

SUMMER PROGRAM ACTIVITIES OF VOCATIONAL AGRICULTURE INSTRUCTORS

by 344

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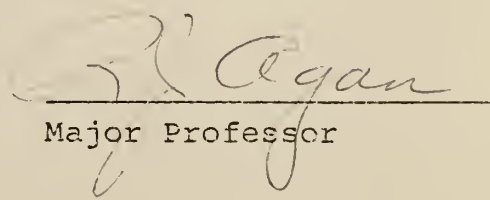
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## INTRODUCTION

Background of Vocational Agriculture Summer Programs. At the time of this study the investigator of this thesis had five years experience in teaching vocational agriculture in Kansas public schools and nearly three years experience as assistant state supervisor for the State Board for Vocational Education of Kansas. From the background of this experience, it had been noted by the investigator that research and study of summer programs of the vocational agriculture instructors was needed. As a supervisor of fifty-six vocational agriculture programs over the state, the investigator encountered situations such as (1) instructors receiving low salaries for their work in the summer, (2) concern by instructors and administrators as to the type and amount of work a vocational agriculture instructor should do in the summer, and (3) the ability to furnish to administrators and instructors evidence that the summer programs were a vital and an essential phase of their total vocational agriculture program.

It was the opinion of the investigator that the summer program activities of the vocational agriculture instructor was related to the instructor's success in other characteristics of the total vocational agriculture program; and that the summer program was one of the most important, if not the most important, phase of the total vocational agriculture program.



Scarborough,<sup>1</sup> in reviewing the history of vocational agriculture summer programs, stated that in the early days when the year-round program of vocational agriculture was established, nearly all other public school programs were generally limited to the September-May school year. Scarborough further pointed out that in most places the principal of the high school was not on the payroll during the summer, therefore not in the community. In fact, frequently, the instructor of vocational agriculture was the only member of the school faculty in the community during the summer months.

It may be that the summer program has been the major difference in vocational agriculture and other public school programs. Certainly the fact that the teacher of vocational agriculture was a year-round citizen of the community was a major factor in establishing vocational agriculture as a year-round program in the eyes of the local people.<sup>2</sup>

Phipps<sup>3</sup> emphasized that an instructor of vocational agriculture had been employed for twelve months because of the need of instruction the year round. Scarborough<sup>4</sup> suggested that supervisory visits to the farm homes of students, adults as well as boys, have been the major means of teaching during the summer

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<sup>1</sup>Cayce Scarborough, "Summer Programs May Be The Key." The Agriculture Education Magazine, 38:243, May, 1966.

<sup>2</sup>Ibid.

<sup>3</sup>Loyd J. Phipps, Handbook On Agricultural Education In Public Schools, (Danville, Illinois: Interstate Printers and Publishers, Inc., 1965) p. 73.

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

months. The summer program offered many opportunities for an instructor to do an effective job of supervising and teaching on the farm or job.<sup>1</sup>

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.<sup>2</sup>

In contrast to the nine months of the school year where the instructor was influenced by time schedules, classes, the guidance of the administrators and by regular school activities, in the summer the instructor was more or less on his own.<sup>3</sup>

Sutliff<sup>4</sup> shared the opinions of the investigator when he claimed that 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. Brown<sup>5</sup> also agreed with the investigator when he declared he believed that the summer program was the most important part of the program in vocational agriculture.

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<sup>1</sup>Phipps, loc. cit.

<sup>2</sup>A. H. Krebs, "Summer Programs." The Agricultural Education Magazine, 30:267, June, 1958.

<sup>3</sup>Bert Brown, "Plan Your Work and Work Your Plan," The Agricultural Education Magazine, 30:267, June, 1958.

<sup>4</sup>R. C. S. Sutliff, "Summer Service Imperative," The Agricultural Education Magazine, 37:299, June, 1965.

<sup>5</sup>Brown, loc. cit.



Objectives of the Study. The primary objective of this study was to compare the association of selected summer program activities with other selected characteristics of selected vocational agriculture instructors in Kansas.

It was purposed that the results of this study after its completion could be used to (1) assist vocational agriculture instructors in the evaluation of their summer programs, (2) assist vocational agriculture instructors in reorganizing their summer programs for more effective teaching, (3) enable vocational agriculture instructors to make a case study of their local summer programs, (4) supply information to individuals interested in such statistics, (5) provide information for comparisons of vocational agriculture summer programs in Kansas and other states or locations, (6) assist in determining trends in vocational agriculture summer programs in Kansas, (7) assist in making recommendations in vocational agriculture summer programs in Kansas, (8) assist in development and planning of suggested summer programs activities in Kansas, (9) use as possible justification or basis for maintenance of additional financial aid for summer programs, (10) provide a reference which will serve as a basis for improvement of summer program reporting forms used by the State Board for Vocational Education, (11) provide the Kansas Supervisory and Teacher Trainer staffs with a recent case study of vocational agriculture summer programs in Kansas, and (12) impress upon vocational agriculture instructors that the reports which they are required to submit to the state office are used.

Justification of the Problem. The vocational agriculture instructor had been occasionally asked, "What do you do in the summer time?"<sup>1</sup> or "How are you enjoying your vacation?"<sup>2</sup> Both of these questions could be serious if the instructor did not give the person a good answer and was not able to justify his summer activities. The vocational agriculture instructor could ill afford to waste his summer by indolence and poor planning.<sup>3</sup> If he did not conduct an effective vocational agriculture program in the community the board of education would take steps to improve it or discontinue it.<sup>4</sup> The instructor should have made effective use of his time during the summer months if he was going to conduct a good total program in vocational agriculture.

A committee of Kansas Vocational Agriculture Instructors,<sup>5</sup> during their 1958 summer conference, recognized the following weaknesses in their summer programs:

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<sup>1</sup>Walter T. Bjoraker, "Summer Programs Should Be Planned," The Agricultural Education Magazine, 30:17, 1957.

<sup>2</sup>Palmer H. Hopkins, "Inform People About Your Summer Program," The Agricultural Education Magazine, 30:45, August, 1957.

<sup>3</sup>Howard Christensen, "The Summer Is Yours To Use Or Waste," The Agricultural Education Magazine, 32:243, May, 1960.

<sup>4</sup>Charles W. Hill, "Plan And Work The Summer Program," The Agricultural Education Magazine, 30:278, June, 1958.

<sup>5</sup>John Lowe and Clyde Venneberg, "Improvement of Instruction By Making Better Use of Summer Working Months," (Kansas Vocational Agriculture Instructors' Conference, June, 1958) p. 1. (Memographed.)

- (1) Lack of visitation to the day-school students.
- (2) Other jobs conflicting with vocational agriculture duties.
- (3) Poor planning and organization of work.
- (4) Too many activities that were time-consuming but had little or no value in reaching the main objectives of the program.

Guiler<sup>1</sup> conducted a study of school employers in Ohio and obtained the following responses presented in Table I concerning the importance of vocational agriculture activities.

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.

Probably the main weakness of Kansas vocational agriculture programs had been their summer activities, which had resulted in vocational agriculture instructors receiving lower salaries for

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

their summer work and eventually the closing of some departments.<sup>1</sup>

The summer employment of instructors of vocational agriculture was one of the most vulnerable parts of the educational program.<sup>2</sup>

Brown<sup>3</sup> stated, "One of my often repeated statements is that the summer program is the most important part of the program of vocational agriculture."

Scarborough<sup>4</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."

These apparent weaknesses and responses as to the importance of vocational agriculture summer programs indicated that there was a need to study the relationship of summer program activities and other characteristics of the total vocational agriculture program.

Null Hypothesis. The null hypothesis was that the selected features of the summer program and the selected characteristics of the total vocational agriculture program were not associated

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<sup>1</sup>Statement by C. C. Eustace, Supervisor, Kansas State Board for Vocational Education, Topeka, Kansas. Personal interview.

<sup>2</sup>A. H. Krebs, "Something To Fight For." The Agricultural Education Magazine, 31:243, May, 1959.

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

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

at the .05 level of significance.

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.

**Agri-Business Occupations:** Agri-Business Occupations were concerned with occupations dealing with agricultural supplies, agricultural mechanics, agricultural products, ornamental horticulture, agricultural resources and forestry.

**Agricultural Production Occupation:** Agricultural Production occupations were occupations concerned with principles and practices in the production of livestock, field crops, fruits and vegetables, fiber and other crops, on commercial and part-time farms.<sup>1</sup>

**Areas of the State:** A detailed map of the seven vocational agriculture areas of the state of Kansas is presented in the Appendix A. The seven areas of the state considered in this study were Northeast, North Central, Northwest, East Central, Southeast, South Central, and Southwest.

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<sup>1</sup>Classification of Agricultural Education Occupations For Reporting Purposes On Forms OE-4045 and OE-4043, (Washington, D. C.: United States Office of Education, 1966), p. 3.



Chi-Square Contingency Table. "The Chi-Square contingency table provides the educational research worker with a simple and useful technique for determining whether there is a relationship between attitudes. The chi-square values for all of the boxes are totaled and the total chi-square checked in the chi-square table to determine whether a significant trend or relationship exists."<sup>1</sup>

Farm Boy: A Farm Boy was a boy living on a farm or a boy living in town, whose parents operated a farm nearby.<sup>2</sup>

Farm Experience Program Net Worth: The Farm Experience Net Worth was all farm capital items minus liabilities on the farm and all farm payables.<sup>3</sup>

Farm Experience Program Unit: For the purpose of this study the farm experience program unit figure was obtained by finding the sum of the livestock unit figure and the number of acres of crops operated.<sup>4</sup> Castle<sup>5</sup> defines livestock unit as, "a common denominator based on feed consumption:

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<sup>1</sup>Walter R. Borg, Educational Research An Introduction. (New York: David McKay Company, Inc., 1965) p. 140.

<sup>2</sup>Preliminary Report of Vocational Agriculture Department (Ag. Ed. Form #1. Topeka, Kansas: State Board for Vocational Education, Revised September, 1967), p. 1.

<sup>3</sup>Marvin Castle, First Annual Report Kansas Farm Business Analysis Program, (Topeka, Kansas: State Board for Vocational Education, 1964) p. 3.

<sup>4</sup>Suggestion by J. A. Pallison, Director of the Statistical Division of the Kansas Board of Agriculture, Topeka, Kansas. Personal interview.

<sup>5</sup>Castle, loc. cit.



Cow 1,000#	1
Bull or Cow over 1200#	1.2
Yearlings 750#	.75
Calves 250#	.25
Sows or Boars	.4
Hogs to 200#	.2
Pig to Weaning	.02
Ewes and Rams	.15
Lambs 40-90#	.08"

FFA Classification: For the purpose of this study this terminology referred to the levels of achievement of local FFA chapters in Kansas.

Full-Time Instructor of Vocational Agriculture: For the purpose of 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. Hunsicker, 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, co-operation, citizenship, and patriotism. Members learn how to take part in meetings, conduct them according to parliamentary procedure, and assume civic responsibility.<sup>1</sup>

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<sup>1</sup>H. N. Hunsicker, "The Farmers of the Future," American Education, 2:22, February, 1966.

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.

Post High School Educational Institutions: For the purpose of this study this terminology referred to educational institutions offering educational situations and training beyond the high school level such as regular four-year colleges, junior colleges, area vocational-technical schools, trade schools, technical institutions, etc.

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, 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, per-

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

mitted 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>1</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>2</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>3</sup>

Vocational Education: In discussing the meaning of vocational education, 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>4</sup>

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<sup>1</sup>Phipps, op. cit. p. 274.

<sup>2</sup>Phipps, op. cit. p. 5.

<sup>3</sup>Ibid. p. 4.

<sup>4</sup>Charles A. Prosser and Charles R. Allen, Vocational Education in a Democracy (New York: The Century Company, 1925), p. 7.

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

1. Consultation was held with the Agricultural Education Teacher Training Staff at Kansas State University, the supervisory staff in agriculture of the State Board for Vocational Education and the staff of the Kansas Research Coordinating Unit in Vocational Education to determine the areas of vocational agriculture exhibiting the greatest need for study and research.

2. Selected literature was reviewed in the field of summer programs in vocational agriculture. Most of the selected literature reviewed was found in the Kansas State University library and the State Board for Vocational Education library and files.

3. Guidance and direction were secured from Dr. Raymond J. Agan, College of Education, KSU, concerning procedures for a well organized thesis as well as effective instruments for measuring the relationships of the selected variables.

4. Consultation was held with Dr. Ray Waller, Statistics Department, KSU, and other staff members of the Statistics Department to receive guidance in selecting and using effective instruments for measuring the relationship of the selected variables.

5. Guidance was received from Mrs. Toni Bonwell, Computer Center, KSU, Mr. Ronald Smith, Computer Center, KSU; and other staff members of the Computer Center of KSU. This group provided advice as to how to organize the data so it could be punched on cards and programming the computer to provide the results.

6. All data from the report forms in the office of the State Board for Vocational Education were coded to facilitate the use of the computer equipment (IBM 360/50) at Kansas State University. As the reports were obtained, they were checked and all data were punched and verified on computer cards.

