PROGRAMS IN OHIO

	School Administration	Board Presidents
Great Importance	14%	26%
Considerable Importance	35%	33%
Some or Little Importance	53%	31%

NOTE: The board presidents reply does not total 100% in the reference used.

Blake<sup>1</sup> stated, "Several of the men surveyed said the most time-consuming task in the summer was deciding what to do and where to go each day." There is no doubt that unless a definite and well-conceived plan for the summer is set up in writing, the summer activities of the vocational agriculture instructor will be disorganized and many hours of wasted effort will result.<sup>2</sup>

Every teacher, with the help of others involved, should develop a list of activities he plans for the summer and allot time for each.<sup>3</sup>

Krebs<sup>4</sup> emphasized that the summer employment of instructors of vocational agriculture was one of the most valuable parts of the

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<sup>1</sup>Duane L. Blake and Marvine R. Hoskey, "Iowa Teachers Recommend Summer Activities." The Agricultural Education Magazine, 37:301, June, 1965.

<sup>2</sup>Holman, loc. cit.

<sup>3</sup>Phipps, loc. cit.

<sup>4</sup>Brown, loc. cit.

educational program. If the instructor did not conduct an effective program in the community the board of education would soon take steps to improve it or discontinue it.

Scarborough<sup>1</sup> stressed that:

If enrollment and programs have changed to the extent that the summer months are not now needed for an effective program of vocational agriculture, as some are suggesting, then the next step will be an academic year program. A logical result of such an event would be the end of vocational agriculture as an effective force in the local community.

It is therefore apparent that a well planned summer program is required if vocational agriculture is to be an integral part of the educational system. There is a difference between being on the job and doing the job. Guiler<sup>2</sup> stated, "If summer employment for teachers of vocational agriculture is justified, the need must be recognized and the necessary accomplishments achieved."

Definition of Terms. For purposes of clarity and understanding in this study, the following terms were set aside for special definitions. These definitions may or may not have been those in common usage at the time of the study.

Agricultural Experience Program: The Agricultural Experience Program consists of all the practical agricultural activities of educational value conducted by pupils outside of class for which systematic instruction and supervision are provided by their teachers, parents, employers or others.<sup>3</sup>

Full-Time Instructor of Vocational Agriculture: For the purpose of

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<sup>1</sup>Scarborough, loc. cit.    <sup>2</sup>Guiler, loc. cit.

<sup>3</sup>Phipps, op. cit., p. 201.

this study this terminology referred to vocational agriculture instructors who do not teach any non-vocational agriculture courses or responsible for any study hall duties.

Future Farmers of America: H. N. Hunsiker, National advisor of the National Association of Future Farmers of America at the time of this study defines this organization as:

The national organization of farm boys studying vocational agriculture at public schools. Membership is voluntary but most such students participate. The program is designed to develop leadership, character, thrift, scholarship, cooperation, citizenship, and patriotism. Members learn how to take part in meetings, conduct them according to parliamentary procedure, and assume civic responsibility.<sup>1</sup>

Part-Time Instructor of Vocational Agriculture: For the purpose of this report this terminology referred to vocational agriculture instructors who taught one or more non-vocational agriculture courses or responsible for some study hall duties, or who were not employed as instructors of vocational agriculture during the summer months.

Prevocational Program: The Prevocational Program was the agriculture program of those students who would be vocational agriculture students the following year.

Prospective High School Students: The Prospective High School Students were those who would be in vocational agriculture the following year.

Summer Program: The Summer Program was the on the job activities of the vocational agriculture instructor during the summer months. It was an important phase of a program in agricultural education,

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<sup>1</sup>Wineinger, op. cit., p. 10.



especially vocational education in agriculture. It offered many opportunities for an instructor to do an effective job of supervision and teaching on the farm or job.<sup>1</sup>

**Supervisory Visits:** Supervisory visits were individual instruction situations provided by the vocational agriculture instructor for students while they were on the job or farm. This situation provided the instructor an opportunity to develop face-to-face relationships with parents or employees, permitted the instructor to learn first hand a boy's status in his family group or employment group, allows an instructor to check on the effectiveness of his teaching, and helped the instructor become acquainted with the agricultural or guidance problems of his pupils that should be studied in the classroom.<sup>2</sup>

**Vocational Agriculture:** Vocational Agriculture "provides systematic instruction in agriculture of less than college grade in the public schools for those persons fourteen years of age or over who have entered upon or who are preparing to enter upon the work of the farm or the farm home.<sup>3</sup> At the time of this study vocational education in agriculture also provided training, "for occupations other than farming which required knowledges and skills in agriculture."<sup>4</sup>

**Vocational Education:** In discussing the meaning of vocational education

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<sup>1</sup>Phipps, op. cit., p. 74.

<sup>2</sup>Phipps, op. cit., p. 274.

<sup>3</sup>Phipps, op. cit., p. 5.

<sup>4</sup>Ibid.

Prosser and Allen stated that "vocational education becomes that part of the experiences of an individual whereby he learns successfully to carry on any gainful occupation."<sup>1</sup>

Limitations of the study. The findings of this study were limited to the 61 questionnaires returned of the 88 questionnaires mailed, which gave a 70 percent return. This constituted one-half of the vocational agriculture teachers in Kansas. Ten of the 61 returned questionnaires were incomplete and not usable. It was hoped by the investigator that the respondents and the investigator interpreted the questionnaire as intended.

The number of days that were inserted into the questionnaire by the teachers were the days which they considered should be devoted to that particular activity, not the number of days actually used.

The amount of time spent on the various activities may vary a few hours as the respondents were asked to round off their activity time to the nearest one-half day. There may have been a variance in the interpretation as to length of day between the teachers. Some teachers may have considered a working day 8 hours long, while others may have considered the working day as 10 hours. For this report a working day was considered as 8 hours.

There was a difference in the amount of time spent on the various activities because the teachers were not all on the same contractual basis as to the amount of time the teacher worked during the summer. The teachers also had varying amounts of vacation time, which

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<sup>1</sup>Wineinger, op. cit., p. 12.

would allow some more time than others.

Procedures. In preparing this report the following steps were taken:

1. Consultation was held with the Agriculture Education Teacher Training Staff at Kansas State University to determine the areas of vocational agriculture that need study and research.
2. Selected literature was reviewed in the files of summer programs in vocational agriculture. Most of the literature reviewed was found in the Kansas State University Library, the KSU Agriculture Education Office, and from the investigators own files.
3. Guidance and direction were secured from Dr. James Albracht, College of Education, Kansas State University, concerning procedures for a well organized report, construction of the questionnaires, and effective methods of interpretation.
4. The questionnaires were mailed to the 88 randomly selected vocational agriculture teachers in Kansas. Follow-up cards were mailed to those teachers who had not returned the completed questionnaire at the end of two weeks.
5. As the questionnaires were returned, they were grouped according to the number of years the teacher had taught. The responses were then tabulated under each activity of the summer program whose major headings were (a) professional improvement, (b) records and reports, (c) planning for the school year, (d) supervised agricultural experience, (e) school and community activity, (f) Future Farmers of America, (g) special summer activities, (h) public relations,

(i) vacation, and (j) summer school.

The number of working days for each of the three groups was determined, as well as the grand total days. Also, the average number of days and the percent of time was determined for each activity in each of the three months.

6. With periodic consultation with Dr. James Albracht, the results were interpreted and the findings written up.

## CHAPTER II

### REVIEW OF SELECTED LITERATURE

Books, periodicals, publications of the state and federal governments, and unpublished materials, which were available in the Kansas State University library and from the Kansas State University agricultural education staff, were surveyed for articles which related to summer programs of vocational agriculture instructors.

