

DEVELOPMENT OF GUIDELINES FOR SUMMER
VOCATIONAL AGRICULTURE PROGRAMS
IN TEXAS

by

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CHAPTER I

INTRODUCTION

History and Background of Vocational Agriculture

In 1917, the National Vocational Education Act, (commonly called the Smith-Hughes Act), was passed by the Sixty-Fourth Congress for the purpose of establishing a national system of vocational education. This Act included trade and industrial subjects, home economics, and the subject of main interest in this study, agriculture.

The authors of the Smith-Hughes Act set the guidelines for teacher training, supervision of the program, and who and what was to be taught in vocational education. Section 10 of the Act dealt specifically with the vocational agriculture program.

In general terms, the Act provided agricultural education for persons fourteen years of age or older who had entered or were preparing to enter work on the farm or the farm home. This included both in-school youth and adults who had already completed high school. Also, this Act stated that in-school youth shall be required to have a supervised or directed on-farm project.

The Vocational Education Act of 1963 was passed by the Eighty-eighth Congress in 1963. This Act was passed to strengthen and improve the quality of vocational education and to expand the vocational education opportunities in the nation. Basically, the Act

of 1963 was passed to maintain, extend, and improve existing programs, to develop new programs of vocational education, and to provide part-time employment for youths who need such employment to continue their full-time vocational education. The Act was designed to benefit high school students, persons who have completed or discontinued their formal education and are preparing to enter the labor market, persons who had already entered the labor market but need to upgrade their skills or learn new ones, and those persons who had special educational handicaps.

The Vocational Education Amendments of 1968 further emphasized and mandated certain aspects of vocational education. Its purpose was essentially the same as the Vocational Education Act of 1963. The Amendments of 1968 provided federal money to maintain existing programs of vocational education and develop new programs. Those persons who would benefit are the same as mentioned for the Vocational Education Act of 1963.

In the past 62 years, the scope of vocational education has greatly increased. The program of vocational agriculture in Texas has grown and prospered and some 53,000 high school students alone are currently enrolled in some form of vocational agriculture in Texas. The list of programs of vocational agriculture in Texas has grown to include Pre-employment Laboratory Training, Coordinated Vocational-Academic Education, Vocational Education for the

Handicapped, Cooperative Part-time Training, and the original program created by the Smith-Hughes Act of 1917, Production Agriculture.

Education in vocational agriculture is also available to those persons who have completed or discontinued their formal education. In most instances, this includes adults who have already entered the labor market in agriculture. There are programs available for the purpose of adult education in vocational agriculture in Texas. Most programs are coordinated in conjunction with Young Farmers or similar adult organizations on the local level.

There have been tremendous technical and mechanical advances in agriculture and agriculture-related industries in the past 62 years and vocational agriculture has grown continually to help meet the educational needs of those people who have entered, or are preparing to enter the agriculture industry. The scope of vocational agriculture in Texas has grown to meet the new needs of the agricultural industry and will continue to grow as new technology develops.

Statement of the Problem

For the past 62 years, the vocational agriculture program has been an integral part of numerous public schools in Texas. Likewise, the summer program has always been an integral phase of the total program of vocational agriculture. Since the passage of the Smith-Hughes Act of 1917 62 years ago, a teacher of production agriculture in Texas has been employed on a twelve-month contract because of the need for instruction year-round. Year-round instruction provides

for a continuation of learning beyond the confines of the formal school year. Especially in agriculture, a need exists for instruction and continuity during the summer months due to increased agricultural activity. Also, most supervised occupational experience programs are continuous programs which do not terminate with the school year. The vocational agriculture teachers, therefore, must be available to assist in directing individual and group programs of students and aiding farmers and ranchers in the community in their planning and agricultural problems.

The need for effective planning of the summer program has been recognized for a long time. The literature concerning the summer program in vocational agriculture includes numerous activities in which the teacher may engage to justify summer employment. Individuals in several states have conducted studies to determine how their teachers' time should be expended during the summer months in order to conduct an effective total program.

Guidelines and materials are available in other areas of the vocational agriculture program, but a research effort has not been conducted exclusively concerning the summer vocational agriculture program in Texas. Whereas the studies conducted in other states help confirm convictions and guide decisions, and although Texas has a viable and strong total vocational agriculture program, additional research needed to be conducted in order to establish specific guidelines for the summer program of vocational agriculture in Texas.

Assumption of the Study

The author, upon compiling the information in this study, assumed that a sincere effort was made on the part of the participants to provide correct and accurate information to the researcher.

Definition of Terms

Several terms were used extensively in the study and for the purposes of this study are defined as follows:

Teachers -- vocational agriculture teachers employed on a 12 month basis who have completed at least one year and one summer of employment as a teacher of vocational agriculture. Although there are teachers of vocational agriculture in Texas who are employed on a 10 or 11 month basis, this study deals only with those teachers who are involved in the operation of a summer program.

Administrators -- those persons directly responsible for the vocational agriculture program in their school. This could include superintendents, principals, or vocational administrators, as the questionnaire was completed by the administrator in each school system in charge of the summer program.

State Staff and Teacher Educators -- those persons employed by the Texas Education Agency who are in the Agricultural Education Division or those professors in Agricultural Education Departments at the university level in the state of Texas.

Summer Program -- the activities undertaken by vocational agriculture teachers employed between school terms, usually June 1st through August 15th.

State Advisory Committee -- the group of state staff and teacher educators, administrators, and teachers who met at the Agricultural Education Department of Texas Tech, and later in Austin, to help develop the instruments and guidelines to be used in this study. The names of these participants are available in Appendix C.

Objectives of the Study

Based on the problem previously outlined, several objectives were formulated. They are as follows:

- 1) To identify basic components included in the summer programs of vocational agriculture teachers in Texas,
- 2) To determine teacher perceptions of the relative importance of groups of activities included in the summer program of vocational agriculture,
- 3) To determine administrator perceptions of the relative importance of groups of activities included in the summer program of vocational agriculture,
- 4) To determine the relationship between perceived priorities of teachers and administrators,

- 5) To determine state staff and teacher educators' perceptions of relative importance of groups of activities included in the summer program of vocational agriculture, and
- 6) To recommend guidelines for basic summer program operation for vocational agriculture in Texas.

Review of Literature

The purpose of this review was to present background information related to the objectives of this study. Although other research has been conducted concerning the summer program of vocational agriculture, no effort has attempted to develop guidelines for the summer program in Texas. Research has been conducted in other states concerning the various aspects of the summer program of vocational agriculture. The literature citations therefore pertain to related areas regarding the operation of the summer program. In reviewing the literature, four major areas were considered regarding the summer program of vocational agriculture as follows: (1) importance of the summer program, (2) suggested areas of importance to the summer program, (3) planning the summer program, and (4) teacher/administrator communications.

Importance of the Summer Program

The summer program of vocational agriculture has been an important and integral part of the total program of vocational agriculture

since the enactment of the Smith-Hughes legislation in 1917. Over the past two decades however, the summer program of vocational agriculture has been scrutinized closely by administrators, legislators, and members of local communities. The purpose of their close examination, in these times of tight budgets and increased awareness of tax spending, is the possibility of curtailing the summer program as a means of saving tax dollars.

Many states have already eliminated the summer program from their total program of vocational agriculture. This trend to delete the summer program has alarmed many leaders in the field of vocational agriculture. Bradley (3) asserted that:

The original intent of the Smith-Hughes Act was to provide a program which included more than pure academic theory. The founders of the bill believed that a good program justified additional time to meet the objectives set forth in the Act. (p. 250)

Titsworth (cited in Cepica) (4) revealed that only sixteen states currently have 100 percent of their vocational agriculture teachers employed on a twelve-month basis. Texas is one of the few states that has all of its production agriculture teachers employed on a twelve-month basis.

The summer program was instituted to provide students with learning opportunities which extend beyond the walls of a classroom and beyond the confines of the scheduled school year. Thompson (11) expressed this sentiment:

It is not enough to prevail in the classroom in a sterile unrealistic environment and hope that accidentally or coincidentally what is being taught will have some bearing on the life of the individual student. (p. 2)

In a study conducted in Oklahoma by Cepica (4), the majority of administrators and teachers agreed that the summer program was of great importance to a strong overall program. Other researchers have indicated the summer program as being the key to the success of the total program. The summer is the time of year when agricultural activity is at its peak. Particularly in vocational agriculture, the summer provides the greatest opportunities for students to put to practical use the knowledge they have gained in the classroom. The summer also provides the greatest opportunity for the teacher of vocational agriculture to provide individualized instruction to students in an informal situation at their farms or ranches or places of employment. This time also provides adult and young farmers opportunities to practice the innovations and knowledge learned in adult education meetings and provide the chance for the teacher to visit their farms and ranches and work with these adults when the work is actually taking place.

Binkley (2), regarding the trend to curtail summer programs, stated:

It would be a significant step backward if the basic employment period of teachers of vocational agriculture is made nine or ten months, when in many quarters of the American Education systems there is much talk that students need teachers on a year around basis. (p. 274)

Suggested Areas of Importance to the Summer Program

The summer is looked forward to by most people as a time of relaxation and a time for vacations. Teachers of vocational agriculture are no exception. They look forward to the summer not only for the opportunity to take a vacation but because it presents a refreshing change of pace from the normal school schedule. However, contrary to opinions of many people, the summer is not a three-month vacation for teachers of vocational agriculture. Although it does present a change of pace for teachers, the summer has the potential of being more hectic and busy than the regular school term.

Wagley and Noland (12) in a New Mexico study presented the following major activities included in a summer program of vocational agriculture:

- 1) Helping students with farming or work experience programs,
- 2) Learning more about teaching and agriculture,
- 3) Preparing instructional materials,
- 4) Supervising FFA activities,
- 5) Repairing and improving shop equipment, and
- 6) Taking vacation.

Several researchers have pointed to similar activities as being important to a summer program.

Perhaps the most important summer activity of vocational agriculture teachers is the supervision of the students' occupational experience programs. The other activities listed are common to most

teachers who are not on 12-month contracts. It is easy to understand if a teacher of vocational agriculture neglects this portion of his summer program, why some administrators and legislators view the summer program as unnecessary.

It is unlikely that many teachers neglect this phase of their summer program to a great extent. Cepica (4) indicated that the majority of Oklahoma vocational agriculture teachers visit 75 to 100 percent of their students' occupational experience programs in the summer. Also revealed in this study was that 83 percent of the teachers in that study contacted their all-day students three or more times during the summer.

In the New Mexico study by Wagley and Noland (12) teachers and administrators agreed that the supervision of occupational experience programs was the most important phase of the summer program and required the most time to complete. Haynie (8), a teacher educator at the University of Arkansas, stated:

There is no way to divorce the summer activities of a teacher of vocational agriculture from the supervised occupational experience program. (p. 268)

The visitation of students and their parents is an essential part of the summer program of vocational agriculture but is by no means the only part. Teachers should complete all the activities needed during the summer and should always strive to meet the needs of the students and their communities when conducting their summer programs.