7. The data were then sorted and tabulated by the use of equipment at Kansas State University. The major technique employed in the analysis of data was the two-way contingency tables with associated chi-square test statistics. Each of fifteen variables of the characteristics of the total vocational agriculture program of each of the fifty-four vectors observed were compared with each of the fourteen variables of the features of the summer program. This type of study resulted in 210 two-way contingency tables with associated Chi-square test statistics.

The selected fourteen features of the summer program were (a) summer supervisory visits per student of day-school students' farm experience programs, (b) total number of summer supervisory visits of day-school students' occupational experience other than farming programs, (c) total number of summer supervisory visits of young and/or adult farmers, (d) summer young farmer or FFA farm experience program tours, (e) total number of summer FFA meetings, (f) total number of summer FFA officer meetings, (g) state FFA camp, (h) local agricultural mechanics exhibits, (i) plans for an agricultural mechanics exhibit at the state fair, (j) state summer vocational agriculture instructors' conference, (k) summer school activities, (l) local summer news articles printed concerning vocational agriculture, (m) summer TV and/or radio programs con-



cerning vocational agriculture, and (n) total number of summer days on-the-job.

The fifteen variables of the characteristics of the total vocational agricultural program were (a) total vocational agriculture enrollment, (b) per cent of high school farm boys enrolled in vocational agriculture, (c) vocational agriculture instructors' experience, (d) vocational agriculture instructors' salaries, (e) farm experience program units per student, (f) farm experience program net worth, (g) FFA classification, (h) area of the state, (i) full or part-time instruction, (j) per cent of 1967 graduates entering production agriculture, (k) per cent of 1967 graduates entering agri-business occupations, (l) per cent of 1967 graduates continuing their education at a post high school educational institution, (m) multi or single teacher department, (n) graduating institution of the vocational agriculture instructor, and (o) total number of summer supervisory visits of day-school students farm experience programs.

Limits of the Study. This study was limited to selected summer features in 1966 and selected characteristics of the total vocational agriculture program during the 1966-67 school year of fifty-four vocational agriculture instructors in Kansas. The variables for this study were selected because of their adaptability to be assigned an objective quantitative or qualitative value.

For the 1966-67 school year there was a total of 182 instructors of vocational agriculture in Kansas from 173 departments.



Eight of these departments were two-instructor departments and one department had three instructors. One instructor taught in two departments. This study, therefore, included 29.70 per cent of the vocational agriculture instructors in Kansas for the 1966-67 school year.

It was noted that data from only selected vocational agriculture instructors should be used in order to obtain the most meaningful conclusions. The conclusions of the study were intended to include a cross section of vocational agriculture activities in normal situations.

It was concluded, therefore, that three groups be eliminated from the study.

The first group eliminated was instructors who had taught less than five years at their 1966-67 school year location. The 1966-67 school year was counted as the last year. Instructors teaching in the same location from the 1962-63 school year through the 1966-67 school year were not eliminated in this first group. It was noted that the tenure of five years at the same location would be necessary to set a pattern for that instructor and not show the results of some other instructor's activities who preceded him. Sixty-eight instructors (37.40 per cent) had taught at least five years at their 1966-67 school year location.

The second group eliminated was instructors who had attended more than one month of summer school training during the 1966 summer session. It was noted that an instructor attending more than one month of summer school training could not execute a

normal summer program involving the local vocational agriculture summer activities. Of the sixty-eight instructors not eliminated in the first group there were nine instructors attending more than one month of summer school training during the 1966 summer session. This limiting factor limited the study group to fifty-nine or 32.45 per cent.

The third group eliminated involved one instructor who was ill during the summer of 1966. It was noted that the relationship of summer program activities and other selected activities of this instructor would not be normal. This final limiting factor limited the study group to fifty-eight or 31.90 per cent.

Four instructors did not submit all of the reports necessary for this study. Of the fifty-eight instructors selected for the study this left fifty-four to be used. These fifty-four represented 29.70 per cent of all the instructors in the state and 93.10 per cent of the instructors selected for the study.

It was the suggestion of Dr. R. J. Agan, Head Teacher Educator of the College of Education at Kansas State University, that this group of instructors would provide an adequate cross-section of data that could be used to study the relationship of summer program activities and other selected activities.

This study was further limited to activities as revealed on the 1966 Vocational Agriculture Teachers' Summer Program Report, 1966 Report of Teacher of Vocational Agriculture (Ag. Ed. Form #1 Revised September 1966) Ag Education Form No. 2 (Farming Program Report), and the 1967 Preliminary Report of Vocational Agricul-

ture Department (Ag. Ed. Form #1 Revised September 1967). See Appendix B for these reports. The investigator assumed that the information reported by the instructors was accurate and correct.

## 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 the State Board for Vocational Education library, 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 area of summer programs. In this way the investigator's objective was to provide a framework which showed that there was a certain void which this study attempted to fill. This framework served to justify the meaningfulness of this problem and showed how it helped to supplement others in enlarging knowledge in this area. It was the purpose of the investigator that this type of review of literature would also suggest additional important research problem.

Real solutions can be expected only when a cooperative attack is made, when the findings of one researcher can be combined with these of many others. This requires that studies be related to one another. It means that the person contemplating a research study should not think of himself as a lone pioneer making an original and independent in some problem area.<sup>1</sup>

The review was divided into three sections for clarity. They

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1C. M. Lindvall, "The Review of Related Research-Improving Educational Research." Phi Delta Kappan, 40:179-180, January, 1959.

were (1) what vocational agriculture instructors do during the summer, (2) what vocational agriculture instructors should be doing during the summer, and (3) the relationship of summer programs to their characteristics of the total vocational agriculture program.

What Vocational Agriculture Instructors Do During the Summer.

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

Essman's<sup>2</sup> study showed that on the average the Nebraska vocational agriculture instructors averaged five and one-half days per work on the job during the summer months. The time spent on the job ranged from thirty to sixty hours and averaged over forty-three hours per week.

In Ohio Guiler<sup>3</sup> found that 320 vocational agriculture in-

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<sup>1</sup>Clifford G. Haslick and Charles L. Langdon, "Summer Activities of Vocational Agricultural Programs in Michigan, 1959." (Mimeo publications of non thesis study, Michigan Department of Education, Lansing, Michigan, 1960), p. 4.

<sup>2</sup>Rolland Essman, "How About Your Summer Program," The Agricultural Education Magazine, 30:268 & 270, June, 1958.

<sup>3</sup>Gilbert S. Guiler, "The Use of Professional Time During the Summer Months By Teachers of Vocational Agriculture In Ohio." (Mimeo publication taken from Ph.D. Dissertation, Department of Agricultural Education, Ohio State University, Columbus, Ohio, 1958), p. 1.



structors reported an average of 66.5 "work days" (10 hour basis) for the summer months.

Essman<sup>1</sup> reported in a study of Nebraska vocational agriculture instructors that the greatest proportion of the instructor's time was devoted to the area of self-improvement. The instructors used in this study devoted a large percentage of the summer in supervising farm experience programs and developing a teaching program for the next year. Table II shows how these instructors utilized their time during the summer months.

Hill<sup>2</sup> found that the vocational agriculture instructor's time was used in accomplishing the activities found in Table III; instead of teaching through on-farm instruction, planning for next year, maintaining the facilities, and performing public relations activities.

Hill further stated that the vocational agriculture instructor should not take all the blame for his inefficient use of time. The teacher trainers and supervisors encourage some activities which decreased the amount of time the instructor had for on-farm instruction.

Haslick and Langdon<sup>3</sup> found that the teachers' summer was made up of a wide variety of activities involving both instructional

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<sup>1</sup>Essman, loc. cit.

<sup>2</sup>Charles W. Hill, "Plan or Drift." The Agricultural Education Magazine, 31:243 and 250, May, 1959.

<sup>3</sup>Haslick and Langdon, op. cit. p. 5-12.



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

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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

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TABLE III  
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.

and non-instructional work. Fifty-seven per cent of the time was used in connection with instruction and 43 per cent in activities that were non-instructional in nature. Instructional activities were divided into two groups---on-farm instruction and other instruction. On-farm instruction included instruction provided high school students, adults, and young farmers, as well as visits to pre-high school students. Twenty-eight per cent of the time was used for this purpose. Other instruction included young-farmer and adult-farmer meetings, FFA instruction, field days, demonstration plots, and special instructional activities included office work, attendance at summer conference, community activities, room preparation, summer school, advisory council, and

other teacher activities.

Haslick and Langdon also found that FFA activities required almost as much of the instruction time as was spent by him in providing on-farm instruction to day-school students. Instructors agreed that the most important activity in which they are involved was that of providing on-farm instruction. Estimates made by the instructors at the beginning of the study of the per cent of time which should be devoted to the activity indicated that 43 per cent should be used for this purpose. The author stressed that a comparison of this with the 28 per cent actually spent indicates it is important that vocational agriculture instructors evaluate their summer programs.

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

According to an earlier study by Guiler<sup>2</sup> the vocational agriculture instructors spent nearly one-half of their total summer time in in-service education, FFA activities, and vacation.

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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., p. 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	

It is interesting to compare in this study the instructors' time in per cent of total time by areas of activities to the per cent of school employers appraising their instructors' use of time as "below average."

This comparison shows that the employers were the most dissatisfied with the vocational agriculture instructors responsibility concerning the young farmer and adult farmer programs. The instructors were only devoting 4.4 per cent of their time to these two activities. One should observe that twenty per cent of the employers believed the instructor was below average in keeping them informed.

According to the information that has been presented, it is important to study the relationship of summer program activities of vocational agriculture instructors and characteristics and activities of the total vocational agriculture program. As Hopkins<sup>1</sup> said, "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."

What Vocational Agriculture Instructors Should Be Doing During the Summer. Studies by Bradley, Essman, and Guiler were reviewed in order to determine what the vocational agriculture instructor should do during the summer and how much time should

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

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%



be devoted to each activity. Refer to Table VI.

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. Records and reports and publicity activities required the least amount of time.

In this study Bradley's suggested summer time program would be as follows: Supervised farm experience programs 14 per cent of 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. Bradley emphasized that under this plan 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.

The study by Guiler<sup>2</sup> of the Ohio instructors and the study by Essman<sup>3</sup> of the Nebraska instructors emphasized that the voca-

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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>Guiler, loc. cit.

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

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	18.0	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 (8.9%), community activities and public relations (3.2%) and misc. activities (1.6%).

tional agriculture instructors of these two states believed they should spend more time in the areas of (a) high school on-farm instruction, (b) adult farmer program, and (c) the young farmer program. This opinion was based on the time they presently spent compared to the time they thought they should spend.

All three studies mentioned above (Ohio, Nebraska, and Kansas) were similiar in the per cent of time that they thought should be spent on each activity. The Nebraska instructors would devote less time to FFA activities, records and reports, and more time to in-service education than Ohio or Kansas instructors. The Ohio instructors preferred to spend less time on physical facilities and program planning and more time to out-of-school programs.

Bradley<sup>1</sup> questioned the Kansas vocational agriculture instructors' opinions concerning recommended amount of days for supervision of farm experience programs and the time spent for out-of-school agricultural programs. He pointed out that this was the major reason an instructor is hired for 11 months. Bradley would increase these two areas to forty per cent of the instructor's time because he felt this would strengthen the effort to accomplish the original objectives of vocational education in agriculture.

The following is a comparison of Bradley's suggested program and that recommended by the three studies in Ohio, Nebraska,

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<sup>1</sup>Bradley, loc. cit.

and Kansas.

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 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.

- (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 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.<sup>1</sup>

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<sup>1</sup>Suggestions for Summer Program of Work for the Vocational Agriculture Teacher. Topeka, Kansas: State Board for Vocational Education.



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

- (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 others 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.

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<sup>1</sup>Phipps, op. cit. p. 75.

- (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 the 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.

To provide the vocational agriculture instructor with an evaluation instrument, Eggengerger<sup>1</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?
- (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?

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<sup>1</sup>v. Lewis Eggenberger, "Summer Programs for Vocational Agriculture," (Duplicated publication taken from term report, Iowa State University, Ames, Iowa, 1961), p. 13.

Relationship of Summer Programs to Other Characteristics of the Total Program. Of the literature reviewed for this thesis, the study most nearly paralleling this thesis in the opinion of the investigator was a study done by Koene<sup>1</sup> in Wisconsin. Koene's objective was to determine the relationship between the strength of the summer program and the relative strength of the total vocational agriculture program and to determine correlations between the agriculture teachers rating by supervisory personnel and factors which influence success of a summer primarily.

Data for Koene's study was obtained primarily from a summer program-of-work form that each vocational agriculture instructor in the State of Wisconsin was required to submit to the State Board of Vocational and Adult Education. One hundred thirty instructors were chosen randomly from 260 instructors who filed reports in 1962. Each instructor was rated by three supervisors from the State Board of Vocational and Adult Education.

Koene found the average number of days spent by the vocational agriculture instructor in Wisconsin on the summer program activities in 1962 was 57.4 days. Actual on-the-farm instruction accounted for 28.2 days. Instructors rated highest by supervisory personnel spent more time making on-the-farm visits than instructors who were rated lower.

Koene's study also showed professional activities had a

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<sup>1</sup>Wayne G. Koene, "The Relationship of Summer Programs upon the Effectiveness of the Total Vocational Agriculture Program in Wisconsin" (Thesis, University of Wisconsin, Madison, Wisconsin, 1963), p. 1-75.

positive relationship to the rating of the instructors and the extensiveness of summer program conducted. There were weeks when the instructor was unable to pursue an active summer program because of summer school. This study indicated that vocational agriculture instructors who attended summer school conducted a more vigorous overall program than was carried out by instructors not participating in professional improvement endeavors.