It was the purpose of the investigator through the review of literature to bring together the results of selected existing research, to show how the results were related, and therefore provide some type of organization of existing knowledge in the area of summer programs in vocational agriculture.

The investigator's objective was to provide a framework which showed that there was a need for making a guideline in determining the number of days that were needed to carry out the activities in the vocational agriculture summer program in Kansas. This framework served to justify the meaningfulness of this problem and showed how it helped to supplement others in enlarging the knowledge in this area. It was the purpose of the investigator that this type of review of literature would also suggest additional research problems.

For clarity, the review was divided into two sections. They were (1) the amount of time vocational agriculture instructors use during the summer, and (2) the amount of time vocational agriculture instructors should use during the summer on selected activities.

The Amount of Time Vocational Agriculture Instructors Use During the Summer. The summer programs of vocational agriculture instructors varies greatly. Some instructors have a month or more vacation during the summer, while others have only 2 weeks.

In a study conducted on Michigan vocational agriculture instructors, Haslick and Langdon<sup>1</sup> found that the instructors spent on the average of forty-three hours per week on the job during the summer, with over eight hours per day, and at least a half day on occasional Saturdays and Sundays. This study also found that most vocational agriculture instructors were on the job all summer, except for a two week vacation.

Guiler's<sup>2</sup> study of 320 Ohio vocational agriculture instructors found that the instructors reported an average of 66.5 work days (on a basis of 10 hours per day) for the summer months.

Essman's<sup>3</sup> study found that on the average, the Nebraska vocational agriculture instructors averaged five and one-half days per week on the job during the summer months. The time spent on the job was an average of forty-three hours per week, with a range of thirty to sixty hours per week. Table II<sup>4</sup> shows how these instructors utilized their time during the summer months.

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<sup>1</sup>Wineinger, op. cit., p. 20.

<sup>2</sup>Guiler, op. cit., p. 1.

<sup>3</sup>Rolland Essman, "How About Your Summer Program." The Agricultural Education Magazine, 30:268 & 270, June, 1958.

<sup>4</sup>Ibid.

TABLE II  
USE OF INSTRUCTORS TIME IN SELECTED SUMMER ACTIVITIES

Activity*	Time Spent
Annual Conference	1 week
State FFA Convention or Camp	1 week
Summer School to Meet Certification Requirements	2 or 3 weeks
Local, County and State Fairs	1 or 2 weeks
Summer Vacation	2 weeks
Field Days, Tours, Judging Contests, County or District Meetings and Other Activities	varied considerably

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\*Not included are on-farm instruction, planning for next year, maintaining facilities, and performing public relations activities.

Hill's<sup>1</sup> study reported that the Nebraska vocational agriculture instructor's time was used in accomplishing the activities listed in Table III. This study indicated that the instructor's spent the major portion of their summer months (22.5 days) on self improvement. The supervised farm experience program was second with 16.75 days. Hill further stated that the vocational agriculture instructor should not take all the blame for his inefficient use of time because teacher trainers and supervisors encourage some activities which decreased the amount of time the instructor had for on-farm instruction.

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<sup>1</sup>Charles W. Hill, "Plan or Drift." The Agricultural Education Magazine, 31:243 and 250, May, 1959.

TABLE III  
TIME SPENT IN SUMMER PROGRAMS IN VOCATIONAL  
AGRICULTURE IN NEBRASKA

Activity	Days Spent
Self-Improvement	22.50
Supervised Farm Experience Program	16.75
The Teaching Program	9.50
Community Work	6.75
Shop Facilities	6.17
Classroom Facilities	5.50
Future Farmers of America	5.00
New Students	3.50
Young Farmer Group	3.25
Public Relations	3.00
Adult Farmer Group	2.83
Records and Reports	2.50
Community Service	.75

Haslick and Langdon<sup>1</sup> found that the Michigan teachers' summer was made up of wide variety of activities. These involved both instructional work (57 per cent of the time) and non-instructional work (43 per cent of the time). The instructional work included such

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<sup>1</sup>Clifford G. Haslick and Charles L. Langdon, "Summer Activities of Vocational Agricultural Programs in Michigan, 1959." (Memo publications of non-thesis study, Michigan Department of Education, Lansing, Michigan, 1960), p. 21.



activities as instruction to day students, adults and young farmers, and FFA instruction. The non-instructional work included field days, demonstration plots, office work, summer school, and shop preparation.

Haslick and Langdon also found that the Michigan instructors agreed on the most important activity in which they were involved, that of providing on-farm instruction. The instructors made estimates at the beginning of the study as to the amount of time which should be devoted to on-farm instruction. The estimate was that 43 per cent of the time should be spent on this activity. Only 28 per cent of the time was actually spent for on-farm instruction. The author stressed that it is important for vocational agriculture instructors to evaluate their program.

In a study of Ohio beginning vocational agriculture instructors, Guiler<sup>1</sup> was surprised to find that a group of 35 beginning teachers devoting 34 percent of July and August to the responsibility of on-farm instructional visits. Table IV illustrates how these 35 beginning teachers in Ohio utilized their first summer program time.

In an earlier study, Guiler<sup>2</sup> found that the Ohio vocational agriculture instructors spent nearly one-half of their total summer time on in-service education, FFA activities, and vacation. In Table V, it is interesting to compare the instructors time in per cent or total time by areas of activities to the per cent of school employers appraising their instructors' use of time as "below average."

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<sup>1</sup>Gilbert S. Guiler, "Planning For That First Summer." The Agricultural Education Magazine, 37:312-313, June, 1965.

<sup>2</sup>Guiler, op. cit., pp. 3-4.

TABLE IV  
OHIO BEGINNING INSTRUCTOR'S USE OF SUMMER PROGRAM TIME

Activity	Work Days	Per cent of Time
On-Farm Instruction		
High School Students	12	
Young Farmers	2	
Adult Farmers	1	
Total	<u>15</u>	34%
Youth Organizations		
County and State Fairs	5	
FFA Activities	4	
Total	<u>9</u>	20%
Departmental Activities		
Physical Facilities	5	
Program Planning	2	
Office Routine	1	
Total	<u>8</u>	
In-Service Education		
Workshop-Seminars-District Meetings	4	
Professional Preparation	3	
Total	<u>7</u>	16%
Communications		
Communication and Public Relations	2	
Communication and Misc. Activities	2	
Conference Off-Farm	1	
Total	<u>5</u>	11%
Vacation	0	0%
Total Work Days	44	

TABLE V  
COMPARISON OF OHIO INSTRUCTORS USE OF TIME AND  
THE EMPLOYERS RATING OF THIS TIME

Activity	Per cent of total time instructor used in activity	Per cent of employers rating instructors' use of time "below average"
In-Service Education	18.0	0 %
FFA Activities	17.0	10.0%
Vacation	15.6	0 %
High School On-Farm Instruction	11.7	8.0%
County and State Fairs	8.8	0 %
Physical Facilities	7.7	16.0%
Teaching Preparation	4.8	13.0%
Office Routine	4.2	17.0%
Adult Farmer Program	2.9	(Activities) 39.0% (On-Farm Ins) 20.0%
Community Activities and Public Relations	2.8	(Com Act) 17.0% (Pub Rel) 24.0%
Conferences (off-farm)	2.1	13.0%
Young Farmer Program	1.5	(Activities) 29.0% (On-Farm Inc) 20.0%
Departmental Program Planning	1.3	10.0%
Miscellaneous	1.6	0 %
Informing School Administration	0	20.0%

The comparison in Table V showed the employers were the most dissatisfied with the vocational agriculture instructors responsibility concerning the young farmer and adult farmer programs. The instructors were devoting 4.4 per cent of their time to these two activities. It is also important to observe that 24 per cent were dissatisfied about public relations and 17 per cent were dissatisfied about community activities. Note also the 30 per cent that were dissatisfied with informing school administration.