Planning the Summer Program

Quality planning is recognized as the key to success in many endeavors and vocational agriculture is no exception. There are numerous activities for the teacher of vocational agriculture to accomplish during the summer months. Although one might expect that by the end of the summer a teacher would be looking for things to do, this, in most instances is not the case. As much as one-half of a teacher's summer program may be preplanned. That is, in Texas there are several activities, such as the State Future Farmers of America Convention and the state workshop for vocational agriculture teachers, which a teacher must attend, and vacation time may be taken during the summer months.

Researchers in many states have developed lists of suggested activities which should be included in a good summer program. These lists of activities are not worth much to the teacher however, if he fails to plan effectively. Anderson (1), in discussing the planning of a good summer program of vocational agriculture, stressed this:

Teachers should determine the area in which they could spend their time most productively then plan and organize a detailed summer schedule to accomplish the goals set forth in the plan. The plan should be followed closely.
(p. 11)

As pointed out in the preceding statements, plans should be detailed and should be followed closely. Halcomb (6), emphasized

that a plan for summer activities is no less important than regular teaching plans and that how well summer programs are planned will have a great bearing on the continuation of twelve-month employment.

In his textbook on Agricultural Education, Phipps (9) suggested a list of 32 activities, worthy of a teacher's consideration, which could be included in a summer program. He states that it is not expected that an instructor can complete all the activities suggested, but the list would be helpful in selecting summer activities. Phipps further states:

It is true that the activities in various communities will differ; nevertheless, there are many duties that apply to every community. (p. 62)

The Texas Education Agency Division of Vocational Agriculture Education requires that teachers of vocational agriculture complete a form listing the summer plans for a program of vocational agriculture. This form (VAG-009) lists 34 suggested activities to be included in a summer program.

These suggested activities developed by researchers and others are exactly what they were meant to be; suggested activities for a summer program of vocational agriculture. The teacher must determine which of these activities or others meet the needs of his students and his local situation. The key to conducting a quality summer program, however, is planning. These plans must allow adequate time to

complete those activities which the teacher perceives as being most important to his program and his community. Planning is the first step, but most important, the teacher must follow his plans and strive to accomplish the goals set forth in his plans.

Teacher/Administrator Communications

In the early 1970's there was much talk about "communication gaps". The existence of these "gaps" in communication may be one reason for the increased pressure and attention given to summer programs of vocational agriculture. If an instructor fails, through personal communication, to impress upon his administrator the need and importance of his summer program, it is only natural for that administrator to view that program skeptically.

Roberts (10) in a study conducted in the State of Washington to determine the attitudes of administrators toward vocational education, revealed some interesting facts. The results of this study indicated that only six percent of the secondary school administrators understood vocational education and only 10.2 percent of the respondents demonstrated a favorable attitude toward vocational education. The study further revealed that the more informed the administrators were concerning vocational education the more supportive they were toward this type of education. The results obtained by Roberts vividly indicate the need for strong communication ties between teachers and administrators.

In vocational agriculture, there is no reason why such a breakdown in communication should exist. Many researchers have suggested means of solving and eliminating these communication problems which exist between teachers and administrators. Hamilton (7) along with others suggests a simple but effective method of communication:

A planned itinerary of visitation provided to the high school principal and superintendent's office will allow them to see the nature of your work in the summer period and in addition give them a starting point to contact you in case of need during the time you are making visitations. This schedule should be made up a week in advance and should also carry the notation that it is a tentative plan and that changes may be made as situations develop during the week. (p. 13)

It is important for an administrator to know where his teacher of vocational agriculture is while on duty during the summer as well as what he is doing. His position as administrator dictates that he should be aware of all matters pertaining to the school, and that includes vocational agriculture.

Perhaps more than any other, Doering (5) summed up the need for effective communication between teachers of vocational agriculture and their administrators:

Our summer programs will continue to exist so long as we have hard working, dedicated and well organized instructors, who keep the administration, boards of education, and public informed of their activities. (p. 247)

Summary

This review of literature provided information concerning the summer program with emphasis on four major areas: importance of the summer programs, suggested areas of importance to the summer program, planning the summer program, and teacher/administrator communications.

The Smith-Hughes legislation of 1917 provides for year-round instruction in vocational agriculture, but currently only 16 states have 100 percent of their vocational agriculture teachers employed on a 12-month basis. Authorities in this field express concern about the trend to delete the summer program from the total program and believe that this phase of the program is as important now as when the designers of the Smith-Hughes legislation included it in that Act.

Many researchers and authorities have prioritized the areas of importance to the summer program and most agree that the supervision of occupational experience programs and working with students who have these programs are the most important areas of the summer program of vocational agriculture.

Planning of the summer program is the key to operating a successful and quality program. There is a need to develop plans which meet the needs of the teachers' students and community and to follow these plans closely. Effective planning results in a well-organized summer program and the realization of the goals set forth in those plans.

Teacher/administrator communications is an area where many authorities in the field of vocational agriculture see a need for

improvement. Most researchers suggest some type of weekly itinerary to accomplish the task of keeping the administration informed. Keeping administrators informed is the key to helping them understand and support the summer program of vocational agriculture.

CHAPTER II

METHODS AND PROCEDURES

Development of the Instrument

This research effort included the entire state of Texas, therefore, it was necessary to solicit input of vocational agriculture teachers and program directors from across the state in the developmental stages of this research project. On July 20, 1978, a committee convened in the Agricultural Education Department at Texas Tech University to develop the survey instruments which would be used in the study.

The research was directed toward three distinct groups within the framework of vocational agriculture:

- 1) vocational agriculture teachers,
- 2) high school administrators, and
- 3) Texas Education Agency staff and teacher educators.

The committee was comprised of representatives from all three groups from across the state. A preliminary draft of sample questions had been prepared and distributed to the committee members for thought and assistance in preparing the final instrument.

The committee was divided into two representative groups, one working on the instrument for vocational agriculture teachers, and the other working on the instruments for school administrators and Texas Education Agency staff and teacher educators. The committee

members reassembled and submitted the rough draft of all three instruments to the entire committee for final revisions and approval.

After final approval, the instruments were given to the researcher for final examination. The questions were then arranged for consistency and simplicity in answering, and a field-test questionnaire was readied for mailing.

When the field-tested questionnaires were returned, revisions were made in the wording and instructions to improve the quality of the instrument.

The input of the advisory committee was very beneficial in developing instruments that were general enough for state-wide use, yet specific enough to obtain usable results. Copies of these instruments are available in Appendix A.

The Population

As previously mentioned, this research was aimed toward three distinct groups. They were:

- 1) teachers of vocational agriculture in Texas,
- 2) high school administrators in Texas, and
- 3) Texas Education Agency staff and teacher educators in Texas.

The entire vocational agriculture teacher population of Texas was surveyed with two basic restrictions: (1) questionnaires from teachers who were not on twelve-month contracts would not be used,

and (2) those questionnaires from teachers who had taught for less than one summer and one year would not be valid. The instruments were administered by area supervisors at the first district vocational agriculture teachers in-service meeting of the 1978-1979 school year. The completed questionnaires were then returned to the area supervisors. After all questionnaires were collected by area supervisors, they were returned via mail to the researchers. There were 956 teacher questionnaires returned which were included in the study. Fourteen teacher questionnaires were not included in the data tabulation because of their being within the restricted groups or because they returned too late to be included.

There were 319 high school administrators who were mailed questionnaires regarding the summer program. The administrators represented a random stratified sample from across the state and were selected by vocational agriculture area through the use of a random numbers table. This number (319) represented approximately thirty percent of the total number of high schools in Texas that offer vocational agriculture. Two hundred and sixty-five (83 percent) of the administrator questionnaires were returned; these 249 were used to tabulate the data. The state advisory committee specified that an administrator must have had at least two years experience in public school administration in order to be included in the study. Eleven questionnaires were not included in tabulating the data because of failure to meet this requirement. Five questionnaires were

returned too late to be included in the tabulation of the data.

In the following tables, Total N is representative of the number of people responding to that particular question. Those not responding were not included in the tabulation of percentages.

Fifty-four questionnaires were mailed to the vocational agricultural education staff of the Texas Education Agency and to the teacher educators in Texas at universities where vocational agriculture teachers are certified. A total of 33 questionnaires were returned. Although 61 percent of the questionnaires were returned, six questionnaires were not used in data tabulation because they were completed incorrectly.

Analysis of the Data

The information obtained from the population provided a means to compare major activity groups as perceived by the three different sub-populations. Also contained in the instruments were segments for opinions on different aspects of the summer program as perceived by the individual respondent. All information collected other than the comment segments, was keypunched on International Business Machines (IBM) cards, and a Statistical Analysis System (SAS) program was utilized in initiating statistical computations of the data. The mean, rank order, number, and percentage were used to describe the data collected. Spearman's rank-order correlation was used to relate teacher, administrator, and Texas Education Agency staff and

teacher educators responses to ranking the nine major activity areas of the summer program. Through a t-test, correlation between the groups must have been at the .05 level for the researchers to consider them statistically significant.

CHAPTER III

FINDINGS AND ANALYSIS OF THE DATA

Background of Respondants

Teacher Educator and TEA staff

This group of respondants was included in the survey of summer programs to determine how they perceived the summer program in relation to the teacher and administrator groups. While the teacher group was divided into sub-groups of differing community size and teaching experience, and administrators were divided into sub-groups of differing community size, no divisions were made in the state staff of the Texas Education Agency and teacher educator group. Their participation was needed to determine how they, as policy makers and educators for the vocational agriculture summer program, compared to the two groups responsible for conducting the summer program.

Teachers and Administrators

One might speculate there is a difference in the summer programs of rural, suburban, or urban schools. In order to test this question, the researcher divided both the administrator respondants and teacher respondants into three sub-divisions each. The sub-divisions were made on the basis of responses in which the participants were asked to classify their community as either rural, suburban, or urban. The responses were not based on size or populations of the communities involved but on the opinion of the respondants as to which

classification best characterized their community. Data in Table 1 indicated the breakdown of responses to this question.

TABLE 1
TYPE OF COMMUNITY

Community Classification	Teachers		Administrators	
	N	%	N	%
Rural	709	75.0	196	79.4
Suburban	167	17.7	41	16.6
Urban	69	7.3	10	4.0
Total	945	100.0	247	100.0

The information in Table 1 reveals that the percentages of participants in each sub-division are relatively similar when comparing teachers to administrators.

Another factor which the researchers believed might influence the response of the participants was the years of experience in their respective professions. Table 2 indicates the professional experience of teachers and administrators.