In this study, Koene also found that experience of the instructor had a connection with the rating he received. Instructors with ten to fourteen years of experience had the highest rating. The study also revealed that instructors with higher enrollments had higher ratings.



## PRESENTATION OF THE DATA

Summer Supervision. The association of the average number of farm experience program summer supervisory visits per day-school student and the fifteen characteristics of the total vocational agriculture program were tested by two-way contingency tables and chi-square tests to determine whether or not these various criteria were considered to be independent of one another. A table<sup>1</sup> of Percentage Points of the Chi-Square Distribution was used throughout this study.

It was found that thirteen of the characteristics of the total vocational agriculture program were independent of the average number of farm experience program summer supervisory visits per day-school student. Two of the characteristics of the total vocational agriculture program were associated to the average number of farm experience program summer supervisory visits per day-school student. The two characteristics showing an association were total vocational agriculture enrollment and total summer supervisory visits to day-school students.

The association of the average number of farm experience program summer supervisory visits per day-school student and the total vocational agriculture enrollment had a calculated chi-square value of 56.89 with thirty-six degrees of freedom. Since the calculated value was greater than the tabular value,

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<sup>1</sup>David V. Huntsberger, Elements of Statistical Inference. (Boston, Allyn and Bacon, Inc., 1961) p. 259.



$\chi^2_{.050}(40)=55.76$ , the two variables were associated at the .05 level of significance. Data concerning these two variables are summarized in Table VIII.

Inspection of Table VIII indicated the departments with larger total vocational agriculture enrollment made fewer farm experience program summer supervisory visits to day-school farming programs. It was noted that thirty-seven of the fifty-four instructors studied in the thesis made between .5 to 1.5 farm experience program supervisory visits per day-school student, and over half of the instructors had between thirty to forty-nine students in their total vocational agriculture day-school program. Twenty-nine or over half of the fifty-four instructors ranged between enrollment figures of twenty to forty-nine and summer supervisory visits of .5 to 1.5.

The relationship of the average number of summer supervisory visits per day-school student and the total summer supervisory visits to day-school students had a calculated chi-square of 69.22 with thirty-six degrees of freedom. The tabular value is  $\chi^2_{.005}(40)=66.77$ . The calculated value was greater than 66.77; therefore, at the .005 level of significance, the two variables are associated. Data concerning these two variables are summarized in Table IX.

Table IX was developed to show that 50 per cent of the instructors made between one and fifty total farm experience program supervisory visits to day-school students and between .5 and 1.5 farm experience program supervisory visits per student

TABLE VIII

TOTAL VOCATIONAL AGRICULTURE ENROLLMENT AND AVERAGE FARM EXPERIENCE PROGRAM  
SUPERVISORY VISITS PER DAY SCHOOL STUDENT

VISITS	ENROLLMENT							TOTAL
	10-19	20-29	30-39	40-49	50-59	60-69	70-79	
0 - .5	1	0	1	2	0	1	1	6
.5-1.0	0	3	5	8	1	1	0	18
1.0-1.5	1	4	7	2	4	1	0	19
1.5-2.0	1	0	1	0	0	1	0	3
2.0-2.5	0	2	0	2	0	0	0	4
2.5-3.0	0	1	0	0	1	0	0	2
3.0-3.5	2	0	0	0	0	0	0	2
TOTALS	5	10	14	14	6	4	1	54

to day-school students. It was noted that four of the fifty-four instructors made more than seventy-five total summer farm experience program supervisory visits to day-school students. It was further noted that four of the fifty-four instructors made more than 1.5 farm experience program supervisory visits per student to day-school students.

When the remaining variables of characteristics of the total vocational agriculture program were tested by the chi-square as to their association to average number of farm experience program supervisory visits per student of day-school students, it was found that none were associated with one another, thus supporting the null hypothesis. Listed below is a list of the remaining characteristics of the total vocational agriculture program and the results of the tests of the two-way contingency tables and chi-square tests when compared with supervisory visits per day-school student's farm experience program.

<u>Characteristics</u>	<u>Tabulated <math>\chi^2</math></u>	<u>Calculated <math>\chi^2</math></u>
Per cent of farm boys enrolled in vocational agriculture	$\chi^2_{.05(40)}=55.76$	47.25 with 49 d.f.
Total years of experience of the instructor	$\chi^2_{.05(40)}=55.76$	46.32 with 42 d.f.
Salary received by vocational agriculture instructor	$\chi^2_{.05(30)}=43.77$	23.40 with 30 d.f.
Farm experience program units per boy	$\chi^2_{.05(30)}=43.77$	25.84 with 30 d.f.
Farm experience program net worth	$\chi^2_{.05(30)}=43.77$	20.00 with 30 d.f.

FFA classification	$\chi^2 .05(18)=28.87$	15.39 with 18 d.f.
Area of the state	$\chi^2 .05(30)=43.77$	30.30 with 36 d.f.
Full or part time departments	$\chi^2 .05(6)=12.59$	2.92 with 6 d.f.
Per cent of 1967 vocational agriculture graduates entering production agriculture occupations	$\chi^2 .05(18)=28.87$	17.71 with 18 d.f.
Per cent of 1967 vocational agriculture graduates entering agri-business occupations	$\chi^2 .05(18)=28.87$	28.05 with 18 d.f.
Per cent of 1967 vocational agriculture graduates entering post high school educational institutions	$\chi^2 .05(24)=36.42$	17.63 with 24 d.f.
Multi or single teacher program	$\chi^2 .05(6)=12.59$	3.05 with 6 d.f.
Graduating institution of vocational agriculture instructors	$\chi^2 .05(12)=21.03$	11.58 with 12 d.f.

Thirteen of the characteristics of the total vocational agriculture program were found to be independent of the total number of summer supervisory visits of occupational experience programs of day-school students. The per cent of 1967 vocational agriculture graduates entering an agri-business occupation and the total summer farm experience program supervisory visits to day-school students were both found to be associated with the total number of summer supervisory visits of occupational experience programs of day-school students.

TABLE IX

TOTAL FARM EXPERIENCE PROGRAM SUMMER SUPERVISORY VISITS OF DAY-SCHOOL STUDENTS  
AND AVERAGE SUMMER FARM EXPERIENCE PROGRAM SUPERVISORY VISITS  
PER DAY-SCHOOL STUDENTS

VISITS PER STUDENT	TOTAL VISITS										TOTALS
	1-25	26-50	51-75	76-100	101-125	126-150	151-175	176-200			
0 - .5	5	1	0	0	0	0	0	0			6
.5-1.0	7	8	2	0	0	0	1	0			18
1.0-1.5	2	11	6	0	0	0	0	0			19
1.5-2.0	0	1	1	0	1	0	0	0			3
2.0-2.5	0	1	1	1	0	0	0	1			4
2.5-3.0	0	1	1	0	0	0	0	0			2
3.0-3.5	0	0	2	0	0	0	0	0			2
TOTALS	14	23	13	1	1	0	1	1			54



The per cent of 1967 vocational agriculture graduates entering an agri-business occupation and the total number of summer supervisory visits of occupational experience programs of day-school students were found to be associated. The tabular chi-square value was  $\chi^2_{.005(15)}=32.80$  and the calculated chi-square value was 53.56 with fifteen degrees of freedom. These two variables were associated at the .005 level of significance. Data concerning these two variables are summarized in Table X.

In Table X it was noted that thirty-seven of the fifty-two vocational agriculture instructors reporting on this phase of the study made no supervisory visits to occupational experience programs. It was noted that this group was made up mainly of instructors who had no occupational experience programs in their total vocational agriculture program. It was further noted that of the instructors making one to six summer supervisory visits to occupational experience programs resulted in over 20 per cent of the 1967 vo ag graduates entering an agri-business occupation. Instructors making no summer supervisory visits to occupational experience programs resulted in twenty-four of thirty-seven departments placing less than 20 per cent of the 1967 vo ag graduates in an agri-business occupation. The same trend was obtained for instructors making ten to eighteen summer supervisory visits to occupational experience programs.

TABLE X

TOTAL NUMBER OF SUMMER SUPERVISORY VISITS OF  
OCCUPATIONAL EXPERIENCE PROGRAMS OF DAY-  
SCHOOL STUDENTS AND PER CENT OF 1967  
VO AG GRADUATES ENTERING AN  
AGRI-BUSINESS OCCUPATION

Occupational Experience Supervisory Visits	% of 1967 Vo Ag Graduates Entering Agri-Business				Totals
	0%-19%	20%-39%	40%-59%	60%-79%	
0	24	9	4	0	37
1-3	0	3	1	0	4
4-6	0	0	3	1	4
7-9	0	0	0	1	1
10-12	4	1	0	0	5
13-15	0	0	0	0	0
16-18	1	0	0	0	1
Totals	29	13	8	2	52

The two variables, the total summer farm experience program supervisory visits to day-school students and the total number of summer supervisory visits of occupational experience programs of day-school students, were not found to respond independently. The tabular chi-square value was  $\chi^2_{.005(30)} = 53.67$ . The calculated chi-square value, 72.45 with thirty degrees of freedom, was greater than the tabular value; therefore, we reject the null hypothesis of no association. Data concerning these two variables are summarized in Table XI.

Table XI was developed to show the distribution of summer supervisory visits of occupational experience programs as associated with total farm experience program summer supervisory visits of day-school students. Four of the fifty-two vocational agriculture instructors reporting on this phase of the study made more than seventy-five summer supervisory visits of day-school students' farm experience programs. Seven of the fifty-two vocational agriculture instructors made more than six summer supervisory visits of occupational experience programs of day-school students. Over half of the instructors making summer supervisory visits to day-school occupational experience programs fell within the range of one to fifty total summer supervisory visits to day-school students' farm experience programs and one to twelve summer supervisory visits of occupational experience programs of day-school students. It should be noted that the one instructor making the most farm experience program supervisory visits also made the most occupational experience supervisory visits.

When the remaining variables of characteristics of the total vocational agriculture program were tested by the chi-square as to their association to total summer supervisory visits of occupational experience programs of day-school students, it was found that they were not associated to one another. These thirteen comparisons sustained the null hypothesis. Listed below is a list of the remaining characteristics of the total vocational agriculture program and the results of the tests of the two-way contingency tables and chi-square tests when compared with total

summer supervisory visits of occupational experience programs of day-school students.

<u>Characteristics</u>	<u>Tabulated <math>\chi^2</math></u>	<u>Calculated <math>\chi^2</math></u>
Total vocational agriculture day-school enrollment	$\chi^2_{.05(30)}=43.77$	26.50 with 30 d.f.
Per cent of farm boys enrolled in vocational agriculture	$\chi^2_{.05(30)}=43.77$	27.72 with 35 d.f.
Total years of experience of the instructor	$\chi^2_{.05(30)}=43.77$	37.27 with 35 d.f.
Salary received by vocational agriculture instructor	$\chi^2_{.05(25)}=37.65$	20.75 with 25 d.f.
Farm experience program units per boy	$\chi^2_{.05(25)}=37.65$	16.27 with 25 d.f.
Farm experience program net worth	$\chi^2_{.05(20)}=31.41$	18.84 with 20 d.f.
FFA classification	$\chi^2_{.05(15)}=25.00$	12.09 with 15 d.f.
Area of the state	$\chi^2_{.05(30)}=43.77$	36.63 with 30 d.f.
Full or part time departments	$\chi^2_{.05(5)}=11.07$	2.81 with 5 d.f.
Per cent of 1967 vocational agriculture graduates entering production agriculture occupations	$\chi^2_{.05(15)}=25.00$	8.30 with 15 d.f.
Per cent of 1967 vocational agriculture graduates entering post high school educational institutions	$\chi^2_{.05(20)}=31.41$	23.65 with 20 d.f.
Multi or single teacher program	$\chi^2_{.05(5)}=11.07$	2.32 with 5 d.f.

Graduating institution of vocational agricul- ture instructor	$\chi^2_{.05(10)}=18.31$	6.25 with 10 d.f.
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It was found that all fifteen of the characteristics of the total vocational agriculture program were not associated to the total number of summer supervisory visits of adult or young farmers. These fifteen comparisons upheld the null hypothesis. Listed below is a list of the characteristics of the total vocational agriculture program and the results of the tests of the two-way contingency tables and chi-square tests when compared with the total number of summer supervisory visits of adult or young farmers.

<u>Characteristics</u>	<u>Tabulated <math>\chi^2</math></u>	<u>Calculated <math>\chi^2</math></u>
Total vocational ag- riculture day-school enrollment	$\chi^2_{.05(40)}=55.76$	41.30 with 48 d.f.
Per cent of farm boys enrolled in vocational agri- culture	$\chi^2_{.05(50)}=67.50$	44.83 with 56 d.f.
Total years of ex- perience of the instructor	$\chi^2_{.05(50)}=67.50$	47.36 with 56 d.f.
Salary received by vocational agricul- ture instructor	$\chi^2_{.05(40)}=55.76$	40.40 with 40 d.f.
Farm experience program units per boy	$\chi^2_{.05(40)}=55.76$	39.10 with 40 d.f.
Farm experience Pro- gram net worth	$\chi^2_{.05(30)}=43.77$	34.81 with 32 d.f.
FFA classification	$\chi^2_{.05(24)}=36.42$	24.54 with 24 d.f.