According to the information that has been given on what vocational agriculture instructors do during the summer, it is important to study and allocate the summer days so that each will be used to full advantage in making the vocational agriculture program a success.

Hopkins states,<sup>1</sup> "Summer work is the very heart of the vocational agriculture program. During the summer is the most important farming season, as the boys and the farmers are farming all day long."

Amount of Time Vocational Agriculture Instructors Should Use During the Summer. Studies by Bradley, Essman, and Guiler were reviewed in order to determine the amount of time vocational agriculture instructors should use during the summer and how much time should be devoted to each activity. A comparison of the three studies is found in Table VI.<sup>2</sup>

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<sup>1</sup>H. Palmer Hopkins, "Inform People About Your Summer Program." The Agricultural Education Magazine, 30:45, August, 1957.

<sup>2</sup>Earl Wineinger, op. cit., p. 29.

TABLE VI  
OHIO, NEBRASKA, AND KANSAS INSTRUCTORS RESPONSE  
TO TIME DEVOTED TO EACH SUMMER ACTIVITY

Area of teacher responsibilities	Ohio % of total 297 teachers	Nebraska % of total 89 teachers	Kansas % of total 100 teachers	Ave. % of three studies	No. of days for each activity
In-Service Education	17.7	26.4	13.0	20.7	11.4
FFA Activities	15.3	4.3	10.3	10.0	5.5
Supervised Farm Experience Program	19.3 <sup>a</sup>	22.0	17.4	19.6	10.8
Physical Facilities	7.3	10.5 )	30.3	25.2	13.9
Program Planning	11.3 <sup>b</sup>	16.1 <sup>c</sup> )			
Records and Reports	4.8 <sup>e</sup>	1.0	2.6	2.8	1.5
Adult Farmer Prog.	5.6	3.8 )	7.8	9.0	5.0
Young Farmer Prog.	4.8	5.0 )			
Community Service )	13.7 <sup>f</sup>	8.2	3.5	12.5	6.9
Public Relations )		2.0	5.0		
	100%	100%	100%	100%	55 days

<sup>a</sup>Includes both high school on farm instruction (16.1%) and conferences off farm (3.2%).

<sup>b</sup>Includes both teaching preparation 8.1% and dept. program planning (3.2%).

<sup>c</sup>Includes the teaching program (10.8%) new students (4.3%) and community survey (1%).

<sup>d</sup>Listed as planning for school year.

<sup>e</sup>Listed as office routine.

<sup>f</sup>Includes fairs, county and state (3.9%), community activities and public relations (3.2%) and misc. activities (1.6%).

Bradley<sup>1</sup> found that Kansas instructors indicated that they believed nearly one-third of their summer program time should be spent in planning for the coming school year. Supervision of farm experience programs and professional improvement tied for second place. FFA activities ranked third, followed closely by community service and out-of-school programs.

In this study, Bradley's suggested summer time program would be as follows: Supervised farm experience programs 14 per cent of the time, planning for the school year 20 per cent, out-of-school programs 16 per cent, professional improvement 14 per cent, community service 10 per cent, Future Farmers of America activities 8 per cent, publicity 6 per cent, records and reports 2 per cent. Under this plan, Bradley emphasized that 40 per cent of the teachers' time would be used for supervising farm experience programs and out-of-school programs. He concluded that more time devoted to these two vital areas would strengthen the effort to accomplish the original objectives of vocational agriculture.

In another study, Bradley<sup>2</sup> found that Kansas teachers of vocational agriculture thought that 15.3 days should be spent planning for the school year, 8.99 days for professional improvement, 8.7 days for supervision of the student's farming programs, 5.15 days for Future

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<sup>1</sup>Howard R. Bradley, "What Teachers of Vocational Agriculture Think They Should Do During Their Summer Employment." The Agricultural Education Magazine, 32:277-279, June, 1960.

<sup>2</sup>Howard R. Bradley, The Developing of a Suggested Program of Activities for Kansas Vocational Agriculture Teachers, (Non-thesis study, Kansas State University, Manhattan, Kansas, 1959-60), pp. 16-17.

Farmers of America, 4.25 days for school and community service, 2.92 days for out-of-school programs, 2.56 days for publicity and 1.3 days for records and reports.

Bradley<sup>1</sup> questioned the Kansas vocational agriculture instructor's opinions of the recommended amount of days for supervision of farm experience programs by stating:

It was interesting to observe that Kansas teachers thought that only 8.7 of the 50 allotted days be allowed for the supervised farming programs. In view of the fact that the original Smith-Hughes Act passed by Congress in 1917, required that each boy enrolled in vocational agriculture should carry at least one productive project for a period of not less than six months and that this requirement was soon recognized as constituting a minimum. The project gradually developed into a supervised farming program with year-round activity. The supervision of a vocational agriculture student's farming program has been to date one of the major reasons for vocational agriculture teachers being on the job for eleven months of the school year.

Bradley further stated that, "Using a total of 12.62 days for the supervision of in-and-out-of-school farming programs (8.7 for in-school and 3.92 for out-of-school), the writer asked the question, Is this enough time to develop even a minimum of farming proficiency?"

Holman<sup>2</sup> presented a proposed summer plan of work for Wisconsin vocational agriculture instructors. Under this plan, 41 days were allotted to the supervision of farming programs, 17 days for departmental work, and 16½ days for FFA activities. This plan was allocated in the 75 working days during the summer.

In comparing Bradley's suggested program and that recommended by the three studies in Ohio, Nebraska, and Kansas, Table VII was devised.

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<sup>1</sup>Ibid.

<sup>2</sup>Holman, op. cit., p. 303.

TABLE VII  
COMPARISON BETWEEN BRADLEY'S AND INSTRUCTORS  
RECOMMENDATIONS AS TO TIME SPENT ON SUMMER  
PROGRAM ACTIVITIES

Activity	Bradley's recommend- ations in % of total time	Vo-Ag teachers recommenda- tions in % of total time
In-Service Education	14.0	20.7
FFA Activities	8.0	10.0
Supervised Farm Experience Programs	24.0	19.6
Physical Facilities & Program Planning	20.0	25.2
Out-of-School Program	16.0	9.0
Community Service & Public Relations	8.0	12.5
Other Activities	10.0	3.0

Numerous books, periodicals, and memo reproductions from the State Board for Vocational Education offices listed suggested activities for a vocational agriculture instructors' summer program.

The following list was a list of suggestions composed by the vocational agriculture offices of the State Board for Vocational Education:<sup>1</sup>

- (1) Follow up with individual visits on boy's home farm to see if the boy is carrying out plans that were taught during the winter; also to see what needs and

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<sup>1</sup>Ibid.



changes have developed in the boy's farm experience program.