The observed groupings are evenly dispersed; however, the reader will note that a larger percentage of administrators have more experience in their professions than do teachers of vocational agriculture.

Each of the forementioned tables indicates that there is little difference between the samples taken for the administrators and

teachers. This close resemblance of divisions of each group indicates that comparisons between the groups are representative and should be accurate.

TABLE 2
PROFESSIONAL EXPERIENCE

Years in Profession	Teachers		Administrators	
	N	%	N	%
01 - 05	288	30.2	25	10.2
06 - 10	231	24.2	51	20.6
11 - 20	206	21.6	73	31.5
21 or more	230	24.0	93	37.7
Total	955	100.0	247	100.0

Selected Areas of Importance of
The Summer Program

There are many areas of importance to the summer program of vocational agriculture. As determined by the state advisory committee, nine major areas of importance to the summer program are listed as follows:

1. Supervision of Occupational Experience Programs
2. Work with Prospective New Students
3. Professional Improvement
4. Program Planning
5. Adult and Young Farmer Education

6. Conducting F.F.A. Activities
7. Improving Facilities and Equipment
8. Public Relations and Community Service
9. Records and Reports

These nine suggested areas of importance were included in each instrument prepared for the survey groups. Each group was asked to rank the nine suggested areas in order of importance to the summer program. Table 3 depicts a cumulate perceived priority ranking of major summer activities by each response group.

Although all groups illustrate a positive correlation, they are not significantly correlated. None of the r values for the groups are similar at the .05 level of significance. The important finding as revealed in Table 3 is that those people responsible for planning and supervision of the summer program are not in agreement with those responsible for conducting the summer program. Not only do those people responsible for planning and those responsible for conducting disagree on the selected areas of importance to the summer program, but also those responsible for the planning and those responsible for administering the summer program disagree on which of these selected areas of importance should receive top priority. All groups agree that "Records and Reports" is the least significant of the nine areas, and that "Public Relations and Community Service" is in the middle of the nine areas in importance, but this is the extent of their exact agreement.

TABLE 3
SUMMARY OF RANKED PRIORITY AREAS FOR
THE SUMMER VOCATIONAL AGRICULTURE PROGRAM

Major Activity	Distribution by Response Group					
	Teachers		Administrators		TEA Staff & Teacher Educators	
	Rank	\bar{x}	Rank	\bar{x}	Rank	\bar{x}
Supervision of Occupational Experience Programs	1	1.84	2	3.53	1	2.63
Conducting F.F.A. Activities	2	4.43	7	5.75	6	5.11
Work with Prospective New Students	3	4.58	6	5.18	4	4.56
Program Planning	4	4.86	1	3.41	2	3.81
Public Relations and Community Service	5	5.10	5	4.97	5	5.07
Professional Improvement	6	5.12	4	4.66	8	6.00
Improving Facilities and Equipment	7	5.33	3	4.31	7	5.81
Adult and Young Farmer Education	8	5.81	8	6.44	3	4.33
Records and Reports	9	7.89	9	6.74	9	7.77
Teacher vs. TEA Staff/Teacher Educators	Teacher vs. Administrators		TEA Staff/Teacher Educators vs. Administrators			
$r = .5834$ $t = 1.900$	$r = .4667$ $t = 1.396$		$r = .4667$ $t = 1.396$			

Administrators' responses to the ranking of the nine suggested areas of importance to the summer program of vocational agriculture reveal that "Program Planning" is the area which they ranked first. A detailed explanation of "Program Planning" as presented in the instrument is as follows:

Revise and develop annual teaching plans, long range planning, develop calendar of activities for the year and coordinate with administrator, collect teacher materials, develop departmental budgets, meet with advisory council.

This activity would require that most of the work be done at the school building during the summer.

It should also be noted that Texas Education Agency staff and teacher educators regard adult and young farmer education as a high priority area while teachers and administrators ranked this major activity eighth in the nine areas of importance. In addition, teachers ranked "Conducting F.F.A. Activities" much higher than did the Texas Education Agency staff and teacher educator group. There was also disagreement between administrators and the other groups as to where "Improving Facilities and Equipment" should be placed on a priority basis.

Lastly, it should be emphasized when considering mean values, apart from the differences addressed, narrowly separated mean values within response groups are indicative of little difference between several of the nine priority areas.

The relations among the sub-divisions of the teacher group in regard to ranking of priority areas are revealed in Table 4.

There is very little difference between opinions of teachers of differing community type or years experience in the profession. Table 4 indicates that there are very slight differences of opinion among the teachers themselves and that type of community or years of experience have little effect on the ranking of the nine suggested priority areas of the summer program.

Supervision of Occupational Experience Programs

The Smith-Hughes legislation of 1917 stated that in-school youth shall be required to have, for at least six months of the year, a supervised or directed on-farm project. Supervision of occupational experience programs is necessary during the summer months because agricultural projects which involve living animals and crops seldom terminate in coordination with the end of the school year.

Assisting students in selecting occupational experience programs is another important part of the summer program. In many cases, livestock projects must be selected early in the summer to be ready for fall and spring shows. Of those teachers who responded to the survey, 98 percent assisted youth in selecting projects during the summer months. Another 76 percent of this group indicated they assisted youth who were not enrolled in vocational agriculture in selecting projects for shows and aided them in other activities during the summer.

TABLE 4

SUMMARY OF RANKED PRIORITY AREAS FOR THE SUMMER VOCATIONAL AGRICULTURE PROGRAM

Major Activity	Distribution Among Sub-Divisions of Teacher Response Group								
	Years Taught					Community Type			
	01-05	06-10	11-20	21 or more	Rural	Suburban	Urban		
Supervision of Occupational Experience Programs	1	1	1	1	1	1	1	1	1
Conducting F.F.A. Activities	3	2	2	3	2	3	3	2	2
Work With Prospective New Students	2	3	3	2	3	2	2	3	3
Program Planning	4	4	5	4	4	4	4	4	4
Public Relations and Community Service	6	5	6	6	6	6	6	5	5
Professional Improvement	5	7	4	5	5	7	7	7	7
Improving Facilities and Equipment	8	6	7	8	7	5	5	6	6
Adult and Young Farmer Education	7	8	8	7	8	8	8	8	8
Records and Reports	9	9	9	9	9	9	9	9	9

Table 5 manifests the percentage of prospective and in-school youth who are assisted during the summer by the vocational agriculture teacher in selecting projects.

Overall, 39.7 percent of the prospective new students were assisted in project selection during the summer. Almost 50 percent of the currently enrolled in-school youth in vocational agriculture were aided by their teachers in selecting a project during the summer. Suburban and urban teachers assisted a greater percentage of both prospective new students and currently enrolled students in project selection than did either rural or suburban teachers.

TABLE 5
PERCENTAGE OF STUDENTS AIDED BY THE VO-AG TEACHER
DURING THE SUMMER IN SELECTION OF
SUPERVISED OCCUPATIONAL
EXPERIENCE PROGRAM
PROJECTS

Student Classification	Teacher Response by Community Classification			
	Rural %	Suburban %	Urban %	Total Mean %
Prospective New Students	39.8	36.8	46.2	40.9
In-School (Vo-Ag & FFA) Youth	48.2	52.9	56.7	52.6

Table 6 depicts the mean number of students for whom teachers are responsible.

TABLE 6

MEAN NUMBER OF STUDENTS FOR WHOM
TEACHERS ARE RESPONSIBLE

Student Classification	Teacher Response by Community Classification			Mean N
	Rural N	Suburban N	Urban N	
In-school youth enrolled in vo-ag	48.7	60.7	60.1	56.5
Other youth who have completed 1 year of vo-ag but are not currently enrolled in vo-ag	6.9	7.7	7.1	7.2
Out of school youth who have retained FFA membership	2.7	3.1	3.5	3.1
4-H and other youth who have not enrolled in vo-ag	6.2	5.1	4.3	5.2
Total	64.5	76.6	75.0	67.4

Students who are not enrolled in vocational agriculture represent about 21 percent of the students teachers believe they are responsible for. As should be expected, suburban and urban teachers are responsible for larger numbers of students than are rural teachers. In Texas, those students in the last category (4-H and other youth) are normally under the responsibility of assistant county agents in the 4-H program, but for one reason or another vocational agriculture teachers across the state believe they are responsible for approximately 6 of these students for every teacher.

Table 7 reveals the percentage of in-school students who have summer supervised occupational experience programs along with the percentage and number of times these students are visited during the summer.

Data in Table 7 indicate that state wide, 50 percent of the enrolled students of vocational agriculture have continuous projects through the summer months. Teachers state wide in each community classification visit 57.7 percent of the total number of in-school youth an average of 3 times.

Working With Prospective New Students

Prospective new students are those students who have pre-enrolled in the vocational agriculture program for the first time, or who are eligible to enroll in vocational agriculture the following school term. Many teachers of vocational agriculture believe the nature

TABLE 7

PERCENTAGE IN-SCHOOL YOUTH WITH SUMMER SUPERVISED
OCCUPATIONAL EXPERIENCE PROGRAMS AND
NUMBER OF TIMES VISITED

Student Classification	Teacher Response by Community Classification			Weighted %
	Rural %	Suburban %	Urban %	
Percentage in-school youth with projects	50.0	48.9	49.5	49.8
Percentage in-school youth visited in summer regarding projects	57.5	58.6	60.4	57.7
	N	N	N	Weighted Mean
Number of times students were visited regarding projects	2.7	2.9	2.8	2.8

of their program makes it important to work with these students prior to their first academic year in vocational agriculture.

Table 8, Prospective Students Contacted and Assisted during the Summer, indicates that 97 percent of the vocational agriculture teachers in Texas work with their new incoming students.

TABLE 8
PROSPECTIVE STUDENTS CONTACTED AND ASSISTED
DURING THE SUMMER

Response	Teacher Response by Community Classification							
	Rural		Suburban		Urban		Total	
	N	%	N	%	N	%	N	%
Work with prospective students	694	98	160	96	67	98	921	97
% prospective students worked with or contacted during the summer		54		49		62		53

The state-wide mean indicated that teachers work with or contact 53 percent of their prospective new students in the summer. Slightly more teachers in urban communities worked with or contacted a higher percent of these students than do rural or suburban teachers.

Professional Improvement

Many programs are available during the summer months which provide an opportunity for professional improvement for teachers in the field of vocational agriculture. Not only are programs available

to enhance classroom subject areas, but there are courses offered to qualify the vocational agriculture teachers for teaching the Cooperative Part Time Training and Pre-employment Laboratory program areas. In addition, several universities offer short courses in cattle, sheep, and swine management; general agricultural mechanics; and a variety of other subjects. Texas teachers are allowed to expend a maximum of six days per summer for professional improvement through non-college credit workshops. The extent of involvement in these activities are determined by local need. Table 9 indicates teacher attendance at non-credit workshops and in-service meetings.