Area of the state	$\chi^2 .05(40)=55.76$	39.82 with 48 d.f.
Full or part time departments	$\chi^2 .05(8)=15.51$	8.08 with 8 d.f.
Per cent of 1967 vocational agriculture graduates entering production agriculture occupations	$\chi^2 .05(24)=36.42$	20.09 with 24 d.f.
Per cent of 1967 vocational agriculture graduates entering agri-business occupations	$\chi^2 .05(24)=36.42$	21.49 with 24 d.f.
Per cent of 1967 vocational agriculture graduates entering post high school educational institutions	$\chi^2 .05(30)=43.77$	29.86 with 32 d.f.
Multi or single teacher program	$\chi^2 .05(8)=15.51$	4.24 with 8 d.f.
Graduating institution of vocational agriculture instructor	$\chi^2 .05(16)=26.30$	15.39 with 16 d.f.
Total summer supervisory visits of day-school farm experience programs	$\chi^2 .05(6)=12.59$	7.11 with 6 d.f.

In analyzing the association of FFA, adult or young farmer farm experience program tours and the characteristics of the total vocational agriculture program, it was found that one comparison was found to be associated while the rest supported the null hypothesis. The one characteristic showing an association with the farm experience program tour variable was the per cent of 1967 vocational agriculture graduates entering production agriculture occupations.

TABLE XI

TOTAL FARM EXPERIENCE PROGRAM SUMMER SUPERVISORY VISITS  
OF DAY-SCHOOL STUDENTS AND TOTAL OCCUPATIONAL  
EXPERIENCE SUMMER SUPERVISORY VISITS OF  
DAY-SCHOOL STUDENTS

Occupational Experience Supervisory Visits	Total Visits										Total
	1-25	26-50	51-75	76-100	101-125	126-150	151-175	176-200			
0	9	15	11	1	1	0	0	0			37
1-3	0	3	0	0	0	0	1	0			4
4-6	2	1	1	0	0	0	0	0			4
7-9	1	0	0	0	0	0	0	0			1
10-12	2	2	1	0	0	0	0	0			5
13-15	0	0	0	0	0	0	0	0			0
16-18	0	0	0	0	0	0	0	1			1
Total	14	21	13	1	1	0	1	1			52

The association of the FFA, adult or young farmer farm experience program tours and the per cent of 1967 vocational agriculture graduates entering production agriculture occupations had a calculated chi-square value of 9.97 with four degrees of freedom. Since the calculated value was greater than the tabular value,  $\chi^2_{.025}(4)=9.35$ , the two variables were associated at the .025 level of significance. Data concerning these two variables are summarized in Table XII.

In describing Table XII, it was noted that six of the fourteen departments having a farm experience program tour had 40 per cent or more of its 1967 graduates enter production agriculture occupations. The departments not having a tour had three of forty departments reporting 40 per cent or more of its 1967 graduates enter agriculture production occupations.

TABLE XII

FFA, ADULT OR YOUNG FARMER FARM EXPERIENCE PROGRAM TOURS  
AND PER CENT OF 1967 VO AG GRADUATES ENTERING  
PRODUCTION AGRICULTURE OCCUPATIONS

Tours	% Entering Production Agriculture					Total
	0-19	20-39	40-59	60-79	80-99	
No Tour	27	10	2	1	0	40
Had Tour	5	3	5	1	0	14
Total	32	13	7	2	0	54

When the remaining variables of characteristics of the total vocational agriculture program were tested by the chi-square as to their association to FFA, adult or young farmer farm experience program tours, it was found that they were not associated to one another. These findings supported the null hypothesis. Listed below is a list of the remaining characteristics of the total vocational agriculture program and results of the tests of the two-way contingency tables and chi-square tests when compared to the farm experience program tour variable.

<u>Characteristics</u>	<u>Tabulated <math>\chi^2</math></u>	<u>Calculated <math>\chi^2</math></u>
Total vocational agriculture day-school enrollment	$\chi^2_{.05(6)}=12.59$	7.11 with 6 d.f.
Per cent of farm boys enrolled in vocational agriculture	$\chi^2_{.05(7)}=14.07$	4.50 with 7 d.f.
Total years of experience of the instructor	$\chi^2_{.05(7)}=14.07$	6.56 with 7 d.f.
Salary received by vocational agriculture instructor	$\chi^2_{.05(5)}=11.07$	4.46 with 5 d.f.
Farm experience program units per boy	$\chi^2_{.05(5)}=11.07$	3.90 with 5 d.f.
Farm experience program net worth	$\chi^2_{.05(4)}=9.49$	2.43 with 4 d.f.
FFA classification	$\chi^2_{.05(3)}=7.81$	2.30 with 3 d.f.
Area of the state	$\chi^2_{.05(6)}=12.59$	3.51 with 6 d.f.
Full or part time departments	$\chi^2_{.05(1)}=3.84$	1.21 with 1 d.f.

Per cent of 1967 vocational agriculture graduates entering agribusiness occupations	$\chi^2 .05(3)=7.81$	4.06 with 3 d.f.
Per cent of 1967 vocational agriculture graduates entering post high school educational institutions	$\chi^2 .05(4)=9.49$	1.84 with 4 d.f.
Multi or single teacher program	$\chi^2 .05(1)=3.84$	1.93 with 1 d.f.
Graduating institution of vocational agriculture instructor	$\chi^2 .05(2)=5.99$	0.74 with 2 d.f.
Total summer supervisory visits of day-school farm experience programs	$\chi^2 .05(6)=12.59$	8.72 with 6 d.f.

In summarizing the presentation of data of the summer supervision phase of the thesis, it was noted that five comparisons were associated to at least the .05 level of significance of the chi-square test and fifty-five comparisons were independent of one another.

Summer FFA Activities. The association of the number of summer FFA chapter meetings and the fifteen characteristics of the total vocational agriculture program were tested by two-way contingency tables and chi-square tests to compare these various criteria. It was found that fourteen of the characteristics of the total vocational agriculture program were not associated to the number of summer FFA chapter meetings, therefore supporting the null hypothesis. The null hypothesis was rejected in one comparison. This comparison was between per cent of farm boys



enrolled in vocational agriculture and number of summer FFA chapter meetings.

The association of these two variables had a calculated chi-square value of 46.13 with twenty-eight degrees of freedom. Since the calculated value was greater than the tabular value,  $\chi^2_{.025(28)} = 44.46$ , the two variables were associated at the .025 level of significance. Data concerning these two variables are summarized in Table XIII.

It was noted in Table XIII that all of the departments having no summer FFA chapter meetings had over 50 per cent of the farm boys enrolled in vocational agriculture. To the other extreme, it was noted that departments having four summer FFA chapter meetings had 25 per cent of their population with at least 50 per cent of the farm boys enrolled in vocational agriculture. It should be noted, however, that the bulk of the population fell within the range of 50 per cent or more of the farm boys enrolled in vocational agriculture and one, two or three summer FFA chapter meetings.

Fourteen of the characteristics of the total vocational agriculture program were found to be independent of the number of summer FFA chapter meetings as tested by the chi-square. Listed below is a list of the fourteen characteristics of the total vocational agriculture program and the results of the tests of the two-way contingency tables and chi-square tests when compared to the number of summer FFA chapter meetings.

<u>Characteristics</u>	<u>Tabulated <math>\chi^2</math></u>	<u>Calculated <math>\chi^2</math></u>
Total vocational agriculture day-school enrollment	$\chi^2 .05(24)=36.42$	35.49 with 24 d.f.
Total years of experience of the instructor	$\chi^2 .05(28)=41.34$	31.42 with 28 d.f.
Salary received by vocational agriculture instructor	$\chi^2 .05(20)=31.41$	25.29 with 20 d.f.
Farm experience program units per boy	$\chi^2 .05(20)=31.41$	12.59 with 20 d.f.
Farm experience program net worth	$\chi^2 .05(16)=26.30$	9.67 with 16 d.f.
FFA classification	$\chi^2 .05(12)=21.03$	14.39 with 12 d.f.
Area of the state	$\chi^2 .05(24)=36.42$	17.38 with 24 d.f.
Full or part time departments	$\chi^2 .05(4)=9.49$	3.37 with 4 d.f.
Per cent of 1967 vocational agriculture graduates entering production agriculture occupations	$\chi^2 .05(12)=21.03$	12.31 with 12 d.f.
Per cent of 1967 vocational agriculture graduates entering agri-business occupations	$\chi^2 .05(12)=21.03$	12.06 with 12 d.f.
Per cent of 1967 vocational agriculture graduates entering post high school educational institutions	$\chi^2 .05(16)=26.30$	11.17 with 16 d.f.
Multi or single teacher program	$\chi^2 .05(4)=9.49$	6.17 with 4 d.f.

Graduating institution of vocational agricul- ture instructor	$\chi^2_{.05}(8)=15.51$	10.88 with 8 d.f.
Total summer super- visory visits of day- school farm experience programs	$\chi^2_{.05}(24)=36.42$	34.15 with 24 d.f.

It was necessary to reject the null hypothesis in two of the fifteen comparisons between number of summer FFA chapter officer meetings and the characteristics of the total vocational agriculture program. The other thirteen comparisons sustained the null hypothesis of no association. The two characteristics of the total vocational agriculture program showing an association to the number of FFA officer meetings were total vocational agriculture enrollment and FFA classification.

In the comparison of number of summer FFA chapter officer meetings and the total vocational agriculture enrollment the chi-square test showed a calculated value of 60.13 with thirty-six degrees of freedom. Since the calculated value was greater than the tabular values,  $\chi^2_{.005}(30)=53.67$  or  $\chi^2_{.05}(40)=55.79$  or  $\chi^2_{.025}(40)=59.34$ , it may be assumed that the two variables were associated at the .005 level of significance. Data concerning these two variables are summarized in Table XIV.

Table XIV points out that the frequencies tend to be greatest in the central part of the table--two or three FFA officer meetings and enrollment of thirty to fifty students. These are scattered frequencies, however, in all directions of the table.

In the comparison of number of summer FFA chapter officer

TABLE XIII  
SUMMER FFA CHAPTER MEETINGS AND PER CENT  
OF FARM BOYS ENROLLED IN VO AG

FFA MEETINGS	% OF FARM BOYS ENROLLED IN VO AG											TOTAL
	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100		
0	0	0	0	0	0	1	0	1	0	4	6	
1	0	0	0	0	0	2	2	2	0	2	8	
2	1	0	0	2	0	2	5	6	3	2	21	
3	0	0	0	1	0	2	5	3	2	2	15	
4	0	0	0	1	2	0	0	0	0	1	4	
TOTAL	1	0	0	4	2	7	12	12	5	11	54	

TABLE XIV

SUMMER FFA CHAPTER OFFICER MEETINGS AND  
TOTAL VO AG ENROLLMENT

FFA OFFICER MEETINGS	TOTAL VO AG ENROLLMENT							TOTAL
	10-19	20-29	30-39	40-49	50-59	60-69	70-79	
0	0	2	1	1	0	0	0	4
1	0	1	3	1	1	1	1	8
2	2	3	7	5	0	1	0	18
3	2	0	3	6	5	0	0	16
4	0	4	0	0	0	0	0	4
5	1	0	0	0	0	1	0	2
6	0	0	0	1	0	1	0	2
TOTAL	5	10	14	14	6	4	1	54



meetings and the FFA classification the chi-square test showed a calculated value of 30.91 with eighteen degrees of freedom. Since the calculated value was greater than the tabulated value,  $\chi^2_{.05(18)}=28.87$ , it may be assumed that the two variables were associated at the .05 level of significance. Data concerning these two variables are summarized in Table XV.

Table XV showed that twenty-six of the twenty-nine departments receiving no FFA classification rating had two or less summer FFA chapter officer meetings while all of the chapters having a Gold Emblem rating had two or more such meetings.

TABLE XV  
SUMMER FFA CHAPTER OFFICER MEETINGS AND  
FFA CLASSIFICATION

FFA OFFICER MEETINGS	FFA CLASSIFICATION				TOTAL
	NO RATING	STANDARD	SUPERIOR	GOLD EMBLEM	
0	4	0	0	0	4
1	5	0	3	0	8
2	11	0	2	5	18
3	8	2	6	0	16
4	1	0	1	2	4
5	0	0	1	1	2
6	0	0	0	2	2
TOTAL	29	2	13	10	54

Thirteen of the characteristics of the total vocational agriculture program were found to be independent of the number of summer FFA chapter officer meetings as tested by the chi-square. Listed below is a list of the thirteen characteristics of the total vocational agriculture program and the results of the tests of the two-way contingency tables and chi-square tests when compared to the number of FFA officer meetings in the summer.