- (2) Hold FFA chapter meetings.
- (3) Visit prospective students.
- (4) Organize and supervise pre-vocational programs of prospective high school pupils.
- (5) Attend the annual state conference of teachers of vocational agriculture.
- (6) Follow-up former students.
- (7) Arrange for exhibits of supervised farming products at local fairs.
- (8) Plan a picnic or trip for all present and prospective students of vocational agriculture.
- (9) Become acquainted with farmers and strengthen public relations.
- (10) Cooperate with local organizations and agencies.
- (11) Make monthly reports to superintendent and school board showing accomplishments.
- (12) Make community surveys.
- (13) Develop or revise course of study outlines for the following year.
- (14) Plan definite field trips and laboratory activities for the coming school year.
- (15) Develop plans for the instruction in farm mechanics.
- (16) Take pictures of supervised farming and FFA activities.
- (17) Collect visual aids for instructional purposes.
- (18) Make out requests for equipment, books, bulletins, and other necessary supplies not already ordered.
- (19) Bind and file new bulletins.
- (20) Write articles for the local and state papers.
- (21) Prepare annual report for the school administration containing a summary of activities and accomplishments.
- (22) Give the local papers a summary of the accomplishments of the department for the year.
- (23) Develop professionally through home reading, summer school, and conferences for teachers.
- (24) Arrange classroom and shop equipment before school opens.
- (25) If the instructor is leaving the department, records and inventories should be completed before he leaves.
- (26) Lay plans for personal summer vacation.
- (27) Try to visit as many other vocational agriculture departments as possible.

Phipps<sup>1</sup> suggested the following list for a vocational agriculture instructor to include on his calendar for summer program activities:

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<sup>1</sup>Phipps, op. cit., p. 33.

- (1) Conduct class meetings for young out-of-school adults.
- (2) Conduct class meetings for adult farmers and other adults.
- (3) Conduct follow-up class meetings, tours, field trips, and demonstrations for high school boys, young farmers, adult farmers, and other adults.
- (4) Attend your farmer association meetings.
- (5) Hold FFA chapter meetings.
- (6) Provide individual instruction regarding supervised agriculture experience programs of high school boys, young farmers, adult farmers, and other adults.
- (7) Visit prospective students.
- (8) Organize and supervise pre-vocational programs for prospective high school pupils.
- (9) Attend the annual state conference of teachers of agriculture.
- (10) Follow-up former students.
- (11) Arrange for exhibits of supervised farming products at local fairs.
- (12) Plan a picnic for all present and prospective students of agriculture.
- (13) Become acquainted with farmers and other interested in agricultural education.
- (14) Attend FFA leadership meetings.
- (15) Cooperate with local organizations.
- (16) Make monthly reports to the superintendent and the school board showing accomplishments.
- (17) Send reports to the state board for vocational education.
- (18) Make community surveys.
- (19) Prepare a spot map indicating location of high school, young farmer, adult farmer, and other prospective students.
- (20) Develop or revise course of study outlines for the following year.
- (21) Plan definite field trips and laboratory activities for the school year.
- (22) Develop plans for the instruction in agriculture mechanics.
- (23) Take pictures of supervised agriculture experience and FFA activities.
- (24) Collect visual aids for instructional purposes.
- (25) Prepare requests for equipment, book, bulletins, and other necessary supplies not already ordered.
- (26) File new bulletins.
- (27) Write articles for the local and state papers.
- (28) Prepare for the school administration and annual report containing a summary of activities and accomplishments.
- (29) Give the local papers a summary of the accomplishments

- of the department for the year.
- (30) Develop professionally through home reading, summer school, and conferences for teachers.
  - (31) Arrange classroom and shop equipment before school opens.
  - (32) If the instructor is leaving the department, records and inventories should be completed before he leaves.

Hamilton<sup>1</sup> listed five other activities for the vocational agriculture instructor to do during the summer. These were:

- (1) Attend the District FFA leadership Training Camp.
- (2) Attend the Annual Conference for vocational agriculture teachers.
- (3) Meet with the Agricultural and 4-H Extension Agent to obtain the schedule of local field days and tours for the summer, and plan to attend.
- (4) Reserve dates for films and filmstrips.
- (5) Compile a list of local resource personnel for use in instructional activities next school year, and contact them.

To provide the vocational agriculture instructor with an evaluation instrument, Eggenberger<sup>2</sup> felt the instructor should be able to answer the following questions positively if he had had a successful summer program:

- (1) Did I complete my scheduled summer activities?
- (2) Was my summer program well received by my administrators, farmers and other individuals in the community?
- (3) Were more approved practices adopted by the all-day, young farmers, and adult farmers?
- (4) Has my teaching been more effective during the school year than in past years because I had prepared during the summer?
- (5) Has my farm mechanics program improved because the students and I had made plans for their farm mechanics program during the summer months?

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<sup>1</sup>Gerald Hamilton, "Three Big Questions for the Summer." The Agricultural Education Magazine, June, 1965, p. 14.

<sup>2</sup>V. Lewis Eggenberger, "Summer Programs for Vocational Agriculture." (Duplicated publication taken from term report, Iowa State University, Ames, Iowa, 1961), p. 13.

- (6) Has my all day, young farmer and adult farmer enrollment increased?
- (7) Can I start the school year with a clear conscience knowing that I have done my best in continuing the program of vocational agriculture in my community?

The studies cited in this chapter emphasized the importance of the summer program in vocational agriculture. However, none of the studies indicated what activities made up each area of the summer program, nor when the activity was performed. Therefore, it was the author's belief that a more detailed investigation was needed into the activities of the summer vocational agriculture program.

## CHAPTER III

### FINDINGS OF THE STUDY

The results of this study were listed in tabular form according to the main headings in the questionnaire, which were (1) professional improvement, (2) records and reports, (3) planning for the school year, (4) supervised agricultural experience, (5) school and community activity, (6) Future Farmers of America, (7) special summer activities, (8) public relations, (9) vacation, and (10) summer school.

The responses of the vocational agriculture teachers were divided into 3 groups; (1) those with 1 to 6 years of teaching experience, (2) those with 7-12 years of experience, and (3) those with 13 and more years of teaching experience. The 3 groups had 26, 12, and 13 usable returned questionnaires, respectively.

Professional improvement. The responses of the vocational agriculture teachers to the 5 areas concerned with the professional improvement activities were recorded in Table VIII. The responses indicated that the 7-12 year group devoted 1-5 to 2-5 days less time to professional improvement than the teachers in the other 2 groups. The 13 year and over group allocated 12 days to professional improvement, the 1-6 year group allocated 11.0 days, and the 7-12 year group allocated 9.5 days to this activity. The main difference in the amount of time devoted to professional improvement was in keeping abreast of current developments. During June, the 7-12 year group allocated 0.5 days, the 1-6 year group 1 day, and the 13 year and over group

TABLE VIII  
RESPONSES OF FIFTY-ONE KANSAS VOCATIONAL AGRICULTURE TEACHERS  
AS TO THE AMOUNT OF TIME SPENT ON PROFESSIONAL IMPROVEMENT

Activity	Years of Teaching			
	1-6 (days)	7-12 (days)	13+ (days)	Average (days)
<b>June</b>				
Attend Annual Voc. Agr. Conference	5	5	5	5
Attend Inservice Training	1	0.5	0.5	0.5
Visit Other Voc. Agr. Departments	0.5	0.5	0.5	0.5
Keeping Abreast of Current Develop.	1	0.5	1.5	1
Attend Crop or Livestock School	0	0	0	0
Sub-total (days)	7.5	6.5	7.5	7
<b>July</b>				
Attend Annual Voc. Agr. Conference	0	0	0	0
Attend Inservice Training	0	0	0	0
Visit Other Voc. Agr. Departments	0	0	0	0
Keeping Abreast of Current Develop.	1	1	1	1
Attend Crop or Livestock School	0	0	0	0
Sub-total (days)	1	1	1	1
<b>August</b>				
Attend Annual Voc. Agr. Conference	0.5	0.5	0.5	0.5
Attend Inservice Training	0	0	0	0
Visit Other Voc. Agr. Departments	0.5	0.5	0.5	0.5
Keeping Abreast of Current Develop.	1	0.5	1.5	1
Attend Crop or Livestock School	1	0.5	1	1
Sub-total (days)	3	2	3.5	3
Grand Total (days)	11.5	9.5	12.0	11.0

devoted 1.5 days.