Teachers across the state spend approximately 11 days during the summer attending non-credit workshops or meetings of district, area, and state level for the purpose of improving their knowledge and skills in the field of vocational agriculture.

Program Planning

Planning the vocational agriculture program is an important area of concern for all teachers. Administrators, in ranking the suggested priority areas of the summer program, ranked Program Planning as the most important item in their opinion. Program Planning involves developing annual teaching plans and a calendar of activities for the upcoming school year, coordinating these with the school administration or advisory council, developing a departmental budget, and many other tasks dealing with day-to-day activities of the summer program and the total vocational agriculture program.

TABLE 9

VOCATIONAL AGRICULTURE TEACHER ATTENDANCE AT NON-CREDIT WORKSHOPS
AND IN-SERVICE MEETINGS FOR
PROFESSIONAL IMPROVEMENT

Response	Teacher Response by Community Classification			
	<u>Rural</u> \bar{x}	<u>Suburban</u> \bar{x}	<u>Urban</u> \bar{x}	<u>Total</u> <u>Weighted</u> \bar{x}
Days during the summer attending non-credit workshops	4.6	5.5	4.9	4.8
Days during the summer attending meetings for professional improvement	6.6	6.3	6.0	6.3
Total	11.2	11.8	10.9	11.1

Several questions were asked teachers as to how they expend their time during the summer regarding work at the vocational agriculture facility and contacts in the field. These can best be analyzed in narrative rather than tabular form.

Teachers who indicated that they maintain regular office hours at the school during the summer, represented 86 percent of those teachers responding. They also reported they spend an average of 20 hours per week at the vocational agriculture facility regarding their work with program planning. Size of community or years of experience had little or no relation to the number of hours expended at the school facility regarding program planning. All sub-divisions of the teacher group reported spending approximately 20 hours at the school facility every week in this activity. Statewide, teachers reported they could be found at the vocational agriculture facility sometime during the day, an average of five days a week in the summer.

Ninety-four percent of the teachers responding to the survey indicated they devoted time working with their local administration during the summer regarding planning and conducting their vocational agriculture programs. Teachers further reported an average of two and one-half contacts per week to accomplish proper coordination of their programs with the administration.

In addition, teachers of vocational agriculture reported an average of six contacts per week with other agricultural agencies, banks, community leaders, and others in their communities regarding the planning of activities for their programs.

Teacher/Administrator Communications

Scheduling of Office Hours. The summer program of vocational agriculture requires both hours at the school building and hours in the field visiting occupational experience programs, etc. The first priority of teachers was Supervising Occupational Experience Programs which requires a good deal of time in the field. The administrators' first priority was Program Planning which would require more time at the school building.

Information in Table 10 indicates that 76 percent of the administrators group know the location of their teacher(s) of vocational agriculture if not at the building during regular working hours in the summer. The other 24 percent do not believe that they know the whereabouts of their teacher of vocational agriculture if he is not in the building during regular working hours in the summer. This Table also reveals that the percentages of administrators who responded among the different community classifications were very similar and that community size did not effect the total percentages significantly.

Table 10 indicates that 97 percent of the total teacher group felt their administrators knew where they were if not in the building during regular working hours during the summer. Again, there was little difference among the sub-divisions of teachers in regard to their responses. According to Table 11 86 percent of the teacher group kept regular office hours during which they could be found at the vocational agriculture building in the summer. More teachers

TABLE 10

ADMINISTRATOR/TEACHER OPINIONS REGARDING
WORK IN THE FIELD

Community Classification	Administrators				Teachers			
	Do know where teacher is if not at building	Ag if not	Do no know where Ag teacher is if not at building	% N	My administrator does know where I am if not at building	Ag if not at building	My administrator does not know where I am if not at building	% N
Rural	151	77	44	23	668	98	17	2
Suburban	29	74	10	26	157	96	7	4
Urban	5	50	5	50	63	93	4	7
Total	185	76	59	24	917	97	28	3

keep regular office hours in the summer than is expected by administrators.

TABLE 11
ADMINISTRATORS EXPECTATIONS REGARDING
REGULAR OFFICE HOURS VS. ACTUAL
SCHEDULE OF TEACHERS

Responses	Administrators Expectations		Teachers Actual Schedule	
	N	%	N	%
Regular office hours expected by administrators or kept by vo-ag teachers	148	60	812	86
Regular office hours not expected by administrators or not kept by vo-ag teachers	98	40	132	40

Administrators were given the opportunity to express their opinion as to when they preferred their teachers of vocational agriculture to be at the building if they expected them to keep regular office hours in the summer. Sixty-four percent of those expressing an opinion on this matter, indicated that their teachers should be at the building all day in the summer. Ninety administrators were represented by this 64 percent. The most common response was that administrators prefer for their vocational agriculture teachers to be available from 8:30 a.m. to 3:30 p.m. Upon further investigation of the 90 administrators who wanted their vocational agriculture teachers in the building all day, one third of these ranked "Supervision of

Occupational Experience Programs" as the number one priority in the suggested list of major activities of the summer program.

Itinerary of Summer Activities. Teachers of vocational agriculture have a great deal of diversity in regard to conducting their summer programs. In most cases, they require considerable time away from the school building to conduct their summer program. For example, they must leave the school campus to check supervised experience programs, communicate with other agricultural agencies, and during the summer months they are participating in the state F.F.A. convention for one week and in the state vocational agriculture teachers workshop for another week. In addition, there are several college non-credit short courses which may be attended and last, a vacation.

The Texas Education Agency requires that each teacher of vocational agriculture send to his area consultant a copy of Form 009, "Summer Plans for a Program of Vocational Education in Agriculture." This form must be submitted by May 1 and must be signed by the school official responsible for the summer vocational agriculture program.

The type of itinerary school administrators expect during the summer as compared to the type of itineraries teachers of vocational agriculture are currently providing them is denoted by information provided in Table 12.

Nearly half of the teachers responding provide their administrator with only a copy of the Texas Education Agency Form 009 which is required. Only 20 percent of administrators indicated that this

TABLE 12

TYPE OF ITINERARY ADMINISTRATORS EXPECT COMPARED TO
THE TYPE VOCATIONAL AGRICULTURE TEACHERS
ARE CURRENTLY PROVIDING

Type of Itinerary	Response Group			
	Administrators Expect		Teachers Provide	
	N	%	N	%
None-----	3	1.3	3	0.3
Copy of TEA Form 009 Only-	48	20.3	428	44.8
Daily-----	32	13.5	43	4.5
Daily and TEA Form 009----	20	8.4	244	25.6
Weekly-----	77	32.5	30	3.1
Weekly and TEA Form 009---	44	18.6	180	18.9
Monthly-----	13	5.4	2	0.2
Monthly and TEA Form 009--	--	--	25	2.6

report is adequate. Although 22 percent of the teachers responding supply their administrator with a weekly itinerary, 50 percent of the administrators believe they should be informed of their vocational agriculture teachers' activities on a weekly basis.

Administrator Involvement. Table 13 discloses that the majority of school administrators only want to be little or somewhat involved in planning the summer program of vocational agriculture. Urban administrators would like to be more involved than would their rural or suburban counterparts.

TABLE 13

ADMINISTRATOR DESIRED INVOLVEMENT IN PLANNING THE SUMMER
VOCATIONAL AGRICULTURE PROGRAM

Extent of Involvement	Administrator Response							
	Community Classification							
	Rural		Suburban		Urban		Total	
	N	%	N	%	N	%	N	%
None	7	3	--	--	--	--	7	3
Little	51	26	11	28	--	--	62	25
Some	105	53	24	60	7	70	136	55
Much	24	12	5	12	1	10	30	12
Great	9	5	--	--	2	20	11	4

Similarities between the responses of teachers of different community sizes in regard to their administrators involvement in planning their summer programs is revealed in Table 14.

Urban administrators are slightly less involved in planning the summer program of vocational agriculture than are rural or suburban administrators. Teachers testified that the majority of their school administrators were involved in planning their summer programs on a very limited scale.

Adult and Young Farmer Education

The Smith-Hughes Act of 1917 reads, regarding vocational agriculture education, that such education shall be of less than college level and be designated to meet the needs of persons over 14 years of

TABLE 14

TEACHER PERCEPTIONS AS TO EXTENT OF ACTUAL
ADMINISTRATOR INVOLVEMENT IN PLANNING
THE SUMMER PROGRAM

Extent of Involvement	Teacher Response							
	Community Classification							
	Rural		Suburban		Urban		Total	
	N	%	N	%	N	%	N	%
None	128	18	28	17	22	32	178	19
Little	201	28	54	32	23	33	278	30
Some	295	42	64	38	18	26	377	40
Much	60	9	19	12	2	3	81	9
Great	22	3	2	1	4	6	28	2

age who have or are preparing to enter the work of the farm or farm home. This included not only students, but those persons who are already established in the farming and ranching industry. Adult education has been a part of vocational agriculture since its inception 62 years ago.

Administrators and teachers responding to the instrument both ranked the adult education program of vocational agriculture eighth of the nine suggested priority areas of the summer program. Teacher educators and Texas Education Agency staff, on the other hand, ranked adult education third of the nine priority areas. Again, disagreement exists between planners of the program and those responsible for the implementation of the summer program.

Those teachers who participated in the study indicated that 63 percent of this group had either a Young Farmer chapter or other adult organization which meets the educational needs of adults in their community. Of these teachers, only 61 percent actually held meetings of their adult organization during the summer.

Although there was no significant variations in percentages of teachers who have adult organizations among the teachers of differing community sizes, variations did exist among teachers of different levels of experience. Table 15 infers that teachers with six to ten years of experience have fewer adult organizations and schedule regular meetings less often than do teachers in other levels of experience.

This table reveals that, with the exception of the six to ten year classification, as the levels of experience increase, there was a higher percentage of adult organizations and a higher percentage of regularly scheduled meetings during the summer. The teachers with young farmer or adult organizations who conducted meetings during the summer reported an average of three meetings between school terms.

All teachers responding reported visiting an average of 19.5 young farmers or members of other vocational agriculture related adult organizations, on their farms each summer. A question was not included in the questionnaire to determine how many of these visits included parents of students of vocational agriculture. The members of these adult organizations were visited an average of 2.2 times on

TABLE 15

ADULT ORGANIZATIONS AND SCHEDULING OF MEETINGS

Response	Teacher Response by Years of Experience									
	5 or less		06 - 10		11 - 20		21 or more		Total	
	N	%	N	%	N	%	N	%	N	%
Have an active young farmer chapter or other adult organization	162	58	128	55	141	69	163	73	594	63
Schedule regular meetings including tours, field days, etc. during summer	131	61	92	55	110	64	119	64	454	61

their farms or ranches during the summer. Statewide, teachers in the years experience and community type classifications exhibited similar responses. Seventy-five percent of the teachers responding to the survey indicated that they use some type of media to keep their Young Farmers or members of their adult organization informed of their activities during the summer months.