<u>Characteristics</u>	<u>Tabulated <math>\chi^2</math></u>	<u>Calculated <math>\chi^2</math></u>
Per cent of farm boys enrolled in vocational agriculture	$\chi^2_{.05(40)}=55.76$	44.46 with 42 d.f.
Total years of experience of the instructor	$\chi^2_{.05(40)}=55.76$	37.13 with 42 d.f.
Salary received by vocational agriculture instructor	$\chi^2_{.05(30)}=43.77$	30.66 with 30 d.f.
Farm experience program units per boy	$\chi^2_{.05(30)}=43.77$	16.21 with 30 d.f.
Farm experience program net worth	$\chi^2_{.05(24)}=36.42$	18.18 with 24 d.f.
Area of the state	$\chi^2_{.05(30)}=43.77$	26.75 with 36 d.f.
Full or part time departments	$\chi^2_{.05(6)}=12.59$	6.91 with 6 d.f.
Per cent of 1967 vocational agriculture graduates entering production agriculture occupations	$\chi^2_{.05(18)}=28.87$	12.64 with 18 d.f.

Per cent of 1967 vocational agriculture graduates entering agri-business occupations	$\chi^2_{.05(18)}=28.87$	15.41 with 18 d.f.
Per cent of 1967 vocational agriculture graduates entering post high school educational institutions	$\chi^2_{.05(24)}=36.42$	20.40 with 24 d.f.
Multi or single teacher program	$\chi^2_{.05(6)}=12.59$	2.34 with 6 d.f.
Graduating institution of vocational agriculture instructor	$\chi^2_{.05(12)}=21.03$	3.96 with 12 d.f.
Total summer supervisory visits of day-school farm experience programs	$\chi^2_{.05(40)}=43.77$	42.37 with 36 d.f.

The third summer FFA variable studied was state FFA camp attendance. It was found that fourteen of the characteristics of the total vocational agriculture program were independent of state FFA camp attendance.

The FFA classification was, however, associated with state FFA camp attendance. The calculated value of this comparison was 12.07 with three degrees of freedom. The tabular values were  $\chi^2_{.05(3)}=7.81$ ,  $\chi^2_{.025(3)}=9.35$ , and  $\chi^2_{.010(3)}=11.34$ . It may be assumed that the null hypothesis be rejected in this comparison and that these two variables are associated at the .010 level of significance. Data concerning these two variables are summarized in Table XVI.

Table XVI shows that of the departments receiving no FFA classification rating, 72 per cent did not attend camp while 28

per cent did attend camp. Of the departments receiving the Gold Emblem classification, 90 per cent attended camp and 10 per cent did not. The Superior and Standard rating were nearly equal. It was the opinion of the investigator that the reason the percentage of chapters attending camp but yet receiving no FFA classification rating was a result of at least most of these eight chapters failing to submit an application for the classification.

TABLE XVI  
STATE FFA CAMP ATTENDANCE AND  
FFA CLASSIFICATION

FFA CAMP	FFA CLASSIFICATION				TOTAL
	NO RATING	STANDARD	SUPERIOR	GOLD EMBLEM	
Did Not Attend	21	1	6	1	29
Attended	8	1	7	9	25
TOTAL	29	2	13	10	54

It was found that fourteen of the characteristics of the total vocational agriculture program were not associated to attendance at state FFA camp. These fourteen comparisons sustained the null hypothesis of independence. Listed below is a list of the characteristics of the total vocational agriculture program and the results of the tests of the two-way contingency tables and chi-square tests when compared to state FFA summer camp attendance.

<u>Characteristics</u>	<u>Tabulated <math>\chi^2</math></u>	<u>Calculated <math>\chi^2</math></u>
Total vocational agriculture day-school enrollment	$\chi^2 .05(6)=12.59$	3.56 with 6 d.f.
Per cent of farm boys enrolled in vocational agriculture	$\chi^2 .05(7)=14.07$	8.00 with 7 d.f.
Total years of experience of the instructor	$\chi^2 .05(7)=14.07$	9.18 with 7 d.f.
Salary received by vocational agriculture instructor	$\chi^2 .05(5)=11.07$	4.89 with 5 d.f.
Farm experience program units per boy	$\chi^2 .05(5)=11.07$	9.89 with 5 d.f.
Farm experience program net worth	$\chi^2 .05(4)=9.49$	4.89 with 4 d.f.
Area of the state	$\chi^2 .05(6)=12.39$	10.64 with 6 d.f.
Full or part time departments	$\chi^2 .05(1)=3.84$	0.04 with 1 d.f.
Per cent of 1967 vocational agriculture graduates entering production agriculture occupations	$\chi^2 .05(3)=7.81$	0.05 with 3 d.f.
Per cent of 1967 vocational agriculture graduates entering agri-business occupations	$\chi^2 .05(3)=7.81$	1.75 with 3 d.f.
Per cent of 1967 vocational agriculture graduates entering post high school educational institutions	$\chi^2 .05(4)=9.49$	2.99 with 4 d.f.
Multi or single teacher program	$\chi^2 .05(1)=3.84$	0.42 with 1 d.f.



Graduating institution of vocational agricul- ture instructor	$\chi^2_{.05(2)}=5.99$	1.88 with 2 d.f.
Total summer super- visory visits of day- school farm exper- ience programs	$\chi^2_{.05(7)}=14.07$	10.65 with 7 d.f.

In summarizing the presentation of data of the summer FFA activities phase of the thesis, it was noted that four comparisons were associated to at least the .05 level of significance of the chi-square test and forty comparisons sustained the null hypothesis of no association.

Summer Agricultural Mechanics Activities. The association of summer local agricultural mechanics displays and the fifteen characteristics of the total vocational agriculture program were compared by use of the two-way contingency tables and the chi-square test. It was found that fourteen of the comparisons were not associated to participation in summer local agricultural mechanics displays, therefore supporting the null hypothesis.

The null hypothesis was rejected in one comparison. This comparison was between FFA classification and participation in a summer local agricultural mechanics display.

The association of these two variables had a calculated chi-square value of 12.07 with three degrees of freedom. Since the calculated value was greater than the tabular value,  $\chi^2_{.010(3)}=11.34$ , these two variables were associated at the .010 level of significance. Data concerning these two variables are summarized in Table XVII.

Table XVII shows that of the departments receiving no FFA classification rating, 79 per cent did not have a local summer agricultural mechanics display. Of the departments receiving the Gold Emblem classification, 70 per cent did have a display while 30 per cent did not.

TABLE XVII  
SUMMER LOCAL AGRICULTURE MECHANICS DISPLAYS  
AND FFA CLASSIFICATION

Local Ag Mechanics Display	FFA CLASSIFICATION				Total
	No Rating	Standard	Superior	Gold Emblem	
Did Not Have Display	23	2	5	3	33
Had Display	6	0	8	7	21
Total	29	2	13	10	54

It was found that fourteen of the characteristics of the total vocational agriculture program were not associated to participation in a local summer agricultural mechanics display. These comparisons supported the null hypothesis of no association. Listed below are the characteristics of the total vocational agriculture program and the results of the tests of the two-way contingency tables and chi-square tests when compared with local summer agricultural mechanics displays.

<u>Characteristics</u>	<u>Tabulated <math>\chi^2</math></u>	<u>Calculated <math>\chi^2</math></u>
Total vocational agriculture day-school enrollment	$\chi^2 .05(6)=12.59$	6.19 with 6 d.f.
Per cent of farm boys enrolled in vocational agriculture	$\chi^2 .05(7)=14.07$	4.43 with 7 d.f.
Total years of experience of the instructor	$\chi^2 .05(7)=14.07$	12.44 with 7 d.f.
Salary received by vocational agriculture instructor	$\chi^2 .05(5)=11.07$	3.09 with 5 d.f.
Farm experience program units per boy	$\chi^2 .05(5)=11.07$	10.02 with 5 d.f.
Farm experience program net worth	$\chi^2 .05(4)=9.49$	3.61 with 4 d.f.
Area of the state	$\chi^2 .05(6)=12.59$	9.90 with 6 d.f.
Full or part time departments	$\chi^2 .05(1)=3.84$	1.40 with 1 d.f.
Per cent of 1967 vocational agriculture graduates entering production agriculture occupations	$\chi^2 .05(3)=7.81$	4.26 with 3 d.f.
Per cent of 1967 vocational agriculture graduates entering agribusiness occupations	$\chi^2 .05(3)=7.81$	2.35 with 3 d.f.
Per cent of 1967 vocational agriculture graduates entering post high school educational institutions	$\chi^2 .05(4)=9.49$	5.79 with 4 d.f.
Multi or single teacher program	$\chi^2 .05(1)=3.84$	0.00 with 1 d.f.

Graduating institution of vocational agricul- ture instructor	$\chi^2_{.05(2)}=5.99$	4.60 with 2 d.f.
Total summer super- visory visits of day- school farm exper- ience programs	$\chi^2_{.05(6)}=12.59$	4.37 with 6 d.f.

It was found that fourteen of the comparisons between characteristics of the total vocational agriculture program and summer planning to participate in the state agricultural mechanics display were not associated, therefore sustaining the null hypothesis.

The null hypothesis was rejected in one comparison. This comparison was between FFA classification and summer planning to participate in the state agricultural mechanics display.

The association of these two variables had a calculated chi-square value of 8.80 with three degrees of freedom. Since the calculated value was greater than the tabular value,  $\chi^2_{.05(3)}=7.81$ , these two variables were associated at the .05 level of significance. Data concerning these two variables are summarized in Table XVIII.

Table XVIII shows that of the departments receiving no FFA classification rating, 86 per cent did not make plans to participate in the state agricultural mechanics display and 14 per cent did make plans. Of the departments receiving the Gold Emblem classification, 60 per cent made plans while 40 per cent did not.

It was found that fourteen of the characteristics of the total vocational agriculture program were independent of summer planning to participate in the state agricultural mechanics dis-

TABLE XVIII  
SUMMER PLANNING TO PARTICIPATE IN THE STATE  
AGRICULTURAL MECHANICS DISPLAY  
AND FFA CLASSIFICATION

Planning for State Ag Mechanics Display	FFA CLASSIFICATION				Total
	No Rating	Standard	Superior	Gold Emblem	
No plans	25	1	8	4	38
Planning	4	1	5	6	16
Total	29	2	13	10	54



play. These comparisons supported the null hypothesis of no association. Listed below are the characteristics of the total vocational agriculture program and the results of the tests of the two-way contingency tables and chi-square tests when compared with summer planning to participate in the state agricultural mechanics display.

<u>Characteristics</u>	<u>Tabulated <math>\chi^2</math></u>	<u>Calculated <math>\chi^2</math></u>
Total vocational agriculture day-school enrollment	$\chi^2_{.05(6)}=12.59$	5.06 with 6 d.f.
Per cent of farm boys enrolled in vocational agriculture	$\chi^2_{.05(7)}=14.07$	5.60 with 7 d.f.
Total years of experience of instructor	$\chi^2_{.05(7)}=14.07$	6.63 with 7 d.f.
Salary received by vocational agriculture instructor	$\chi^2_{.05(5)}=11.07$	3.65 with 5 d.f.
Farm experience program units per boy	$\chi^2_{.05(5)}=11.07$	9.09 with 5 d.f.
Farm experience program net worth	$\chi^2_{.05(4)}=9.49$	6.02 with 4 d.f.
Area of the state	$\chi^2_{.05(6)}=12.59$	4.30 with 6 d.f.
Full or part time departments	$\chi^2_{.05(1)}=3.84$	0.71 with 1 d.f.
Per cent of 1967 vocational agriculture graduates entering production agriculture occupations	$\chi^2_{.05(3)}=7.81$	3.06 with 3 d.f.
Per cent of 1967 vocational agriculture graduates entering agribusiness occupations	$\chi^2_{.05(3)}=7.81$	1.28 with 3 d.f.

Per cent of 1967 vocational agriculture graduates entering post high school educational institutions	$\chi^2 .05(4)=9.49$	1.91 with 4 d.f.
Multi or single teacher program	$\chi^2 .05(1)=3.84$	0.25 with 1 d.f.
Graduating institution of vocational agriculture instructor	$\chi^2 .05(2)=5.99$	1.17 with 2 d.f.
Total summer supervisory visits of day-school farm experience programs	$\chi^2 .05(6)=12.59$	7.98 with 6 d.f.

In summarizing the presentation of data of summer agricultural mechanics activities phase of the thesis, it was noted that two comparisons were associated to at least the .05 level of significance of the chi-square test and twenty-eight comparisons sustained the null hypothesis of no association.

Summer Professional Improvement. The association of attendance at the state vocational agriculture instructors' conference and the fifteen characteristics of the total vocational agriculture program were compared by use of the two-way contingency tables and the chi-square test. It was found that thirteen of the comparisons were not associated to attendance at the state vocational agriculture instructors' conference, therefore supporting the null hypothesis in thirteen comparisons and rejecting it in two.

One comparison in which the null hypothesis was rejected was between per cent of farm boys enrolled in vocational agriculture and attendance at the state vocational agriculture instructors' conference. The association of these two variables had a calcu-

lated chi-square value of 20.35 with seven degrees of freedom. Since the calculated value was greater than the tabular value,  $\chi^2_{.005(7)}=20.28$ , these two variables were associated at the .005 level of significance. Data concerning these two variables are summarized in Table XIX.

Upon inspection of Table XIX, it was noted that two instructors did not attend summer conference. Both of these instructors had 80 per cent or more of the farm boys in their high schools enrolled in vocational agriculture. Twenty-seven per cent of the instructors attending conference had 80 per cent or more of the farm boys in their high schools enrolled in vocational agriculture. The investigator deemed it necessary to point out that the number of instructors not attending conference was limited to two.