The average total amount of time devoted to professional improvement was 3.5 more days than was spent by the Ohio Vocational Agriculture Teachers (see page 16). However, a study in Nebraska showed that in 1958, the Nebraska Vocational Agriculture Teachers devoted 12 more days to professional improvement than did the Kansas

Vocational Agriculture Teachers surveyed in this study (see page 14).

In July, an average of 23 days was considered to be vacation time by the 3 groups of teachers in this study. However, data in Table XVII also indicated July was the month that 22 of the 31 teachers were in summer school. Summer school was kept separate because it was the intentions of the investigator to determine which month was most commonly used for attending summer school.

Records and reports. According to the information presented in Table IV, the responses of the vocational agriculture teachers indicated 4.5 days were devoted to making records and filling out reports. Each of the three groups indicated 2 days were used for this purpose, and none for July. In August, 2.5 days were used by the 1-6 year group, 2 days for the 7-12 year group, and 2.5 days for the 13 year and over group.

It was the opinion of the investigator that June was not used to fill out reports for the state department. Reports for the previous school year and for the summer are filled out during May. Completion of the summer reports was done in August.

At the time of the report, the state department required follow-up reports of former students. The experience of the investigator had shown that this activity was done while performing other reporting activities therefore, time had been indicated for this activity in this study.

Planning for the school year. Planning for the school year as indicated in Table X, appeared to take less time for the 7-12 year group

TABLE IX

RESPONSES OF FIFTY-ONE KANSAS VOCATIONAL AGRICULTURE TEACHERS  
AS TO THE AMOUNT OF TIME DEVOTED TO RECORDS AND REPORTS

Activity	Years of Teaching			
	1-6 (days)	7-12 (days)	13+ (days)	Average (days)
June				
Reports to State Dept. of Voc. Ed.	0	0	0	0
Inventory of Equipment and Supplies	1	1	1	1
Office Routine	1	1	1	1
Follow-Up Former Students	0	0	0	0
Sub-total (days)	2	2	2	2
July				
Reports to State Dept. of Voc. Ed.	0	0	0	0
Inventory of Equipment and Supplies	0	0	0	0
Office Routine	0	0	0	0
Follow-Up Former Students	0	0	0	0
Sub-total (days)	0	0	0	0
August				
Reports to State Dept. of Voc. Ed.	0.5	0.5	0.5	0.5
Inventory of Equipment and Supplies	0	0	0	0
Office Routine	2	1.5	2	2
Follow-Up Former Students	0	0	0	0
Sub-total (days)	2.5	2	2.5	2.5
Grand Total (days)	4.5	4	4.5	4.5

than for the other two groups. Two areas were largely responsible for this. Repairing shop equipment in June, and duplicating educational aids in August required 0.5 days less time for the 7-12 year group. The major portion of planning was consumed by collecting samples, repairing shop equipment, reorganizing files, and making new and reorganizing old lesson plans.

The responses of the Kansas Vocational Agriculture Teachers



TABLE X

RESPONSES OF FIFTY-ONE KANSAS VOCATIONAL AGRICULTURE TEACHERS  
AS TO THE AMOUNT OF TIME DEVOTED TO PLANNING FOR THE SCHOOL YEAR

Activity	Years of Teaching			
	1-6 (days)	7-12 (days)	13+ (days)	Average (days)
June				
Collecting Samples	1	1	2	1.5
Repair Shop Equipment	2	0.5	1	1.5
Reorganize Files	1	1	1	1
New and Reorganize Lesson Plans	1.5	1	1	1
Secure Needed Equipment and Supplies	1	1	1.5	1
Duplicate Educational Aids	0	0	0	0
Plan Field Trips	0	0	0	0
Visit Prospective Students	0	0	0	0
Sub-total (days)	6.5	4.5	6.5	6
July				
Collecting Samples	0	0	0	0
Repair Shop Equipment	0	0	0	0
Reorganize Files	0	0	0	0
New and Reorganize Lesson Plans	0	0	0	0
Secure Needed Equipment and Supplies	0	0	0	0
Duplicate Educational Aids	0	0	0	0
Plan Field Trips	0	0	0	0
Visit Prospective Students	0	0	0	0
Sub-total (days)	0	0	0	0
August				
Collecting Samples	1.5	1	1.5	1.5
Repair Shop Equipment	1.5	2	2	2
Reorganize Files	1.5	1.5	2	1.5
New and Reorganize Lesson Plans	1.5	1.5	2	1.5
Secure Needed Equipment and Supplies	1	1	1	1
Duplicate Educational Aids	1.5	0.5	1	1
Plan Field Trips	0.5	0.5	0.5	0.5
Visit Prospective Students	2	2	1.5	2
Sub-total (days)	11	10	11.5	11
Grand Total (days)	17.5	14.5	18	17

reported 2.5 days for reorganizing files and 2.5 days for developing new and reorganizing lesson plans, for a total of 5 days for the teaching

phase of the program. Other activities in less amounts accounted for 12 days in planning for the school year. The grand total in Table X indicated an average total of 17 days was spent by the three groups in planning for the school year.

Supervised agricultural experiences. The replies in Table XI indicated that June and August were the only months that vocational agriculture teachers in Kansas used for supervising the agricultural experience programs of their students. In this study the recording of days of agricultural experience was not listed separately for being high school students, young farmers, and adult farmers. The Kansas teachers used an average of 12.5 days for supervising agriculture experience programs for the three groups of class enrollees. In a previous study by Bradley, it was found that 12.52 days were used by the Kansas teachers for supervising agricultural experience programs.

County fairs are held in August, therefore it was the opinion of the investigator that was the reason August was the only month where time was used for arranging county fair exhibits.

School and community activity. According to the responses of the teachers, no time was devoted to school and community activities during the months of June and July. However, it was found that the teachers included in this study were on vacation during the month of July. The Kansas Vocational Agriculture Teachers did indicate that 3 days were devoted to school and community activity during August.

Future Farmers of America. The vocational agriculture teachers

TABLE XI

RESPONSES OF FIFTY-ONE KANSAS VOCATIONAL AGRICULTURE TEACHERS  
AS TO THE AMOUNT OF TIME DEVOTED TO SUPERVISED AGRICULTURAL EXPERIENCES

Activity	Years of Teaching			
	1-6 (days)	7-12 (days)	13+ (days)	Average (days)
June				
Visit Students Agricultural Program	5	6	5	5
Organize and Supervise Prevocational Programs of Prospective Students	0	0	0	0
Arrange for Fair Exhibits	0	0	0	0
Summer Agriculture Experience Tour	0	0	0	0
Work on School Farm	0	0	0	0
Sub-total (days)	5	6	5	5
July				
Visit Students Agricultural Program	0	0	0	0
Organize and Supervise Prevocational Programs of Prospective Students	0	0	0	0
Arrange for Fair Exhibits	0	0	0	0
Summer Agriculture Experience Tour	0	0	0	0
Work on School Farm	0	0	0	0
Sub-total (days)	0	0	0	0
August				
Visit Students Agricultural Program	6	7	5	6
Organize and Supervise Prevocational Programs of Prospective Students	0.5	1	0.5	0.5
Arrange for Fair Exhibits	1	0.5	1	1
Summer Agriculture Experience Tour	0	0	0	0
Work on School Farm	0	0	0	0
Sub-total (days)	7.5	8.5	6.5	7.5
Grand Total (days)	12.5	14.5	11.5	12.5

in Kansas devoted a similar amount of time that was devoted to the Future Farmers of America Organization and its activities. Information in Table XIII indicated the Kansas Teachers used an average 6.5 days on FFA activities during the summer. In June, only the 7-12 year group

TABLE XII

RESPONSES OF FIFTY-ONE KANSAS VOCATIONAL AGRICULTURE TEACHERS  
AS TO THE AMOUNT OF TIME DEVOTED TO SCHOOL AND COMMUNITY ACTIVITY

Activity	Years of Teaching			
	1-6 (days)	7-12 (days)	13+ (days)	Average (days)
June				
Repair Equipment of Other School Depts.	0	0	0	0
Assist in County Fair	0	0	0	0
Sub-total (days)	0	0	0	0
July				
Repair Equipment of Other School Depts.	0	0	0	0
Assist in County Fair	0	0	0	0
Sub-total (days)	0	0	0	0
August				
Repair Equipment of Other School Depts.	0	0.5	0	0
Assist in County Fair	3	3	3	3
Sub-total (days)	3	3.5	3	3
Grand Total (days)	3	3.5	3	3

devoted time to the FFA, which was 0.5 days for officers meetings.