Conducting FFA Activities

The Future Farmers of America is a national organization which developed from the vocational agriculture program and was chartered in Texas in 1929. The FFA is an intra-curricular organization which provides an extension of learning in addition to regular classroom activities.

Unlike most other school related organizations, FFA activities are conducted through the summer. Record books on projects continuing into the summer must be maintained daily, and the state FFA convention is held during July each year.

Those teachers participating in the study indicated that they scheduled an average of 2.4 FFA meetings during the summer. This included educational as well as recreational meetings. No variation existed among the teachers in different community sizes and different levels of experience in the average number of FFA meetings scheduled during the summer months.

Teachers reported 93 percent of the FFA chapters they represented had delegates in attendance at the Texas state FFA convention

in San Antonio in the summer of 1978. There were only slight differences in the percentages of FFA chapters represented at the 1978 state convention among teachers of differing levels of experience or community type.

Seventy-five percent of the vocational agriculture teachers responding reported that they used some type of media to keep FFA members informed of their activities in the summer.

Teachers of vocational agriculture ranked Conducting FFA Activities as the second most important priority area of the nine areas suggested. Teacher educators and staff of the Texas Education Agency ranked Conducting FFA Activities as sixth of the nine areas, and administrators ranked this activity as seventh of the list of nine suggested priority areas of the summer program.

Improving Facilities and Equipment

Fifty-two percent of those teachers responding to the survey had school farms or feeding facilities. Those reporting they had school farms or feeding facilities said they spend an average of one and one-half days at this facility for maintenance, etc., during the summer. Ninety-four percent of those who reported having school farms or feeding facilities reported that these facilities did not detract from their ability to perform their summer duties.

Public Relations and Community Service

Teachers of vocational agriculture have traditionally been involved to a great extent in community and civic affairs. This is

due somewhat to the great amount of contact they have with parents or their work with parents at their homes and farms or ranches in connection with supervision of occupational experience programs or working with adults and Young Farmers.

Two of the most often mentioned suggestions for improvement of the vocational agriculture teacher's image in his community were the need for greater community involvement and the need for more, higher quality, public relations. All groups of respondents ranked Public Relations as the fifth most important priority area and of the nine suggested areas of importance it was one of only two areas for which all groups agreed on a ranking.

As previously mentioned, 75 percent of the teachers responding to the study indicated that they used some type of public media to keep the community and FFA and their adult organizations informed of summer activities.

Teachers across the state indicated that during the summer months, they placed an average of 3.3 articles in newspapers and had an average of 0.9 radio or television spots aired to publicize their summer programs. The author recognizes that these figures may be inflated due to duplication of responses from multiple teacher departments. Little variation existed among teachers of different community size in relation to the number of newspaper articles printed or radio and television spots aired in the summer. However, as the levels of experience of teachers increased, the number of newspaper articles and radio and television spots also increased.

Teachers reported an average of six contacts per week with other agricultural agencies or agricultural related businesses regarding their summer program and activities of FFA and Young Farmers or adult organizations.

All teachers participating in the study indicated they expended an average of one to five hours per week working on community related projects. Little difference existed among the different teacher subdivisions regarding the time expended in community related projects in the summer.

Records and Reports

Teachers of vocational agriculture are required to complete several forms and reports for various purposes throughout the school term and in the summer. Teachers, administrators, and teacher educators and Texas Education Agency staff ranked Records and Reports as ninth in the list of nine selected priorities of the summer program.

Eighty-eight percent of teachers responding to the questionnaire reported expending time during the summer in follow-up of their former students. This activity is required and teachers must complete Texas Education Agency Form 006. Form 006 is to be completed for five years following graduation of the student from high school. This form provides an occupational record of the vocational agriculture student after leaving high school.

Related Areas and Activities
of the Summer Program

School Maintenance

All vocational agriculture teachers are trained in a variety of skills required in most agricultural endeavors such as welding, carpentry, electricity, and other skills, and are often called upon to help other teachers or school organizations to build or repair items they need. This would seem especially true in smaller schools where the vocational agriculture shop is nearly always the only shop facility in the school. Teachers across the state reported spending one to four hours per week in school-related maintenance outside the vocational agriculture shop. Little variation existed among the various sub-divisions of the teacher group regarding the amount of time expended in school-related maintenance outside the vocational agriculture shop.

Administrators Opinion on Time Devoted To Summer
Program by Vocational Teachers

Many teachers participating in the study reported a lack of time in the summer to get everything done that needs to be accomplished during the summer. Twenty percent of the administrators on the other hand, reported that they believed the time devoted by their vocational agriculture teachers to the summer program was inadequate.

Table 16 attests to the fact that 73 percent of all administrators participating in the study believe the time their vocational agriculture teachers devoted to the summer program is adequate, with

TABLE 16

ADMINISTRATOR PERCEPTION AS TO APPROPRIATE
AMOUNT OF TEACHER TIME DEVOTED
TO SUMMER PROGRAM

Response	Administrator Response by Community Classification										
	Rural			Suburban			Urban			Total	
	N	%		N	%		N	%		N	%
Time Devoted to Summer Program is Adequate	141	74		32	78		5	50		178	73
Time Devoted to Summer Program is Inadequate	37	19		7	17		4	40		48	20
Undecided	14	7		2	5		1	10		17	7

20 percent reporting they believe it is inadequate; seven percent were undecided.

Opinions of Teachers on Length of Contract

Many teachers responding in the general comment section of the survey instrument stated that in order to complete all items necessary for a good vocational agriculture program, a period of 12 months was absolutely necessary and sometimes this seemed too short. According to Table 17, 70 percent of teachers participating in the study said they would not teach vocational agriculture if they were employed only on an eleven month contract, and 80 percent stated they would not teach vocational agriculture if they were employed on a ten-month contract.

Importance of the Summer Program

The summer program has been an integral part of the total vocational agriculture program since the passage of the Smith-Hughes legislation. The summer months have the potential of being more hectic and busy than the regular school term with many activities to be completed during this time. The teacher must secure fall and spring livestock projects, supervise the projects already in progress, and prepare for the upcoming school year, in addition to completing many other important activities. As already shown, few teachers would prefer to remain in the profession if there was no summer program.

TABLE 17
 OPINIONS OF TEACHERS ON TEN AND ELEVEN
 MONTH CONTRACTS

Response	Level of Experience in Years							
	5 or Less		06 - 10		11 - 20		21 or More	
	N	%	N	%	N	%	N	%
Would not Prefer 10 Mo. Employment	277	97.5	224	98.6	202	99.5	226	99.5
Would Not Teach on 10 Mo. Contract	220	80.3	175	80.6	154	78.2	179	84.4
Would Not Prefer 11 Mo. Employment	262	93.9	209	94.1	189	95.9	216	98.2
Would Not Teach on 11 Mo. Contract	183	70.3	151	71.6	122	66.7	138	70.4

Response	Community Classification							
	Rural		Suburban		Urban		Total	
	N	%	N	%	N	%	N	%
Would Not Prefer 10 Mo. Employment	695	99.8	165	99.4	69	100	929	98.7
Would Not Teach on 10 Mo. Contract	529	79.3	138	84.7	61	89.7	728	80.9
Would Not Prefer 11 Mo. Employment	655	96.1	156	96.3	65	97.0	876	95.4
Would Not Teach on 11 Mo. Contract	434	69.2	117	75.0	43	72.9	594	69.9

In the survey instrument of both teachers and administrators, these groups were asked to respond to a question to determine their perceptions regarding the importance of the summer program to the total vocational agriculture program. The possible responses were arranged in a five part Likert-scale with values assigned as follows:

<u>Response</u>	<u>Value</u>
Extremely Important	1
Very Important	2
Somewhat Important	3
Little Importance	4
No Importance	5

The assigned values were used to determine a weighted mean. Real limits for these values were determined as follows:

<u>Response</u>	<u>Real Limit</u>
Extremely Important	1.0 to 1.5
Very Important	1.6 to 2.5
Somewhat Important	2.6 to 3.5
Little Importance	3.6 to 4.5
No Importance	4.6 to 5.0

The weighted mean of the teacher group was determined by computer analysis to be 1.31, within the real limits of "extremely important." Seventy-one percent of the teacher group rated the summer program as extremely important to the total vocational agriculture program, as indicated by data in Table 18.

The weighted mean of the administrator group was determined by computer analysis to be 2.23, within the real limits of 'very

TABLE 18
ADMINISTRATOR AND TEACHER OPINIONS WITH REGARD
TO IMPORTANCE OF THE SUMMER PROGRAM

TEACHERS								
Community Classifications								
Response	Rural		Suburban		Urban		Total	
	N	%	N	%	N	%	N	%
Extremely Important	495	70.5	125	75.3	51	73.9	671	71.6
Very Important	183	26.0	37	22.2	18	26.1	238	25.4
Somewhat Important	23	3.2	4	2.5	--	--	27	2.9
Little Importance	1	.3	--	--	--	--	1	.1
No Importance	--	--	--	--	--	--	--	--

ADMINISTRATORS								
Community Classifications								
Response	Rural		Suburban		Urban		Total	
	N	%	N	%	N	%	N	%
Extremely Important	45	23.1	13	31.7	1	10.0	59	24.1
Very Important	67	34.5	16	39.0	6	60.0	89	36.3
Somewhat Important	52	26.8	6	14.6	2	20.0	60	24.5
Little Importance	23	11.8	6	14.6	1	10.0	30	12.2
No Importance	7	3.6	--	--	--	--	7	2.9

important." Sixty percent of the administrators rated the summer program as being either "very important" or "extremely important" to the total program of vocational agriculture.

Table 18 further reveals the comparisons of teacher and administrators in communities of differing size. More than 70 percent of the teachers in each community classification rated the summer program as extremely important to the total program. This compared to the total teacher group where 71 percent of all teachers rated the summer program extremely important.

This segment of the study clearly indicated both teachers and administrators of vocational agriculture believe the summer program is important to the total program of vocational agriculture.

General Comments by Vocational Agriculture Teachers

The survey instrument was designed to allow areas for teachers to express their opinions on various topics included in the instrument as well as any comments they would like to make concerning the summer program and its operation. Most teachers took advantage of these areas for opinions and below is a summary of the major comments listed in order from most often mentioned to least often mentioned.

Publicity. The need for more publicity for the summer program was the most often mentioned comment in the areas of the survey instrument set aside for teacher opinions. Although teachers making this comment were not all in agreement as to who should complete the

task, or how it should be completed, all agreed the summer program must be brought before the public in some manner.