The comparison between multi or single teacher programs and attendance at the state vocational agriculture instructors' conference was found to be associated. The association of these two variables had a calculated chi-square value of 4.10 with one degree of freedom. Since the calculated value was greater than the tabular value,  $\chi^2_{.05(1)}=3.84$ , these two variables were associated at the .05 level of significance. Data concerning these two variables are summarized in Table XX. Table XX shows that 98 per cent of the instructors teaching in single teacher programs, while 80 per cent of the instructors teaching in a multi teacher program attended summer conference. Looking at conference attendance from another stand point, Table XX shows that 92 per cent of those attending conference were from single teacher departments,

TABLE XIX

ATTENDANCE AT STATE VOCATIONAL AGRICULTURE  
INSTRUCTORS' CONFERENCE AND PER CENT  
OF FARM BOYS ENROLLED IN  
VOCATIONAL AGRICULTURE

CONFERENCE ATTENDANCE	PER CENT OF FARM BOYS										TOTAL
	0-9	10-19	20-29	30-39	40-49	50-59	60-69	70-79	80-89	90-100	
Did Not Attend	0	0	0	0	0	0	0	0	2	0	2
Did Attend	1	0	0	4	2	7	12	12	3	11	52
TOTAL	1	0	0	4	2	7	12	12	5	11	54

while 8 per cent came from multi teacher situations. Again it was the opinion of the investigator, that it should be stressed that the multi teacher programs represented were limited to five out of a total population of fifty-four.

It was found that thirteen of the characteristics of the total vocational agriculture program were not associated to attendance at the state vocational agriculture instructors' conference. These comparisons supported the null hypothesis of no association. Listed below are the characteristics of the total vocational agriculture program and the results of the tests of the two-way contingency tables and chi-square tests when compared with attendance at the state vocational agriculture instructors' conference.

<u>Characteristics</u>	<u>Tabulated <math>\chi^2</math></u>	<u>Calculated <math>\chi^2</math></u>
Total vocational agriculture day-school enrollment	$\chi^2_{.05(6)}=12.59$	5.93 with 6 d.f.
Total years of experience of instructors	$\chi^2_{.05(7)}=14.07$	2.28 with 7 d.f.
Salary received by vocational agriculture instructor	$\chi^2_{.05(5)}=11.07$	4.93 with 5 d.f.
Farm experience program units per boy	$\chi^2_{.05(5)}=11.07$	3.18 with 5 d.f.
Farm experience program net worth	$\chi^2_{.05(4)}=9.49$	7.27 with 4 d.f.
FFA classification	$\chi^2_{.05(3)}=7.81$	1.05 with 3 d.f.
Area of the state	$\chi^2_{.05(6)}=12.59$	8.44 with 6 d.f.
Full or part time departments	$\chi^2_{.05(1)}=3.84$	1.04 with 1 d.f.



Per cent of 1967 vocational agriculture graduates entering production agriculture occupations	$\chi^2 .05(3)=7.81$	0.96 with 3 d.f.
Per cent of 1967 vocational agriculture graduates entering agribusiness occupations	$\chi^2 .05(3)=7.81$	1.01 with 3 d.f.
Per cent of 1967 vocational agriculture graduates entering post high school educational institutions	$\chi^2 .05(4)=9.49$	3.26 with 4 d.f.
Graduating institution of vocational agriculture instructor	$\chi^2 .05(2)=5.99$	0.42 with 2 d.f.
Total summer supervisory visits of day-school farm experience programs	$\chi^2 .05(6)=12.59$	1.30 with 6 d.f.

The association of attendance of summer school and the fifteen characteristics of the total vocational agriculture program were compared by use of the two-way contingency tables and the chi-square test. It was found that all fifteen of the comparisons were not associated to attendance of summer school, therefore supporting the null hypothesis in all fifteen comparisons. Listed below are the characteristics of the total vocational agriculture program and the results of the tests mentioned above, when compared with attendance of summer school.

<u>Characteristics</u>	<u>Tabulated <math>\chi^2</math></u>	<u>Calculated <math>\chi^2</math></u>
Total vocational agriculture day-school enrollment	$\chi^2 .05(6)=12.59$	2.72 with 6 d.f.
Per cent of farm boys enrolled in vocational agriculture	$\chi^2 .05(7)=14.07$	5.27 with 7 d.f.

Total years of experience of instructor	$\chi^2_{.05(7)}=14.07$	3.09 with 7 d.f.
Salary received by vocational agriculture instructor	$\chi^2_{.05(5)}=11.07$	6.90 with 5 d.f.
Farm experience program units per boy	$\chi^2_{.05(5)}=11.07$	7.63 with 5 d.f.
Farm experience program net worth	$\chi^2_{.05(4)}=9.49$	0.82 with 4 d.f.
FFA classification	$\chi^2_{.05(3)}=7.81$	1.93 with 3 d.f.
Area of the state	$\chi^2_{.05(6)}=12.59$	3.29 with 6 d.f.
Full or part time departments	$\chi^2_{.05(1)}=3.84$	0.05 with 1 d.f.
Per cent of 1967 vocational agriculture graduates entering production agriculture occupations	$\chi^2_{.05(3)}=7.81$	3.58 with 3 d.f.
Per cent of 1967 vocational agriculture graduates entering agribusiness occupations	$\chi^2_{.05(3)}=7.81$	1.02 with 3 d.f.
Per cent of 1967 vocational agriculture graduates entering post high school educational institutions	$\chi^2_{.05(4)}=9.49$	1.28 with 4 d.f.
Multi or single teacher program	$\chi^2_{.05(1)}=3.84$	3.33 with 1 d.f.
Graduating institution of vocational agriculture instructor	$\chi^2_{.05(2)}=5.99$	1.80 with 2 d.f.
Total summer supervisory visits of day-school farm experience programs	$\chi^2_{.05(6)}=12.59$	9.76 with 6 d.f.

TABLE XX  
ATTENDANCE AT STATE VOCATIONAL AGRICULTURE  
INSTRUCTORS' CONFERENCE AND MULTI OR  
SINGLE TEACHER PROGRAMS

CONFERENCE ATTENDANCE	Multi or Single Teacher Programs		TOTAL
	Single Teacher	Multi Teacher	
Did Not Attend	1	1	2
Did Attend	48	4	52
TOTAL	49	5	54

At this point in the thesis the investigator deemed it important to recall that all instructors attending over one month of summer school were eliminated from the population of the study.

In summarizing the presentation of data of the summer professional improvement phase of the thesis, it was noted that two comparisons were associated to at least the .05 level of significance of the chi-square test and twenty-eight comparisons sustained the null hypothesis of no association.

Summer Publicity Activities. The association of the number of summer news articles published and the fifteen characteristics of the total vocational agriculture program were tested by two-way contingency tables and chi-square tests to determine whether or not these various criteria were considered not associated to one another.

It was found that fourteen of the characteristics of the total vocational agriculture program were not associated to the number of summer news articles published. One of the characteristics of the total vocational agriculture program was associated to the number of summer news articles published. The one characteristic showing an association was total summer supervisory visits of day-school students' farm experience programs.

The association of the number of summer news articles published and total summer supervisory visits of day-school students farm experience programs had a calculated chi-square value of 121.91 with thirty-six degrees of freedom. Since the calculated

value was greater than the tabular value,  $\chi^2_{.005(40)}=66.77$ , the two variables were associated at the .005 level of significance. Data concerning these two variables are summarized in Table XXI.

Inspection of Table XXI reveals that forty-six of the fifty-four instructors selected for this study made seventy-five or less total summer supervisory visits of day-school students' farm experience programs and six or less summer articles published. The remaining eight instructors are scattered throughout the table. It was noted that the two instructors making the most visits (151 to 200) also had the most articles published (twenty-two to twenty-four).

When the remaining variables of characteristics of the total vocational agriculture program were tested by the chi-square test as to their association to number of summer news articles published, it was found that they were not associated to one another, thus supporting the null hypothesis. Listed below is a list of the remaining characteristics of the total vocational agriculture program and the results of the tests of the two-way contingency tables and chi-square when compared to number of summer articles published.

<u>Characteristics</u>	<u>Tabulated <math>\chi^2</math></u>	<u>Calculated <math>\chi^2</math></u>
Total vocational agriculture day-school enrollment	$\chi^2_{.05(40)}=55.76$	32.97 with 48 d.f.
Per cent of farm boys enrolled in vocational agriculture	$\chi^2_{.05(40)}=55.76$	39.73 with 42 d.f.



Total years of experience of the instructor	$\chi^2 .05(40)=55.76$	38.53 with 42 d.f.
Salary received by vocational agriculture instructor	$\chi^2 .05(30)=43.77$	40.06 with 30 d.f.
Farm experience program units per boy	$\chi^2 .05(30)=43.77$	28.27 with 30 d.f.
Farm experience program net worth	$\chi^2 .05(24)=36.42$	20.84 with 24 d.f.
FFA classification	$\chi^2 .05(18)=28.87$	17.13 with 18 d.f.
Area of the state	$\chi^2 .05(30)=43.77$	34.26 with 36 d.f.
Full or part time departments	$\chi^2 .05(6)=12.59$	7.04 with 6 d.f.
Per cent of 1967 vocational agriculture graduates entering production agriculture occupations	$\chi^2 .05(18)=28.87$	28.41 with 18 d.f.
Per cent of 1967 vocational agriculture graduates entering agribusiness occupations	$\chi^2 .05(18)=28.87$	20.52 with 18 d.f.
Per cent of 1967 vocational agriculture graduates entering post high school educational institutions	$\chi^2 .05(24)=36.42$	32.69 with 24 d.f.
Multi or single teacher program	$\chi^2 .05(6)=12.59$	1.19 with 6 d.f.
Graduating institution of vocational agriculture instructor	$\chi^2 .05(12)=21.03$	12.60 with 12 d.f.

It was found that all fifteen of the characteristics of the total vocational agriculture program were not associated to the number of summer TV or radio programs. These fifteen comparisons

TABLE XXI

NUMBER OF SUMMER ARTICLES PUBLISHED AND TOTAL  
SUMMER SUPERVISORY VISITS OF DAY-SCHOOL  
FARM EXPERIENCE PROGRAMS

NEWS ARTICLES	TOTAL VISITS									TOTAL
	1-25	26-50	51-75	76-100	101-125	126-150	151-175	176-200		
0	4	6	0	0	0	0	0	0	10	
1-3	8	9	6	0	0	0	0	0	23	
4-6	2	5	6	0	1	0	0	0	14	
7-9	0	2	0	0	0	0	0	0	2	
10-12	0	0	0	1	0	0	0	0	1	
13-15	0	0	0	0	0	0	0	0	0	
16-18	0	1	1	0	0	0	0	0	2	
19-21	0	0	0	0	0	0	0	0	0	
22-24	0	0	0	0	0	0	1	1	2	
TOTAL	14	23	13	1	1	0	1	1	54	

upheld the null hypothesis. Listed below is a list of the characteristics of the total vocational agriculture program and the results of the tests of the two-way contingency tables and chi-square tests when compared with number of summer TV or radio programs.

<u>Characteristics</u>	<u>Tabulated <math>\chi^2</math></u>	<u>Calculated <math>\chi^2</math></u>
Total vocational agriculture day-school enrollment	$\chi^2_{.05(12)}=21.03$	15.36 with 12 d.f.
Per cent of farm boys enrolled in vocational agriculture	$\chi^2_{.05(16)}=26.30$	19.93 with 16 d.f.
Total years of experience of the instructor	$\chi^2_{.05(14)}=23.63$	19.12 with 14 d.f.
Salary received by vocational agriculture instructor	$\chi^2_{.05(10)}=18.31$	15.48 with 10 d.f.
Farm experience program units per boy	$\chi^2_{.05(10)}=18.31$	6.05 with 10 d.f.
Farm experience program net worth	$\chi^2_{.05(8)}=15.51$	8.46 with 8 d.f.
FFA classification	$\chi^2_{.05(6)}=12.59$	11.96 with 6 d.f.
Area of the state	$\chi^2_{.05(12)}=21.03$	4.49 with 12 d.f.
Full or part time departments	$\chi^2_{.05(2)}=5.99$	4.60 with 2 d.f.
Per cent of 1967 vocational agriculture graduates entering production agriculture occupations	$\chi^2_{.05(6)}=12.59$	3.92 with 6 d.f.

Per cent of 1967 vocational agriculture graduates entering agribusiness occupations	$\chi^2 .05(6)=12.59$	3.28 with 6 d.f.
Per cent of 1967 vocational agriculture graduates entering post high school educational institutions	$\chi^2 .05(8)=15.51$	12.63 with 8 d.f.
Multi or single teacher program	$\chi^2 .05(2)=5.99$	4.80 with 2 d.f.
Graduating institution of vocational agriculture instructor	$\chi^2 .05(4)=9.49$	0.96 with 4 d.f.
Total summer supervisory visits of day-school farm experience programs	$\chi^2 .05(12)=21.05$	4.31 with 12 d.f.

In summarizing the presentation of data of the summer publicity activities phase of the thesis, it was noted that one comparison was associated to at least the .05 level of significance of the chi-square test and forty-four comparisons were not associated to one another.