Apparently the teachers in the other two groups did not devote any time to FFA activities during June. All three groups spent the same amount of time, 4 days, in FFA activities during the month of July. July activities included leadership camp and officers meetings.

Similar amounts of time were spent of FFA activities in the 3 groups during August. Activities in August which received the same amount of time were summer meetings, officers meetings, and prepare and enter FFA fair projects.

TABLE XIII

RESPONSES OF FIFTY-ONE KANSAS VOCATIONAL AGRICULTURE TEACHERS  
AS TO THE AMOUNT OF TIME DEVOTED TO THE FUTURE FARMERS OF AMERICA

Activity	Years of Teaching			
	1-6 (days)	7-12 (days)	13+ (days)	Average (days)
June				
Summer Meetings	0	0	0	0
Leadership Camp	0	0	0	0
Officers Meetings	0	0.5	0	0
Conduct Judging Schools	0	0	0	0
Prepare and Enter FFA Fair Projects	0	0	0	0
Sub-total (days)	0	0.5	0	0
July				
Summer Meetings	0.5	0.5	0.5	0.5
Leadership Camp	3	3	3	3
Officers Meetings	0.5	0.5	0.5	0.5
Conduct Judging Schools	0	0	0	0
Prepare & Enter FFA Fair Projects	0	0	0	0
Sub-total (days)	4	4	4	4
August				
Summer Meetings	0.5	0.5	0.5	0.5
Leadership Camp	1	1	1	1
Officers Meetings	0.5	0.5	0.5	0.5
Conduct Judging Schools	0	0	0	0
Prepare & Enter FFA Fair Projects	0.5	0.5	1	0.5
Sub-total (days)	2.5	2.5	3	2.5
Grand Total (days)	6.5	7	7	6.5

Special summer activities. Two questions were asked under special summer activities. They were (1) organize and meet with advisory council and (2) reorganize the department policy with advisory council and school superintendent. The information in Table XIV indicated that 0.5 days were used by the Kansas Vocational Agriculture Teachers for organizing the department policy with the advisory council

and superintendent. No responses were given on reorganizing and meeting with advisory council and school superintendent during June and July.

TABLE XIV

RESPONSES OF FIFTY-ONE KANSAS VOCATIONAL AGRICULTURE TEACHERS  
AS TO THE AMOUNT OF TIME DEVOTED TO SPECIAL SUMMER ACTIVITIES

Activity	Years of Teaching			
	1-6 (days)	7-12 (days)	13+ (days)	Average (days)
June				
Organize & Meet with Advisory Council	0	0	0	0
July				
Organize & Meet with Advisory Council	0	0	0	0
August				
Organize & Meet with Advisory Council	0.5	0.5	0.5	0.5
Grand Total (days)	0.5	0.5	0.5	0.5

Public relations. Public relations appeared to require more time for the 1-6 year group than the other two groups as indicated by Table XV. All vocational agriculture teachers in Kansas agreed on the time devoted to the public relations activities except for news articles. In June, the 1-6 year group devoted 0.5 days to news articles, while in August, both the 1-6 year group and the 7-12 year group devoted 0.5 days. The 13 year and over group spent the least amount of time on public relations with 0.5 days, while the 1-6 year group spent 1.5 days. An average of 0.5 days was spent on public relations during June and August for the three groups, with no time spent during July.

TABLE XV

RESPONSES OF FIFTY-ONE KANSAS VOCATIONAL AGRICULTURE TEACHERS  
AS TO THE AMOUNT OF TIME DEVOTED TO PUBLIC RELATIONS

Activity	Years of Teaching			
	1-6 (days)	7-12 (days)	13+ (days)	Average (days)
June				
Informing School Administration	0.5	0.5	0.5	0.5
Becoming Acquainted with Farmers & Agri-Businessmen	0	0	0	0
News Articles	0.5	0	0	0
Radio Programs	0	0	0	0
Sub-total (days)	1	0.5	0.5	0.5
July				
Informing School Administration	0	0	0	0
Becoming Acquainted with Farmers & Agri-Businessmen	0	0	0	0
News Articles	0	0	0	0
Radio Programs	0	0	0	0
Sub-total (days)	0	0	0	0
August				
Informing School Administration	0	0	0	0
Becoming Acquainted with Farmers & Agri-Businessmen	0	0	0	0
News Articles	0.5	0.5	0	0.5
Radio Programs	0	0	0	0
Sub-total (days)	0.5	0.5	0	0.5
Grand Total (days)	1.5	1	0.5	1

Vacation. The responses in Table XVI indicated that the Kansas Vocational Agriculture Teachers take the major part of their vacation during July, with an average total of 23 days. The responses in June and August also showed an average of 4 and 3 days vacation. In examining the responses returned by the teachers, it was found that a few take two weeks vacation, while the majority take four weeks vacation

during July. It appeared that still others take two to three weeks vacation whenever possible during the three summer months. Each of the three groups took 30 days vacation time during the three summer months.

TABLE XVI  
RESPONSES OF FIFTY-ONE KANSAS VOCATIONAL AGRICULTURE TEACHERS  
AS TO THE AMOUNT OF TIME DEVOTED TO VACATION

Activity	Years of Teaching			
	1-5 (days)	7-12 (days)	13+ (days)	Average (days)
Month				
June	5	5	2.5	4
July	20	23	26	23
August	5	2	2	3
Grand Total (days)	30	30	30.5	30

Summer school. The responses indicated in Table XVII showed that the teachers attended summer school 6.5 days in June, followed by 5.5 days in July. The 1-6 year group indicated they used 18 days for summer school, while the 7-12 year group used 5 days. The 13 year and over group used 14 days. It was the opinion of the investigator that the newer teachers were in graduate school working on a Master's Degree. After receiving the degree, they would no longer take as many summer school courses, as indicated by 5 days for the 7-12 year group. After teaching 13 years or more, the investigator believed these teachers returned to take refresher courses and other courses of interest.

The total time in summer school for each group did not exceed 14 days for the summer. It appeared that the teachers preferred short courses rather than full summer school courses.



TABLE XVII

RESPONSES OF FIFTY-ONE KANSAS VOCATIONAL AGRICULTURE TEACHERS  
AS TO THE AMOUNT OF TIME DEVOTED TO SUMMER SCHOOL

Activity	Years of Teaching			
	1-6 (days)	7-12 (days)	13+ (days)	Average (days)
Month				
June	8	5	7	6.5
July	10	0	7	5.5
August	0	0	0	0
Grand Total (days)	18	5	14	12

Summary of Summer Activities. The information in Table XVIII was summarized to enable the investigator to compare the summer program according to the average number of days and the percent of time used for each activity area. The percent of time for each activity area was based upon 55.5 working days, which was the average number of working days of the teachers in this study. The sub-total indicated the 1-6 year group worked the longest with 58 days, while the 13 year and over group was next with 57.5 days, and the 7-12 year group worked the shortest time with 54.5 days.