The most prevalent statement made by the 463 teachers expressing a desire for more publicity for the summer program was that this publicity was the responsibility of the teacher himself. Many stated more personal contact and the visual publicity of seeing the teacher of vocational agriculture doing his job during the summer is a must. The statement that personal contact is the most effective publicity was common when suggesting this form of publicity. Another very common statement was that the teacher is responsible for informing the community leaders, the school board, the administration, and other teachers that he is not on an extended vacation during the summer, but on the job conducting his summer program.

The need to use some type of media was the second most popular comment regarding publicity for the summer program. Teachers, again thought provision of some type of local publicity to be the responsibility of the teacher. The use of newspapers and radio spots on the local level was the main suggestion. Many teachers, however, expressed the opinion that not only should the local teachers use media coverage of the summer program on a local level, but the Vocational Agriculture Teachers Association of Texas and the Vocational Agriculture Education Division of the Texas Education Agency should also launch a state-wide media campaign to bring before the entire population of Texas the contributions of vocational agriculture and the

Future Farmers of America. These general statements included suggestions to use newspaper articles, radio spots, and the use of television spots. Teachers also believed these statewide agencies should also send publicity notices to teachers for their use locally. Although comments varied widely on who should conduct this type of publicity program, all agreed the media was an excellent, virtually untapped resource to bring public attention to the summer vocational agriculture program.

As emphasized earlier, 97 percent of the teachers believe the summer program is either very important or extremely important. However, many teachers, by their statements concerning the need for more publicity regarding the summer program, believe this portion of the total program is the most misunderstood portion of the overall vocational agriculture program. All teachers responding concerning the need for more publicity conclude that the public must be informed of the contributions of the summer programs of vocational agriculture and the misconceptions regarding this part of the total program must be clarified in the minds of parents, teachers of other subjects, administrators, and the entire public in general.

Involving the Community. The second most common statement by the teachers regarded the need to involve the community more in the summer program. This type comment was made by 158 teachers and covered a broad area varying in the degree and types of involvement needed.

Generally, the statements expressed the need for the teacher to involve adults and parents to a greater degree in the summer program by presenting programs of interest to the community and by increasing visitation and involvement of parents of prospective students as well as those parents of current students.

The need for improved adult and young farmer work was often expressed. Many teachers expressed a desire for more "specialist" type programs to be available during the summer. Others stated the teachers should be in close contact with community business leaders and other agricultural agencies in the community and should try to involve them in some manner in the summer program.

Teachers often mentioned the need for excellent project supervision during the summer. They agreed that the summer provided an opportunity to involve parents and students as well as other members of the community in the summer program. Several teachers suggested involving the community by inviting them to travel with the teacher when supervising projects in order to give them a first-hand view of the program and teacher at work.

One hundred three teachers stated there was a need for better supervision of summer programs. Teachers who expressed this opinion believe only a small minority of vocational agriculture teachers are giving the summer program a bad name and are jeopardizing the reputation of those teachers who are working hard to conduct a good summer program. Again, not all who responded in this manner agreed

on who or how the summer program should be supervised, only that closer supervision was needed.

Approximately one-half of the teachers making this statement agreed that the responsibility of supervising the summer program was a local responsibility to be conducted by the school administration. The sentiment here seemed to be that a poor summer program was as much the fault of the school administration as that of the vocational agriculture teacher. The feeling was that those conducting a poor summer program should be required by the school administration to improve their summer program or should not be rehired by that school.

The other one-half of the teachers expressing the need for closer supervision of the summer program believed this responsibility belonged to the area supervisors. These teachers seemed to believe the area supervisor should be the one to ensure that all teachers were doing their job in a manner befitting the profession. These comments also carried the sentiment that the area supervisors were so overloaded with paperwork that they had little time to do an adequate job of supervising all teachers in their area. Here, too, was the feeling that a few teachers were making the rest of the profession look bad and some action should be taken by the state supervisory staff against these few "bad apples" who are ruining the whole barrel. Many teachers making this type of comments concluded these people should be removed from the profession.

Even though everyone did not agree as to who should do the supervising or how it should be accomplished, everyone agreed that more supervision was needed for the summer program.

Professionalism. Ninety-six teachers responding to the comment section indicated a need for more professionalism among vocational agriculture teachers. Their comments indicated many teachers do not realize that teaching vocational agriculture is a profession and the conduct of teachers at conventions, meetings, stock shows, and other activities, should reflect a professional attitude.

Their comments indicated a teacher of vocational agriculture should handle himself at all times in a manner which will bring praise to all members of the profession and not public scorn. Many made the comment that until teachers of vocational agriculture begin to behave like the professionals they are, they will continue to leave themselves open to public criticism.

Informing Administration and Public

Eighty-two teachers completing the opinion areas of the questionnaire responded that by decreasing the total program to ten or eleven months, not only would the total program be damaged but the Future Famers of America and supervised occupational experience programs would be destroyed.

Their sentiments indicated that a ten or eleven month contract would cause a decline in the quality of the supervised occupational

experience programs since there would be no supervision of projects in progress during the summer months.

They also believed the Future Farmers of America program would decline in quality and strength as a statewide organization if a ten or eleven month program was initiated. They indicated this program which helps build character and leadership in the states young people would simply become another academic program on a ten or eleven month basis.

The concern conveyed in this comment was for the students and not the teacher's pocketbook. Many believed the students would suffer the greatest loss from a decreased program and not the teachers. Also mentioned was that if the achievements of the Future Farmers of America were not recognized and realized now, ultimately the society as a whole might come to realize, after the fact, the importance of the Future Farmers of America program to our youth.

Keeping Regular Office Hours. Seventy-nine teachers completing the general comment section of the questionnaire agreed that it was important to be seen doing one's job during the summer. These teachers indicated keeping regular office hours at the school facility during the week would be one way to make sure people associate the teacher summer work with school work.

Here, too, individual comments varied but most teachers responding indicated the teacher should report to the school facility daily on a regular basis. Many reported that administrator contact

was a daily necessity. This contact would give the administrator a chance to see the teacher tending to school business and to discuss matters pertaining to the program of vocational agriculture. The rationale of keeping regular office hours is that it would help keep the administration informed of the activities of the teacher on a daily basis.

Several teachers indicated that by keeping regular office hours, people in the community would know where to contact the teacher at least some time during the day. The school shop could also be kept open for use by students and adults when the teacher is present.

Some teachers who revealed their opinion that teachers should keep regular office hours expanded their comment and indicated that possibly more could be accomplished in the field rather than in the school building. However, they agreed that keeping regular office hours is a good means of public relations and allows people and the administration to see and talk with the teacher at the school facility on a regular basis.

Saturdays, Sundays, and Holidays. The need for work on Saturdays, Sundays, holidays, and after hours to be recognized was a concern of sixty-five teachers responding to the opinion area of the questionnaire. The general sentiment of these comments was too many people complain about lax schedules of vocational agriculture teachers in the summer, but few of these people give thought to the extra time devoted to the program year round. Most teachers

indicating this type of opinion also stated they did not feel all these extra hours justified a three month vacation in the summer. However, most teachers making this comment added that if the program was decreased to ten or eleven months, the extra time devoted to the program would be a thing of the past. The purpose of this statement was recognition of the fact that the current program could not be completed or conducted properly on a 12-month basis without these extra hours and a ten or eleven month program would be more difficult or even impossible to complete with quality results. The comment was also made in conjunction with this area that the pay for a profession requiring such a large number of additional hours was ridiculously low.

Salary and Second Jobs

In an area relating to the previous topic, sixty-five teachers responded by stating the teaching of vocational agriculture is a profession which is underpaid and a pay increase is needed. Most comments of this nature were made in conjunction with the mention of extra hours and second or sideline jobs. Teachers responded that a large portion of the second jobs in the vocational agriculture teaching profession have risen from the need of a larger income. The sentiment related was that a pay increase would help decrease the incidence of second jobs in the profession.

Some of the strongest comments made the opinion areas were directed toward teachers of vocational agriculture who have second

jobs, especially during the summer months. Many comments conveyed the feeling that the practice of engaging in second jobs should be stopped completely and those teachers engaged in this practice should choose between teaching and their other job. Others stated if the teacher felt he must have a personal sideline or second job, the two should be kept separate and no personal business should be conducted on school time. The comment regarding the need for closer supervision from local and area sources often occurred in conjunction with the topic of second jobs and sideline jobs among teachers of vocational agriculture.

Administrator Involvement. Another broad comment by fifty-eight teachers was the school administrator responsible for the vocational agriculture teacher should be involved more in the summer program.

The suggestions for this involvement took several forms ranging from daily meetings, to planning the activities of the upcoming school year, to having the administrator travel with the teacher when supervising projects during the summer. Whatever the manner of involvement, these respondents believed the involvement of the administrator was a key factor to improve the relations of the vocational agriculture teacher with the community. These teachers also indicated this involvement would give the administrator a better understanding of the teacher's summer program and all the factors included in conducting a good summer program. This involvement would enable him better to determine what the teacher does when he is away from the school facility.

The teachers responding in this manner indicated that by keeping the administrators informed and involved, there would be less need to explain every move the teacher makes and less need continually to justify the summer program.

Teacher Involvement in the Community. Fifty-two teachers of vocational agriculture indicated there is a need for more teacher involvement in their communities. This comment was generally made with public relations in mind. Several suggestions were made in this category in order to bring to the attention of the public the fact that the vocational agriculture teacher is not only a teacher of academics, but is a leader in the community. Suggestions included in this regard were the teacher should be involved more in community and civic organizations, church groups, and also to inform such groups of the purpose of the Future Farmers of America in building character and good citizenship in the youth of the community. Their intended sentiment was to help distinguish vocational agriculture from other strictly academic subjects.

Related Opinions of Teachers. Several other comments of interest concerned the need for additional professional workshops and short courses. Teachers also indicated they would like more district and area-in-service meetings to be conducted in the summer. A few teachers also indicated attendance at the State Future Farmers of America Convention should be mandatory. Other teachers suggested travel expenses should be increased by the state and their reasoning was they could conduct better programs with more money for travel.

Other comments ranged from the need to have administrators stop using vocational agriculture teachers for maintenance personnel to the suggestions that legislators be invited to spend some time with a vocational agriculture teacher in order to give them a first-hand view of the vocational agriculture program in progress.

General Comments of Administrators

Three areas were available on the administrator's questionnaire for opinions and general comments. They included:

- 1) an area to express an opinion as to when teachers should be available if the administrator indicated he expected his teacher of vocational agriculture to keep regular office hours,
- 2) an area to indicate when and how the administrator expected his teacher of vocational agriculture to take vacation time during the summer, and
- 3) an area for general comments on the summer program of vocational agriculture.