Summer Time On Job. The association of the number of summer days on the job by instructors and the fifteen characteristics of the total vocational agriculture program were tested by two-way contingency tables and chi-square tests to determine whether or not these various criteria were considered to be not associated to one another.

It was found that thirteen of the characteristics of the total vocational agriculture program were not associated to the number of summer days on the job by instructors. Two of the characteristics of the total vocational agriculture program were

associated to the number of summer days on the job by instructors. The two characteristics showing an association were farm experience program units and per cent of 1967 vocational agriculture graduates entering agri-business occupations.

The association of number of summer days on the job by instructors and farm experience program units had a calculated chi-square value of 67.09 with thirty degrees of freedom. Since the calculated value was greater than the tabulated value,  $\chi^2_{.005(30)}=53.67$ , the two variables were associated at the .005 level of significance. Data concerning these two variables are summarized in Table XXII.

Table XXII shows all instructors with average farm experience program units per boy of fifteen to twenty-nine were on the job fifty or more days during the summer. It further reveals that forty-one of the fifty-four instructors selected for this study were on the job from forty to seventy-nine days and had average farm experience program units per boy of zero to fourteen. It was noted that the two instructors spending the greatest amount of summer days on the job also had the two lowest classifications as to average farm experience program units per boy.

The association of summer days on the job by instructors and per cent of 1967 vocational agriculture graduates entering agri-business occupations had a calculated chi-square value of 32.98 with eighteen degrees of freedom. Since the calculated value was greater than the tabular value,  $\chi^2_{.05(18)}=28.87$ , the



TABLE XXII

NUMBER OF SUMMER DAYS ON THE JOB AND  
FARM EXPERIENCE PROGRAM UNITS

SUMMER DAYS	FARM EXPERIENCE PROGRAM UNITS						TOTAL
	0-4	5-9	10-14	15-19	20-24	25-29	
20-29	1	0	1	0	0	0	2
30-39	0	0	0	0	0	0	0
40-49	5	7	5	1	0	0	18
50-59	0	2	1	2	2	0	7
60-69	6	9	1	0	0	0	16
70-79	3	2	0	0	1	0	6
80-89	0	0	0	0	1	2	3
90-99	1	1	0	0	0	0	2
TOTAL	16	21	8	3	4	2	54

two variables were associated at the .05 level of significance. Data concerning these two variables are summarized in Table XXIII.

When the remaining variables of characteristics of the total vocational agriculture program were tested by the chi-square as to their association to number of summer days on the job by instructors, it was found that none were associated to one another, therefore sustaining the null hypothesis. Listed below is a list of the remaining characteristics of the total vocational agriculture program and the results of the tests of the contingency tables and chi-square tests when compared with the number of summer days on the job by instructors.

<u>Characteristics</u>	<u>Tabulated <math>\chi^2</math></u>	<u>Calculated <math>\chi^2</math></u>
Total vocational agriculture day-school enrollment	$\chi^2_{.05(30)}=43.77$	25.98 with 36 d.f.
Per cent of farm boys enrolled in vocational agriculture	$\chi^2_{.05(40)}=55.76$	51.38 with 42 d.f.
Total years of experience of instructor	$\chi^2_{.05(40)}=55.76$	36.84 with 42 d.f.
Salary received by vocational agriculture instructor	$\chi^2_{.05(30)}=43.77$	21.15 with 30 d.f.
Farm experience program net worth	$\chi^2_{.05(24)}=36.42$	28.81 with 24 d.f.
FFA classification	$\chi^2_{.05(18)}=28.87$	14.32 with 18 d.f.
Area of the state	$\chi^2_{.05(40)}=55.76$	31.38 with 42 d.f.
Full or part time departments	$\chi^2_{.05(6)}=12.59$	11.39 with 6 d.f.

Per cent of 1967 vocational agriculture graduates entering production agriculture	$\chi^2_{.05(18)}=28.87$	23.29 with 18 d.f.
Per cent of 1967 vocational agriculture graduates entering post high school educational institutions	$\chi^2_{.05(24)}=36.42$	31.36 with 24 d.f.
Multi or single teacher program	$\chi^2_{.05(6)}=12.59$	4.68 with 6 d.f.
Graduating institution of vocational agriculture instructor	$\chi^2_{.05(12)}=21.03$	8.87 with 12 d.f.
Total summer supervisory visits of day-school farm experience programs	$\chi^2_{.05(30)}=43.77$	33.51 with 36 d.f.

In summarizing the presentation of data of the summer time on the job phase of the thesis, it was noted that two comparisons were associated to at least the .05 level of significance of the chi-square test and thirteen comparisons were not associated to one another.

TABLE XXIII

NUMBER OF SUMMER DAYS ON THE JOB AND PER CENT  
OF VOCATIONAL AGRICULTURE GRADUATES  
ENTERING AGRI-BUSINESS OCCUPATIONS

SUMMER DAYS	PER CENT ENTERING AGRI-BUSINESS				TOTAL
	0-19	20-39	40-59	60-79	80-99
20-29	2	0	0	0	0
30-39	0	0	0	0	0
40-49	6	10	2	0	0
50-59	6	1	0	0	0
60-69	11	1	3	1	0
70-79	3	0	3	0	0
80-89	1	1	0	1	0
90-99	1	0	1	0	0
TOTAL	30	13	9	2	0
					54

## SUMMARY, CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

Summary. Fourteen selected features of vocational agriculture summer programs and fifteen selected characteristics of the total vocational agriculture program were compared to determine their association. The population of the study was limited in an attempt to obtain a cross section of vocational agriculture characteristics in normal situations. Records on file with the State Board for Vocational Education of Kansas were used to compare the qualitative variables, as well as the quantitative variables.

The population was limited to Kansas vocational agriculture instructors who had remained in the same location for at least five years and instructors who did not attend the 1966 summer school session for more than one month. One instructor was removed from the study because he had been ill most of the summer of 1966. The study was limited to the summer of 1966 and the school year of 1966-67.

No attempt was made to eliminate other factors that might influence characteristics of the total vocational agriculture program. The supposition was that the two sets of variables, features of vocational agriculture summer programs and characteristics of the total vocational agriculture program, represented independent classifications. The Chi-square test was used to compare the association of the variables.

Of the 210 comparisons summarized in Table XXIV, 194 of the comparisons were found to be independent and sixteen of the com-



parisons were found to be associated. Three of the features of vocational agriculture summer programs were found to show no association to any of the characteristics of the total vocational agriculture program. Six features of vocational agriculture summer programs were associated with one characteristic of the total vocational agriculture program. Five features of vocational agriculture summer programs were associated with two characteristics of the total vocational agriculture program.

Seven of the characteristics of the total vocational agriculture program were found to show no association to any of the features of vocational agriculture summer programs. Two characteristics of the total vocational agriculture program were associated with one feature of vocational agriculture summer programs. Four characteristics of the total vocational agriculture program were associated with two features of vocational agriculture summer programs. One characteristic of the total vocational agriculture program was associated with three features of vocational agriculture summer programs. One characteristic of the total vocational agriculture program was associated with four features of vocational agriculture summer programs.

Of the sixteen comparisons found to be associated in Table XXIV, eight were found to be at the .05 level of significance, and eight were at the .010 level of significance.

TABLE XXIV

SUMMARY OF 210 ASSOCIATIONS TESTED  
IN THIS STUDY

CHARACTERISTICS OF TOTAL PROGRAM															TOTAL ASSOCIATIONS FOR VARIABLES	
FEATURES OF SUMMER PROGRAMS	ENRL	PFVA	EXPE	SALA	FFUN	NETW	FFAC	AREA	FUPA	PROD	AGRB	POST	MUSI	INST	SVTO	
SVPS	*	N	N	N	N	N	N	N	N	N	N	N	N	N	**	2
SVOE	N	N	N	N	N	N	N	N	N	N	**	N	N	N	**	2
SVYA	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	0
TOUR	N	N	N	N	N	N	N	N	N	*	N	N	N	N	N	1
FFAM	N	*	N	N	N	N	N	N	N	N	N	N	N	N	N	1
FFOM	*	N	N	N	N	N	*	N	N	N	N	N	N	N	N	2
CAMP	N	N	N	N	N	N	**	N	N	N	N	N	N	N	N	1
LOAM	N	N	N	N	N	N	**	N	N	N	N	N	N	N	N	1
SFAM	N	N	N	N	N	N	*	N	N	N	N	N	*	N	N	1
CONF	**	N	N	N	N	N	N	N	N	N	N	N	N	N	N	2
SUSC	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	0
NEWS	N	N	N	N	N	N	N	N	N	N	N	N	N	N	*	1
TVRA	N	N	N	N	N	N	N	N	N	N	N	N	N	N	N	0
DAYS	N	N	N	N	*	N	N	N	N	N	*	N	N	N	N	2

TOTAL

ASSOCIATIONS

FOR

VARIABLE

16

3

0

1

0

2

1

0

0

4

0

1

0

0

2

2

\* Association is at least at the .05 level of significance as tested by the Chi-Square  
 \*\* Association is at least at the .01 level of significance as tested by the Chi-Square  
 N Association is not significant at the .05 level of significance as tested by the  
 Chi-Square

For key to variable abbreviation refer to the following page.

## (Table XXIV continued)

## Key to summer program variable abbreviations

- SVPS - Summer supervisory visits per student of day-school students' farm experience programs
- SVOE - Total number of summer supervisory visits of day-school students' occupational experience programs other than farm experience programs
- SVYA - Total number of summer supervisory visits of young and/or adult farmer farm experience programs
- TOUR -- Summer FFA, young farmer or adult farmer farm experience program tours
- FFAM - Number of summer FFA chapter meetings
- FFOM - Number of summer FFA officer meetings
- CAMP - State FFA camp attendance
- LOAM - Local Agricultural mechanics exhibit in summer
- SEAM - Preparations made in summer for an exhibit at the state fair
- CONF -- Attendance at state summer vocational agriculture instructors' conference
- SUSC - Summer school attendance
- NEWS - Number of news articles published during the summer
- TVRA - Number of TV and/or radio program broadcasts during the summer
- DAYS - Number of summer days on-the-job

## Key to total program variable abbreviations

- ENRL - Total vocational agriculture enrollment
- PFVO - Per cent of high school farm boys enrolled in vocational agriculture
- EXPE - Vocational agriculture instructors' experience
- SALA - Vocational agriculture instructors' salary

## (Abbreviations continued)

- FPUN - Farm experience program units per student
- NETW - Farm experience program net worth
- FFAC - FFA classification
- AREA - Area of the state
- FUPA - Full or part time instruction
- PROD - Per cent of 1967 vocational agriculture graduates entering production agriculture occupations
- AGRB - Per cent of 1967 vocational agriculture graduates entering agri-business occupations
- POST - Per cent of 1967 vocational agriculture graduates continuing their education at a post high school educational institution
- MUSI - Multi or single teacher department
- INST - Graduating institution of the vocational agriculture instructor
- SVTO - Total number of summer supervisory visits of day-school students' farm experience programs

Conclusions. In 194 of the 210 comparisons the conclusion would support the null hypothesis that the features of the summer program and the selected characteristics of the total vocational agriculture program represented no association. In sixteen of the 210 comparisons the conclusion would reject the null hypothesis of no association.

Features of the summer program which showed an association with two characteristics of the total vocational agriculture program were:

- (1) Number of summer supervisory visits per student of day-school students' farm experience programs,
- (2) Total number of summer supervisory visits of day-school students' occupational experience programs,
- (3) Number of summer FFA officer meetings,
- (4) Attendance at state vocational agriculture instructors' conference, and
- (5) Number of days on the job during the summer.

Features of the summer program which showed an association with one characteristic of the total vocational agriculture program were:

- (1) FFA, young or adult farmer summer farming program tours,
- (2) Number of summer FFA chapter meetings,
- (3) Attendance at state FFA camp,
- (4) Participation in a local agricultural mechanics display,
- (5) Preparation for participation in the state agricultural mechanics display, and
- (6) Number of summer news articles published.



Features of the summer program which showed no association with any of the characteristics of the total vocational agriculture program were:

- (1) Total number of summer supervisory visits to young or adult farmer farm experience programs,
- (2) Attendance in summer school, and
- (3) Number of summer TV or radio broadcasts.

One characteristic of the total vocational agriculture program showed an association with four features of the summer program. This characteristic was FFA classification.

One characteristic of the total vocational agriculture program showed an association with three features of the summer program. This characteristic was total summer supervisory visits of day-school students' farm experience programs. This was the only characteristic of the total vocational agriculture program involving a summer activity, thus comparing one summer activity to another summer activity.

Characteristics of the total vocational agriculture program which showed an association with two features of the summer program were:

- (1) Total day-school vocational agriculture enrollment,
- (2) Per cent of farm boys in high school enrolled in vocational agriculture, and
- (3) Per cent of 1967 vocational agriculture graduates entering an agri-business occupation.

Characteristics of the total vocational agriculture program

which showed an association with one feature of the summer program were:

- (1) Farm experience program units per student,
- (2) Per cent of 1967 vocational agriculture graduates entering a production agriculture occupation, and
- (3) Multi or single teacher program.