The responses indicated that planning for the school year required the largest amount of time in the summer vocational agriculture program with 30.4 percent. Supervised agricultural experience had the second largest amount with 12.5 days, or 22.3 percent of the time. The teachers indicated that 10 days were used for professional improvement, which was 18.7 percent. The Future Farmers of America organization was indicated to use 6.5 days, or 11.6 percent of the time in the working

TABLE XVIII  
SUMMARY OF SUMMER ACTIVITIES FOR FIFTY-ONE  
KANSAS VOCATIONAL AGRICULTURE TEACHERS

Activity	Years of Teaching				Percent of time
	1-6 (days)	7-12 (days)	13+ (days)	Average (days)	
Professional Improvement	11.5	9.5	12.0	10.5	18.7
Records and Reports	4.5	4.0	4.5	4.5	8.0
Planning for School Year	17.5	14.5	18.0	17.0	30.4
Supervised Agricultural Exp.	12.5	14.5	11.5	12.5	22.3
School and Community Activity	3.0	3.5	3.0	3.0	5.4
Future Farmers of America	6.5	7.0	7.0	6.5	11.6
Special Summer Activities	1.0	0.5	1.0	1.0	1.8
Public Relations	1.5	1.0	0.5	1.0	1.8
Sub-total (days)	58.0	54.5	57.5	56.0	
Vacation	30.0	30.0	30.5	30.0	
Summer School	18.0	5.0	14.0	12.0	
Grand Total (days)	106.0	89.5	102.0	98.0	

days. The responses indicated that 6.5 days, or 11.6 percent of the time, was used for records and reports. The other three areas included in the working days all had similar time allotments.

The teachers indicated that almost one-half (12 days) of their 30 day vacation was used for attending summer school. Vacation and summer school activities were kept separate from the recommended working day activities because teachers often attended school during their vacation, which would give an erroneous number of working days.

There was a difference in the grand total number of days. The 1-6 year group had the most with 106 days, next was the 13 year and over group with 102 days, and the 7-12 year group had only 89.5 days. The average number of grand total days was 97.5.

## CHAPTER IV

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary. The objective of this study was to determine the amount of time that vocational agriculture teachers in Kansas devoted to the activities of the summer vocational agriculture program. The author planned to use the findings in planning the summer program at Abilene High School. The writer had taught at Abilene High School for two years, and considered that new teachers' summer program might be unique from the summer programs of experienced teachers who had taught for a longer period of time.

Questionnaires were mailed to a random sample of 88 vocational agriculture teachers in Kansas, of which 61 were returned. Nine of the returned questionnaires were unusable, while one teacher did not have a summer program. The teachers were asked to give the number of days they used in each month for the summer program activities. The returns were grouped according to the years the teacher had taught.

There was a difference in the grand total number of days. The 1-6 year group had the most with 106 days, next was the 13 year and over group with 102 days, and the 7-12 year group had 89.5 days. The average number of grand total days was 98 days.

The total responses indicated the average number of working days was 55.5 days. The 1-6 year group worked longest with 58 days, followed by the 13 year and over group with 57.5 days, and 54.5 days for the 7-12 year group.

Of the ten activity areas listed in Table XVIII, the responses indicated planning for the school year used the largest amount of time, 17 days or 30.4 percent of the summer vocational agriculture program. The major portion of this activity was consumed by collecting samples, repairing shop equipment, reorganizing files, making new and reorganizing old lesson plans, and visiting prospective students. Visiting the students supervised agricultural experience program used 11 of the 12.5 days devoted to this activity. The replies indicated that arranging for fair exhibits, and organizing and supervising the prevocational programs of prospective students were important.

Professional improvement used 10 days, or 18.7 percent of the summer program. Keeping abreast of current developments consumed the major part of this activity. Records and reports used 7.5 days, which was 8 percent of the summer program time. State reports took the major portion of time for this activity, although reports were also made out for the local school. The activities of school and community, special summer activities, and public relations each used small amounts of time that were similar.

Two areas that were accomplished on the teachers own time were vacation and summer school. Each teacher took a total of 30 days vacation during the summer. July appeared to be vacation month, with the exception of two teachers who took part of their vacation in June and part in August. The teachers preferred short courses in attending summer school, as 12 days were used for this purpose. Also, attendance in summer school was common during the teachers vacation time.

Conclusion. In this study, the Kansas Vocational Agriculture

Teachers indicated the summer program is an integral part of the vocational agriculture program. However, some activities require more time to accomplish than others.

Planning for the school year required the most amount of time of any of the ten activities surveyed. Making up a large portion of this activity were collecting samples, repairing shop equipment, reorganizing files, and making new and reorganizing old lesson plans. The major work in planning occurred in August.

Requiring the second largest amount of time was supervised agricultural experience. Visiting students supervised agricultural experience programs was considered to use the largest part of the supervised agricultural experience.

Attending the annual vocational agriculture teachers conference was indicated by every reply. Also, keeping abreast of current developments was considered to make-up a large part of professional improvement.

July was considered to be vacation month, as all teachers in this study indicated at least part of their vacation was taken during July. From the responses given in the activities, July was the month of little activity.

The teachers indicated that it was common for them to be in summer school during their vacation. Although indication was given by two teachers that they took vacation in June, it was the month of largest summer school activity.

The other activities performed during the working days were considered to be an essential part of the summer program. However, the

teachers believed the following activities required less time to accomplish: (1) records and reports, (2) school and community activity, (3) special summer activities, and (4) public relations.

Recommendations. The purpose of this study was based on the need to have a recommended time for each of the summer activities by the vocational agriculture teachers. Although the study gave the information desired, further study might give a better understanding of certain areas of the summer program.

Because of the importance of summer programs as indicated by the responses of the vocational agriculture teachers in this study, further studies are recommended by the investigator as follows:

Studies into the specific areas of professional improvement, records and reports, planning for the school year, and supervised agriculture experience. Each of these four areas composed the largest parts of the summer program.

Studies that explore the summer work load of each vocational agriculture teacher in multiple teacher departments.

Studies which correlate the amount of time recommended for summer programs and the amount of time actually spent in conducting the summer programs in Kansas.

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## APPENDIX

## APPENDIX

Information for Master's Report

Leonard A. Harzman

The following outline for the summer program is designed to determine the opinions of vocational agriculture instructors as to the amount of time to spend and when the listed activities should be implemented throughout the summer.

To properly fill out the form, read the activity designated, determine the number of days that you devote to the summer activity and indicate when the activity would be implemented by marking the number of days under the month. Do not break days into less than  $\frac{1}{2}$  days. If the activity occurs in more than one month, mark the number of days in each month for which it was planned. If the activity is not used in your summer program, leave the space blank.

An extra space is provided in each area to enable you to write in an additional activity.