Most administrators took advantage of these areas for opinions and their comments are listed below in order of most often mentioned to least often mentioned in each of the three areas listed.

Scheduling of Office Hours. Of the total 247 administrators whose questionnaires were used in the study, 148 (60 percent) indicated they expected their teachers to keep regular office hours. Their opinions as to when the teacher should schedule his office

hours varied widely. The 148 administrators making this comment included 90 who indicated they wanted their teachers of vocational agriculture to be available in the school building most of the day. The most common time period suggested regarding this comment was they should be available from 8:00 a.m. to 3:30 p.m. The number who wanted their teachers to remain in the building all or most of the day was interesting. Upon checking the ranking of the nine suggested priority areas of the summer program by those administrators making this suggestion, 40 percent of the 90 administrators ranked supervising occupational experience programs as their first priority of the nine areas. Their desire to have their teachers at the school facility all day and the importance these administrators place on supervising occupational experience programs raises a question as to when and how the teacher should complete his project supervision.

Twenty administrators suggested the morning hours, 8:00 a.m. to 12:00 p.m. as the time they would most like their teachers to schedule their office hours. Sixteen others commented that the hours were not important but they preferred their teachers to have daily hours which are consistent. Ten other administrators suggested they wanted to know where their teachers were but believed the teachers office hours should be flexible. Other administrators indicated either afternoon hours or a combination of hours in both the morning and evening would be satisfactory with them.

Summer Vacations. The comment area of the administrators questionnaire dealing with summer vacation provided some varied and

interesting information. Two hundred administrators responded in some manner to this section.

Administrators commented that teachers of vocational agriculture deserve and should take two weeks vacation. One hundred seventeen administrators made this type comment. In general, few suggestions were made in reference to this comment. However, those administrators who have multiple teacher departments did suggest that vacations should not run concurrently and that at least one teacher should remain on duty throughout the summer. Twenty-four administrators suggested this type arrangement.

The opinion that teachers schedule their vacations like all other 230-day employees was second in the number of times mentioned with 52 administrators indicating this opinion. The majority of administrators indicating this opinion also included the recommendation that the scheduled vacation time should be subject to final approval by the administrator responsible for the summer program.

An interesting comment by 28 administrators suggested that after the teacher had completed his 230 days of work required in his contract, the remainder of the time until his new contract period should be the teacher's own time. If a teacher of vocational agriculture works only the 230 days required, excluding holidays, etc., he would have approximately three weeks vacation time. As a matter of fact, seven administrators suggested vocational agriculture teachers should receive three weeks vacation.

Satisfaction with Program. In the general comment section, the most often mentioned opinion indicated by 55 administrators, was satisfaction with their summer program and believed the summer program should continue as it exists. Many stated the summer program was the key to a successful total vocational agriculture program. They often expressed the opinion that they were well pleased with the work their teacher did during the summer and the key to a strong summer program was a good teacher who used his time wisely.

Teacher Accountability. In another group of similarly related comments, 46 administrators indicated the vocational agriculture teachers should be more accountable to the administrator and the community. They stated the teachers should strive to keep the administrator informed and also keep the community informed by more community work and publicity including the use of the media. They also mentioned the need for basic guidelines from the Texas Education Agency as to exactly what a teacher of vocational agriculture should be doing during the summer. This suggestion, coupled with the suggestion that supervision on the state and local level be improved, would improve the viability of the summer program.

Project Supervision. Twenty-three administrators stated opinions regarding project supervision and visitation on the part of vocational agriculture teachers during the summer. They indicated that project supervision and selection should be a major part of the summer program and these areas should be improved. They also stated that

visitation of adults and work with adults and Young Farmers should be improved and included in the summer program. These administrators also suggested colleges and universities which train teachers of vocational agriculture should stress summer adult work and adult work in general to a greater degree.

Planning the Vocational Agriculture Program. Twenty-one administrators indicated by their comments that planning for both the summer program and the entire school year should be accomplished during the summer. Many of these administrators believed the summer was the time to prepare for the school year and summer but these plans were of little value unless they were followed closely.

Improving the Summer Program. Seventeen administrators expressed the opinion that there is a need to improve the summer program as it now exists. Eleven administrators indicated the summer program could be as effective as it is now if it were decreased to an 11-month basis, while several others indicated the summer program should be deleted and teachers of vocational agriculture should be employed on a ten-month contract.

Working with Students. In another area which should not have been mentioned but which might indicate neglect on the part of some teachers of vocational agriculture, seventeen administrators stated the teachers should expend more time working with students. The author was uncertain whether the teachers were neglecting to work with students or whether the administrators revealing this opinion believed more emphasis should be placed on this phase of the summer program.

Summer Workshops. The last major suggestion by administrators was there should be a wider variety of summer workshops and meetings available to vocational agriculture teachers to enable them to share ideas and keep up with the latest developments in the field of agriculture. Nine administrators expressed an opinion of this nature.

Development of Recommended Guidelines for the Summer Program

The development of recommended guidelines was accomplished after the data obtained from this study were compiled and presented to a state advisory committee.

The state advisory committee to which the data were presented was comprised of a teacher of vocational agriculture representing each of the ten areas of the state. These representatives were appointed to the committee by the area supervisor of each area. The director of Vocational Agriculture Education served on the state committee along with three other members of the Texas Education Agency. Also serving on the committee were two teacher educators from teacher-education institutions in Texas.

The committee convened in Austin, Texas on the 29th and 30th of March, 1979 for the purpose of drafting the recommended guidelines for the summer program.

The data obtained in the study was then presented to the committee for their consideration and the drafting of recommended guidelines based on the findings of the study.

Through committee interaction, the following guidelines were recommended for use in planning and conducting a summer program of vocational agriculture.

Recommended Guidelines for Summer
Vocational Agriculture Programs in Texas

Supervision of Occupational
Experience Programs

1. Teacher(s) should conduct group activities for students in summer with regard to Supervised Occupational Experience Programs (clinics, field days, project program tours, etc.)
2. Teacher(s) should visit prospective and current cooperative part-time training students, their parents, and employers, at least once during the summer, to coordinate the cooperative part-time training program.
3. Currently enrolled and prospective students in production agriculture, cooperative part-time training, and pre-employment laboratory training, should be assisted in selecting their Supervised Occupational Experience Programs.
4. Supervised Occupational Experience Programs of students should be supervised during the summer as determined by the teacher.
5. Assistance should be given to students with Supervised Occupational Experience Programs who are not currently enrolled in vocational agriculture.
6. Teacher(s) should promote continuous project programs.

Work With Prospective New Students

1. Teacher(s) should organize an orientation for prospective students and their parents prior to pre-registration.
2. A home visit to prospective students and their parents should be conducted at least once during the summer if possible.
3. Prospective students may be included in summer activities (FFA meetings, State FFA Conventions, etc.)

Professional Improvement

1. All teachers should participate in the state in-service workshop for vocational agriculture teachers.
2. Teacher(s) should attend scheduled summer district in-service meetings.
3. Teacher(s) should visit farmers, ranchers, agri-business establishments, and agriculture industries to upgrade teaching competencies.
4. Teacher(s) are encouraged to attend non-credit short courses and workshops based on individual and community needs.
5. Teacher(s) should attend college credit courses for professional improvement.

Program Planning

1. School administrator and advisory committee should be consulted in developing a plan for the vocational agriculture summer program.
2. At least one vocational agriculture advisory committee meeting should be held during the summer.
3. The school administrator should be informed of the teachers planned activities with method and frequency of reporting to be determined at the local level.
4. The teacher(s) should spend some time at the vocational agriculture facility daily at approximately the same time if possible.
5. Calendar of years activities should be developed by the vocational agriculture teacher(s) and approved by the administrator during the summer.
6. Preparation, revision, and updating annual teaching programs for production agriculture, pre-employment laboratory training program, and cooperative part-time training program should be accomplished during the summer.
7. Departmental budget, inventory of equipment and supplies should be prepared and approved by the administrator.

Adult and Young Farmer Education

1. Organized Young Farmer and adult education should be continued in the summer.
2. Teacher(s) should visit individual adult and young farmers on the farm and ranch and in agri-business establishments.
3. Teacher(s) should schedule adult specialists appropriate to the community when available.

Conducting FFA Activities

1. Teacher(s) should conduct regularly scheduled FFA meetings during the summer.
2. Teacher(s) should provide activities to include prospective students and/or parents during the summer.
3. Teacher(s) should provide students with the opportunity to participate in group activities such as project program tours, etc.
4. FFA officers and members should be given the opportunity to participate in leadership development training.
5. Each chapter should be represented at the State FFA Convention each year.
6. Advisors should closely supervise all FFA activities including fairs, shows, contests, conventions, etc.

Improving Facilities and Equipment

1. Professional teachers should use their time to improve their total vocational agriculture program during the summer and should not be expected to use their time for school maintenance.
2. Good general appearance of the vocational agriculture facility should be maintained during the summer.
3. The vocational agriculture teacher should see that existing equipment is repaired or replaced when needed.
4. School project center and farm should be supervised by the vocational agriculture teacher(s) but should not monopolize the teacher's time.

Public Relations and Community Service

1. Activities of the total program should be promoted publicly through all available media.
2. Teachers should utilize news releases prepared by the TEA and/or Vocational Agriculture Teachers Association of Texas (VATAT) to enhance publicity of the program.
3. The vocational agriculture teacher should involve administrators, school board members, and community leaders in the summer program.
4. The vocational agriculture program should be promoted through involvement in community activities.

Records and Reports

1. Follow-up of former students should be accomplished in the summer.
2. The departmental filing system should be revised and updated.
3. Prepare and submit necessary reports.

Related Areas of the Summer Program

1. Vacation time should be coordinated with the administration.
2. Teacher(s) should not participate in sideline jobs or activities which detract from operating a standard program.
3. Students should be assisted in securing employment (in agriculture occupations).

CHAPTER IV

SUMMARY

This chapter was designed to present in brief form the following topics: purpose of the study, specific objectives, methodology of the study, and the major findings of this research project. Conclusions have been formulated based on the analysis of the data contained herein.

Purpose of the Study

The purpose of this study was to develop basic guidelines for the summer program of vocational agriculture in Texas in order to make them more inclusive, visible, and accountable.

These guidelines will be used by teachers and administrators of vocational agriculture programs, teacher educators at colleges and universities where teachers of vocational agriculture are trained by the staff of the Texas Education Agency.

Specific Objectives

The following objectives were developed to guide the direction of this research effort:

- 1) To identify basic components included in the summer program of vocational agriculture teachers in Texas,
- 2) To determine teacher perceptions of the relative importance of groups of activities included in the summer program of vocational agriculture,

- 3) To determine administrator perceptions of the relative importance of groups of activities included in the summer program of vocational agriculture,
- 4) To determine the relationship between perceived priorities of teachers and administrators,
- 5) To determine state staff and teacher educators' opinions of the relative importance of groups of activities included in the summer program of vocational agriculture, and
- 6) Recommend guidelines for basic summer program operation for vocational agriculture in Texas.