Characteristics of the total vocational agriculture program which showed no association with any of the features of the summer program were:

- (1) Total years of experience of the vocational agriculture instructors,
- (2) Salaries of the vocational agriculture instructors,
- (3) Farm experience program net worth of day-school students,
- (4) Area of the state,
- (5) Full or part time departments,
- (6) Per cent of 1967 vocational agriculture graduates entering post high school educational institutions, and
- (7) Graduating institution of vocational agriculture instructors.

Implications. The study implied that summer activities involving the FFA organization resulted in an association between FFA classification and summer FFA activities. A further implication showed a relationship between summer activities involving occupational experience programs and occupational experience activities in the total program. In general, it could be implied that summer features involving a specific activity would be as-

sociated with that same activity of the total program of vocational agriculture. This implication could explain why there was no association between characteristics of the total vocational agriculture program and such features of the summer program as summer school attendance and supervisory visits of young and adult farmer operations. There was no characteristic of the total vocational agriculture program involving directly summer school, or young or adult farmer programs.

Recommendations. The need of this study was based partially on a need for motivation of vocational agriculture instructors to carry out a more active summer program and to emphasize to instructors and administrators the importance of the summer program in the total vocational agriculture program. Although the study showed some association between characteristics of the total vocational agriculture program and features of the summer program, no specific recommendation can be made for the promotion of summer programs.

This study dealt specifically with the association of fifteen characteristics of the total vocational agriculture program and fourteen features of the vocational agriculture summer program. For future studies of this nature the investigator recommended that some method for checking how these characteristics and features are associated be developed. A correlation study might be developed to compare the amount of activity of summer program features and classification of characteristics of the total vocational agriculture program.

Future studies could also explore the association of summer activities such as tools and equipment reconditioned during the summer, course planning during the summer, and tools and equipment purchased during the summer. An objective method of determining values for the variables will need to be developed by the researcher.

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## APPENDIX A



[illegible]



## APPENDIX B

To be completed in triplicate, with a copy for your local administrator, a copy for your file, and a copy to this office which will be due September 11, 1967.

Name \_\_\_\_\_ School \_\_\_\_\_

#### SUPERVISION

1. Number of supervisory visits to students' farms \_\_\_\_\_
2. Number of supervisory visits to other occupational experience students' programs \_\_\_\_\_
3. Number of visits to young and adult farmers' farms \_\_\_\_\_
4. Did you have an FFA or young farmer tour? Yes \_\_\_\_\_ No \_\_\_\_\_

#### FUTURE FARMERS OF AMERICA

1. Number of meetings held \_\_\_\_\_
2. Number of officer meetings held \_\_\_\_\_
3. Did you attend the FFA Camp? Yes \_\_\_\_\_ No \_\_\_\_\_
4. Did you have a local farm mechanics exhibit? Yes \_\_\_\_\_ No \_\_\_\_\_
5. Do you plan a State Fair exhibit? Yes \_\_\_\_\_ No \_\_\_\_\_

#### PROFESSIONAL IMPROVEMENT

1. Did you attend the June teachers' conference? Yes \_\_\_\_\_ No \_\_\_\_\_
2. Did you attend summer school? Yes \_\_\_\_\_ No \_\_\_\_\_. If so, list place and dates of summer school. Place \_\_\_\_\_  
From \_\_\_\_\_ To \_\_\_\_\_
3. List short course dates and topic or other professional improvement  
\_\_\_\_\_

#### PUBLICITY

1. Number of newspaper articles prepared for local and county newspapers  
\_\_\_\_\_
2. Number of TV or radio broadcasts \_\_\_\_\_

#### PLANNING, ORGANIZING, AND MAINTAINING FACILITIES

1. Do you have lesson topics planned for each class? Yes \_\_\_\_\_ No \_\_\_\_\_
2. Do you have lesson plans prepared for each class for the current year? Yes \_\_\_\_\_ No \_\_\_\_\_
3. List tools and shop equipment purchased this year:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
4. List other teaching aids added this year:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
5. Has a system of cleanup and checking tools been organized? Yes \_\_\_\_\_ No \_\_\_\_\_ (Include your plan if available.)

ADMINISTRATION

1. Have you had a summer conference with your school administrator to discuss the vocational agriculture program? Yes \_\_\_\_\_ No \_\_\_\_\_
2. List major changes planned for your 1966-67 vocational agriculture program if any \_\_\_\_\_
3. Number of days on the job during the summer \_\_\_\_\_

WHAT IS THE NUMBER ONE NEED OF YOUR DEPARTMENT

1. \_\_\_\_\_

PLEASE LIST YOUR HOME ADDRESS AND PHONE NUMBER

1. Home address \_\_\_\_\_
2. Home phone \_\_\_\_\_
3. School phone \_\_\_\_\_ (where you can be most easily reached)

Signed \_\_\_\_\_  
Superintendent or Principal

Signed \_\_\_\_\_  
Vocational Agriculture Instructor

Report of Teacher of Vocational Agriculture

Name of School \_\_\_\_\_

Date your contract began \_\_\_\_\_ Date school began \_\_\_\_\_

Number of years' experience teaching vocational agriculture,  
including the current school year \_\_\_\_\_

Number of years in present location \_\_\_\_\_

Amount allowed for transportation in farming program supervision \_\_\_\_\_

Where did you receive your degree of agricultural education? \_\_\_\_\_  
Date \_\_\_\_\_Do you have a master's degree? \_\_\_\_\_ Date \_\_\_\_\_  
Name of institution attended \_\_\_\_\_

Did you attend summer school 1966? \_\_\_\_\_ Where \_\_\_\_\_

Kind of teacher's certificate now held: \_\_\_\_\_ Expiration date \_\_\_\_\_

No. of pupils enrolled in vocational agriculture at end of second week of school:

Freshman \_\_\_\_\_ Sophomore \_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_ Total \_\_\_\_\_

Number of town boys enrolled in vocational agriculture \_\_\_\_\_

\*Number of farm boys enrolled in high school \_\_\_\_\_

Number of farm boys enrolled in high school, not now enrolled in vocational agri-  
culture but who have had at least one year of vocational agriculture \_\_\_\_\_

Number of students enrolled in "on-farm placement program." \_\_\_\_\_

Number of students meeting supervised experience requirements through  
cooperative-type project \_\_\_\_\_Return one copy to:C. C. Eustace, State Supervisor  
Agricultural Education  
State Board for Vocational Education  
Room 1116, State Office Building  
Topeka, Kansas 66612Signed \_\_\_\_\_  
Vocational Agriculture TeacherSigned \_\_\_\_\_  
Superintendent or Principal\*A boy living in town, whose parents operate a farm nearby, will be classed as a  
farm boy.

Ag. Ed. Form No. 2 Summary

**I. Productive Enterprises**

	Planned		Completed		
	Number Programs	Total Scope	Number Completing	Total Scope	Total Yield (lbs., bu., tons, etc.)

Different persons participating \_\_\_\_\_ Number completing \_\_\_\_\_  
 Percent completing \_\_\_\_\_ Average investment per student \_\_\_\_\_  
 Average net worth per student \_\_\_\_\_ Average labor income per student \_\_\_\_\_

**II. Improvement Projects**

Kind of Project	Planned		Completed	
	Number Projects	Total Scope	Number Completing	Total Scope

Different persons participating \_\_\_\_\_ Number completing \_\_\_\_\_  
 Average number improvement projects per student \_\_\_\_\_

**III. Supplementary Farm Practices**

	Planned	Completed
No. students participating	_____	_____
Number practices	_____	_____

Avg. No. Supplementary Practices per Student \_\_\_\_\_

**IV. Number Placement for Farm Experience** \_\_\_\_\_

**V. Average Number of Visits Per Student** \_\_\_\_\_



School \_\_\_\_\_  
Class Fresh - Soph - Jr - Sr  
(Circle proper symbol)

## KANSAS STATE BOARD FOR VOCATIONAL EDUCATION

Ag. Education Form No. 2

Due February 15

Teaché

Class Fresh - Soph - Jr - Sr  
(Circle proper symbol)

Date \_\_\_\_\_

[illegible]

Preliminary Report of Vocational Agriculture Department

Name of School \_\_\_\_\_

Number of years' experience teaching vocational agriculture,  
including the current school year \_\_\_\_\_

Number of years in present location \_\_\_\_\_

Amount allowed for transportation in farming program supervision \_\_\_\_\_

Where did you receive your degree of agricultural education? \_\_\_\_\_

Do you have a master's degree? \_\_\_\_\_

No. of pupils enrolled in vocational agriculture at end of second week of school:

Freshman \_\_\_\_\_ Sophomore \_\_\_\_\_ Junior \_\_\_\_\_ Senior \_\_\_\_\_ Total \_\_\_\_\_

Number of town boys enrolled in vocational agriculture \_\_\_\_\_

\*Number of farm boys enrolled in high school \_\_\_\_\_

Number of farm boys enrolled in high school, not now enrolled in vocational  
agriculture but who have had at least one year of vo-ag \_\_\_\_\_

## Part I. Production Agriculture

Vocational Objective of Student	Grade in School								Total Students
	9		10		11		12		
	M	F	M	F	M	F	M	F	
1. Production Agric.									
2. Ag. Supplies									
3. Ag. Mechanics									
4. Horticulture									
5. Ag. Products									
6. Ag. Resources									
7. Forestry									
8. Other									
9. Farm Employee									

\*A boy living in town, whose parents operate a farm nearby, will be classed as a farm boy.

(over)

Part II. List present status of last year's graduates.

	M	F		M	F
Production Agriculture			Ag. Resources		
Farm Employee			Forestry		
Ag. Supplies			Non Ag. Occupations		
Ag. Mechanics			Continued Full Time School		
Ag. Products			Quit School During Year		
Horticulture			Unemployed		
Armed Services			Deceased or Unaccounted for		

Complete in duplicate  
and return one copy to:

C. C. Eustace, State Supervisor  
Agricultural Education  
State Board for Vocational Education  
Room 1116, State Office Building  
Topeka, Kansas 66612

Signed \_\_\_\_\_  
Vocational Agriculture Teacher

Signed \_\_\_\_\_  
Superintendent or Principal

INSTRUCTIONS

This report form concerns students now enrolled in vocational agriculture classes and those graduating last spring. The report is due November 1 and is for the current school year.

Part I. Production Agriculture -- List the number of students in your classes who will have productive projects or a farming program to complete the requirements of a vocational-type class. A student may have more than one type of productive enterprise. It is possible a student may have a productive project and also have a second vocational objective. List that student in both areas.

Students having other than productive agriculture as a goal must have a minimum of 200 hours of work experience in an area of work relating to that goal.

The word "other" as the 8th objective refers to those students who will require further education or training to attain their goal. This would include professional agriculture such as vo-ag teacher, agronomy, A.H., veterinarian, technical agriculture, etc. A student listed here may also have productive ag. projects to attain his goal.

The farm employee will be that student working on a farm as a laborer to meet his vocational objective.

Part II. Last Year's Graduates -- Report their present status as far as labor classification. The non ag. occupations would be those graduates in areas not directly related to agriculture.

SUMMER PROGRAM ACTIVITIES OF VOCATIONAL AGRICULTURE INSTRUCTORS

by

EARL WINEINGER

B. S., Kansas State University, 1960

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AN ABSTRACT OF A MASTER'S THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

1968

The objective of this study was to compare the association of fifteen characteristics of the total vocational agriculture program and fourteen features of the summer program.

The population was limited to Kansas vocational agriculture departments which had had the same instructor for at least five years and which had instructors who did not attend the 1966 summer school session for more than one month. One department was removed from the study because the instructor had been ill most of the summer of 1966. The study was limited to the summer of 1966 and the school year of 1966-67.

No attempt was made to eliminate other factors that might influence characteristics of the total vocational agriculture program. The supposition was that the two sets of variables, features of vocational agriculture summer programs and characteristics of the total vocational agriculture program, represented independent classifications. The chi-square test was used to compare the association of the variables.

Of the 210 comparisons made, 194 of the comparisons showed no association and sixteen of the comparisons were found to be associated. Three of the features of vocational agriculture summer programs were found to result in no association to any characteristics of the total vocational agriculture program. Six features of vocational agriculture summer programs were associated with one characteristic of the total vocational agriculture program. Five features of vocational agriculture summer programs were associated with two characteristics of the total



vocational agriculture program.

Seven of the characteristics of the total vocational agriculture program were found to result in no association to any features of vocational agriculture summer programs. Three characteristics of the total vocational agriculture program were associated with one feature of vocational agriculture summer programs. Three characteristics of the total vocational agriculture program were associated with two features of vocational agriculture summer programs. One characteristic of the total vocational agriculture program was associated with three features of vocational agriculture summer programs. One characteristic of the total vocational agriculture program was associated with four features of vocational agriculture summer programs.

Of the sixteen comparisons found to be associated, eight were found to be at the .05 level of significance, and eight were at the .010 level of significance.

In 194 of the 210 comparisons the conclusion would support the null hypothesis that the selected features of the summer program and the selected characteristics of the total vocational agriculture program represented no association classifications. In sixteen of the 210 comparisons the conclusion would reject the null hypothesis of no association.

It could be implied that summer features involving a specific activity would be associated with that same activity of the total program of vocational agriculture. This implication could explain why there was no association between characteristics of

the total vocational agriculture program and such features of the summer program as summer school attendance and supervisory visits of young and adult farmer operations.