Name \_\_\_\_\_ School \_\_\_\_\_  
 Number of Years Teaching \_\_\_\_\_  
 Place of Graduation \_\_\_\_\_  
 Year of Graduation (B.S.) \_\_\_\_\_ No. of Hours Beyond Highest Degree \_\_\_\_\_  
 Summer Salary \_\_\_\_\_ Months of Summer Employment \_\_\_\_\_

\*\*\*\*\* EXAMPLE \*\*\*\*\*

<u>Activity</u>	<u>June</u> (Indicate the No. of Days)	<u>July</u>	<u>August</u>
I. Professional Improvement			
A. Attend Annual Voc. Agr'l Conference	<u>5</u>	<u>      </u>	<u>      </u>
B. Attend Inservice Training School (Extension School, etc.)	<u>1</u>	<u>      </u>	<u>1</u>
C. Visit Voc. Agr'l Department	<u>1</u>	<u>      </u>	<u>1</u>

\*\*\*\*\*

<u>Activity</u>	<u>June</u> (Indicate	<u>July</u> the No.	<u>August</u> of Days)
I. Professional Improvement (Reimbursed)			
A. Attend Annual Voc. Agr'l Conference	_____	_____	_____
B. Attend Inservice Training School (Extension School, etc.)	_____	_____	_____
C. Visit Voc. Agr'l Department at Other Schools	_____	_____	_____
D. Keep Abreast of Current Development in Agr'l-Ed.	_____	_____	_____
E. Attend Crop or Livestock School	_____	_____	_____
F. _____	_____	_____	_____
SUB TOTALS	_____	_____	_____
II. Records and Reports			
A. Reports to State Department	_____	_____	_____
B. Complete Inventory of Shop Equipment, Tools and Supplies	_____	_____	_____
C. Office Routine	_____	_____	_____
D. Follow-up Former Students	_____	_____	_____
E. _____	_____	_____	_____
SUB TOTALS	_____	_____	_____
III. Planning for School Year (70-71)			
A. Collecting Samples for Classroom Study (Plants, Seeds; Insects; Cutaway of Small Engine and Transmission; Entomology Collection)	_____	_____	_____
B. Repairing and Reconditioning of Shop Equipment	_____	_____	_____
C. Reorganize Files	_____	_____	_____
D. Prepare New and Reorganizing Old Lesson Plans	_____	_____	_____
E. Secure Needed Equipment and Supplies	_____	_____	_____
F. Duplicating Educational Aids	_____	_____	_____
G. Plan Definite Field Trips and Laboratory Activities	_____	_____	_____
H. Visit Prospective Students	_____	_____	_____
I. _____	_____	_____	_____
SUB TOTALS	_____	_____	_____

<u>Activity</u>	<u>June</u> (Indicate	<u>July</u> the No.	<u>August</u> of Days)
IV. Supervising Agricultural Experience Programs of Students			
A. Visit Each Student's Experience Program at Their Home and Take Picture, Go Over Record Book	_____	_____	_____
B. Organize and Supervise Pre-vocational Programs of Prospective High School Students	_____	_____	_____
C. Arrange for Exhibits of Supervised Agriculture Experience Products at Fair	_____	_____	_____
D. Summer Agr. Experience Tour	_____	_____	_____
E. Work on School Farm	_____	_____	_____
F. _____	_____	_____	_____
SUB TOTALS	_____	_____	_____
V. Special Summer Activities			
A. Organize and Meet with Advisory Council	_____	_____	_____
B. Reorganize Department Policy with Advisory Council and Supt.	_____	_____	_____
C. _____	_____	_____	_____
SUB TOTALS	_____	_____	_____
VI. School and Community Activity			
A. Repair Equipment of Other School Depts.	_____	_____	_____
B. Assist in County Fair	_____	_____	_____
C. _____	_____	_____	_____
SUB TOTALS	_____	_____	_____
VII. Future Farmers of America Summer Activities			
A. Hold Summer Meetings (3)	_____	_____	_____
B. FFA Leadership Camp at Rock Springs	_____	_____	_____
C. Hold FFA Officers Meeting	_____	_____	_____
D. Conduct Judging Schools for FFA Members and 4-H Members	_____	_____	_____
E. Prepare and Enter FFA Mechanics Projects for Fairs	_____	_____	_____
F. _____	_____	_____	_____

<u>Activity</u>	<u>June</u> (Indicate	<u>July</u> the No.	<u>August</u> of Days)
SUB TOTALS	_____	_____	_____
VIII. Public Relations			
A. Informing School Administration	_____	_____	_____
B. Becoming Acquainted with Other Farmers and Agri-Businessmen	_____	_____	_____
C. News Articles	_____	_____	_____
D. Radio Programs	_____	_____	_____
E. _____	_____	_____	_____
SUB TOTALS	_____	_____	_____
GRAND TOTALS	_____	_____	_____
IX. Vacation			
A. Number of Days	_____	_____	_____
B. _____	_____	_____	_____
SUB TOTALS	_____	_____	_____
X. Summer School			
A. Number of Days	_____	_____	_____
B. _____	_____	_____	_____



Follow-up letter.

Dear Voc. Agr. Instructor,

Recently I sent you a questionnaire asking for information on your summer program for my Master's Report. The information is vital so please fill it out and send it in the self-addressed envelope as soon as possible.

Sincerely,  
Len Harzman, Voc. Agr.  
Abilene High School  
Abilene, Kansas 67410

SUMMER PROGRAMS OF  
VOCATIONAL AGRICULTURE IN KANSAS

by

LEONARD ALVIN HARZMAN

B.S., Fort Hays Kansas State College, 1963

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1970

The objective of this study was to determine the amount of time that vocational agriculture teachers in Kansas devoted to the activities of the summer program.

Questionnaires were mailed to a random sample of 88 vocational agriculture teachers in Kansas, of which 61 were returned. Nine of the returned questionnaires were unusable, while one teacher did not have a summer program. The teachers were asked to give the number of days they used in each month for the summer program activities. The returns were grouped according to the years the teacher had taught.

The vocational agriculture teachers indicated that planning for the school year used the largest part of the summer program, which was 17 days or 30.4 percent of the time. The major portion of the planning was done in August, followed by June. The most time consuming activities in planning were collecting samples, repairing shop equipment, and visiting prospective students. Other activities were reorganizing files, making new and reorganizing old lesson plans, securing needed equipment and supplies, and duplicating educational aids.

Supervising agricultural experiences ranked second among the activity areas, using 17 days or 22.3 percent of the summer program. Visiting agricultural programs of students was considered to use the largest amount of time in this activity area, and was done in June and August. Other activities that received time were arranging for fair exhibits, and organizing and supervising prevocational programs of prospective students.

Professional improvement used 10 days or 13.7 percent of the summer program time. The largest part of this activity occurred in

August, followed by June. Attending the annual vocational agriculture teacher's conference in June used the largest amount of professional improvement time with 5.5 days. Keeping abreast of current developments was second with 3 days. Other activities were visiting other vocational agriculture departments, and attending crop or livestock schools.

The Future Farmers of America activity area used 6.5 days or 11.6 percent of the summer program time. The state leadership camp of 4 days used the major portion of the time devoted to the FFA, while the other days were used for officer and member meetings, and a summer party.

The teachers also indicated that a significant amount of time was used in keeping records and reports. Of the 4.5 days used for records and reports, office routine required the largest amount of time, followed by inventory of equipment and supplies. The greatest amount of this activity was performed in August, with the remainder in June.

Other activity areas that teachers indicated used part of the summer program time were 3 days for school and community activities, 1 day for special summer activities, and 1 day for public relations.

Not considered as part of the working days were summer school and vacation activities. The teachers indicated these two activities often occurred at the same time. The responses showed that teachers preferred attending short courses, indicated by the 12 days used for summer school. The responses also implied the teachers who attended summer school did so during their vacation time. July was considered to be vacation month, although two of the teachers took part of their vacation during June and August. The teachers took a total of 30 days vacation during the summer.

The Kansas Vocational Agriculture Teachers believed the summer program was an integral part of vocational agriculture. The responses indicated that planning for the school year required the largest amount of time, followed by supervised agricultural experience, and professional improvement, respectively. The other activity areas were essential, but required less time to accomplish.