Methodology

Following a review of selected literature, and formulation of the objectives, methods to meet these objectives were developed.

A state advisory committee including teachers, administrators, and teacher educators and state staff convened at Texas Tech to guide and facilitate the development of survey instruments to be used in the study. These instruments were developed and distributed to the respective groups of respondents via mail. Ranks, means, percentages, and item counts were used to describe the data collected. A summary report of the findings was distributed via mail to members of the state advisory committee. This committee convened a second time in Austin, Texas to review the data collected and to guide the

formulation of guidelines for the operation of summer programs of vocational agriculture in Texas.

The participants of the study included all vocational agriculture teachers in Texas who were employed on a 12-month contract and who had taught vocational agriculture for at least one year and one summer. Their study also included administrators from across the state selected in a random manner to include administrators from one-third of the high schools in the state. These administrators must have had at least two years experience in public school administration to be included in the study. Also included were the faculty of Agriculture Education Departments at the teacher educator institutions in Texas and selected members of the Texas Education Agency staff.

The teachers and administrators represented all sizes of schools and communities and varying levels of experience in their respective professions. The study revealed that little difference existed within these groups regarding their attitudes and responses when considering the differences in community size or varying levels of experience.

Major Findings of the Study

Twelve major areas were addressed in reporting the findings of this study. The twelve major areas are listed as follows:

1. Selected areas of importance of the summer program.
2. Supervision of occupational experience programs.

3. Work with prospective new students.
4. Professional improvement.
5. Program planning.
6. Adult and Young Farmer Education.
7. Conducting FFA activities.
8. Improving facilities and equipment.
9. Public relations and community service.
10. Records and reports.
11. Related areas and activities of the summer program.
12. General suggestions and opinions of teachers and administrators.

Selected Areas of Importance of
the Summer Program

Nine areas of importance to the summer program were selected by the state advisory committee as being important to conducting a good summer program. These nine areas were presented to each of the three groups included in the study. Each group was asked to rank the suggested areas in order of importance to the summer program.

When the data was gathered and analyzed, many differences and few similarities were discovered between the rankings of the three groups. All groups ranked public relations as fifth and records and reports as ninth in the nine area priority list. These two areas were the only areas where all three groups agreed completely although a few cases existed where two of the three groups agreed

with each other, however great differences existed in most cases. Spearman's rank order correlation was used to determine the relations of the rankings of the three groups as compared to each other. There existed significant differences between each of the group's rankings at the .05 level using statistical tests.

Mean values of rankings within groups were narrowly spaced. When considering the mean values, apart from the differences indicated above, narrowly separated mean values of subsequent priority rankings are indicative of little difference within response groups.

Supervision of Occupational Experience Programs

Those teachers who responded to the survey testified that 98 percent of this group assisted youth in selecting projects during the summer months. They stated that currently enrolled in-school youth who are assisted in selecting projects during the summer represented 50 percent of the students in vocational agriculture. They also indicated that 40 percent of the prospective new students were assisted in the selection of projects during the summer months.

Teachers and state staff and teacher educators ranked Supervision of Occupational Experience Programs as the number one priority of the nine suggested areas while administrators rated this area second in importance of the nine suggested priority areas. These rankings indicate the importance placed on this area of summer programs by all three groups surveyed.

Although teachers responding revealed that the students who have continuous supervised projects during the summer were visited an average of three times, administrators suggested improvement is needed in this area and that more time should be expended working with students.

Working With Prospective New Students

Working with prospective new students was indicated to be part of the summer activities of 97 percent of the teachers responding to the questionnaire. These teachers indicated that they contacted 53 percent of their incoming students prior to the beginning of the school year. Teachers revealed that they assisted 40 percent of their prospective new students in selecting projects during the summer.

Professional Improvement

Many programs are available during the summer months for professional improvement for teachers in the field of vocational agriculture. The large quantity of programs available is partly due to the broad scope of vocational agriculture. Teachers across the state reported spending an average of approximately 11 days during the summer attending non-credit workshops or meetings on district, area, and state levels for the purpose of improving their knowledge in the field of vocational agriculture.

Program Planning

Administrators responding to the survey indicated that Program Planning was their first priority of the nine suggested priority areas of the summer program. Teacher educators and Texas Education Agency staff rated this area as second in importance of the nine suggested areas, while teachers ranked this area fourth in priority. The high rating given this area by administrators and teacher educators and the staff of the Texas Education Agency emphasizes the importance of this area to the summer program.

Although administrators indicate that Program Planning is their first priority, only four percent revealed that they want to be involved in planning their teachers summer program to a great extent. Fifty-five percent of the administrators responding to the survey testified that they would like to be involved only somewhat in the planning of their teachers summer program. This finding reveals that although administrators place great importance on planning the program, they do not want to develop the summer program for their teachers.

Scheduling of Office Hours. Ninety-four percent of the teachers responding reported spending some time working with their local administration during the summer regarding planning and conducting their vocational agriculture programs. Teachers further reported an average of two and one-half contacts per week to accomplish proper coordination of their programs with the administration.

School administrators responding to the questionnaire indicated that 60 percent of this group expected their teachers to keep regular office hours at the vocational agriculture facility some time during the day. Teachers revealed that 86 percent of this group do keep regular office hours at the school facility some time during the day. Ninety administrators suggested that their teachers should be available from 8:30 a.m. to 3:30 p.m. daily. Supervision of Occupational Experience Programs was the first priority ranking by one-third of these ninety administrators.

Itinerary of Summer Activities. Teachers are required to submit by May 1 of each year a copy of their plans for conducting a summer program of vocational agriculture (TEA Form 009). This form must be signed by the school administrator before being submitted. Administrators across the state revealed that they would like to be more informed of the activities of their teachers in the summer. Nearly one-half of the administrators indicated a preference for a weekly itinerary. Currently, as revealed in the study, only 22 percent of the teachers were providing their administrators with a weekly itinerary.

Adult and Young Farmer Education

The adult education area of the summer program was rated eighth in importance of the nine suggested priority areas by teachers and administrators alike. Although this area received a fairly low ranking by teachers, 63 percent of this group testified that they had

either a Young Farmer organization or other adult organization which meets the educational needs of the adults in their community. Thirty-eight percent of the teacher group indicated that they held regularly scheduled meetings for these organizations during the summer.

Teachers reported also that they visited approximately 20 adults or Young Farmers an average of two times on their farms or ranches in the summer. The questionnaire did not reflect what percentage of the above included parents of students being visited.

Conducting F.F.A. Activities

Teachers responding to the study indicate conducting F.F.A. activities as a more important priority area than administrators or state staff and teacher educators. This is indicated by the rankings of the three groups. Teachers rated this area second, while administrators ranked it seventh and teachers educators and state staff ranked it sixth of the nine suggested areas of importance of the summer program.

Data obtained in the study revealed that 93 percent of the FFA chapters in the state attended the state F.F.A. Convention in San Antonio in 1978.

Teachers responding to the survey testified that they held an average of 2.4 F.F.A. meetings, both recreational and educational, during the summer.

Improving Facilities and Equipment

Fifty-two percent of those teachers responding to the survey reported having school farms or feeding facilities. Those teachers indicating they had school farms or feeding facilities said they spend an average of one and one-half days at this facility for maintenance, etc. Ninety-four percent of those teachers indicating they have school farms or feeding facilities revealed that these facilities did not detract from their ability to perform their summer duties.

Public Relations and Community Service

Teachers in the general comment segment of the questionnaire made several remarks regarding this phase of the summer program. Two of the most often mentioned for improvement of the vocational agriculture teacher's image in his community were the need for greater community involvement and the need for additional and improved public relations.

Teachers across the state indicated that during the summer months, they placed an average of 3.3 articles in newspapers and had an average of 0.9 radio or television spots aired to publicize the program during the summer.

Teachers reported an average of six contacts per week with other agricultural agencies or businesses regarding their summer programs of activities. They also reported expending an average of one to four hours per week on community related projects.

Records and Reports

Eighty-eight percent of teachers responding to the questionnaire reported spending time during the summer in follow-up of their former students. This activity is required and teachers must complete Texas Education Agency Form 006. Form 006, is to be completed for five years following graduation of the student from high school. This form provides an occupational record of the vocational agriculture student after leaving high school.

Related Areas and Activities of the Summer Program

School Maintenance. Teachers are often asked by the school administration or other teachers to build or repair items that they need. This is because of the broad base and range of skills in which teachers of vocational agriculture are trained. Teachers across the state reported spending an average of one to four hours per week involved in school related maintenance outside the vocational agriculture facility.

Opinion on Time Devoted to Summer Program. Seventy-three percent of all responding administrators participating in the study feel the time their vocational agriculture teachers devote to the summer program is adequate with 20 percent reporting they believe the time devoted to the summer program is inadequate. Seven percent of the responding administrators were undecided as to how they classified the time their teachers devote to the summer program.

Opinions on Length of Contract. Teachers participating in the study indicated that 70 percent of this group would not teach vocational agriculture if they were employed only on an 11-month contract. Eighty-one percent of this group revealed that they would not teach vocational agriculture if employed on only a ten-month contract.

Importance of the Summer Program

Both teachers and administrators were asked to respond to a question to determine their perceptions as to the importance of the summer program of vocational agriculture. The possible responses were arranged in a Likert scale ranging from 1 (Extremely Important) to 5 (No Importance). The weighted mean of the teacher group was determined to be 1.31, within the real limits of "extremely important." Seventy-three percent of the teacher group rated the program as extremely important to the total vocational agriculture program.

The weighted mean of the administrator group was determined by computer analysis to be 2.23, within the real limits of "very important." Sixty percent of the administrators rated the summer program as being either very important or extremely important to the total program of vocational agriculture.

General Suggestions and Opinions of Teachers and Administrators

The survey instruments were designed to allow areas for teachers and administrators to express their opinions on topics included

in the instruments as well as any other comments or suggestions concerning the summer program and its operation.

These comments reflected the need for publicity of the program, better communication between teachers and administrators, and various other emphases. The comments made by both teachers and administrators indicated a desire to improve the summer program and its operation to make it a more viable part of the total program of vocational agriculture.

CHAPTER V

RECOMMENDATIONS

Based on the conclusions drawn from the analysis of the data gathered for this study, the following recommendations have been formulated:

1. The guidelines developed by the state advisory committee at Austin in March of 1979 for the operation of summer programs of vocational agriculture should be utilized by teachers and administrators in planning and developing a more visible, inclusive, and accountable summer program.
2. These guidelines should be followed closely by teachers of vocational agriculture in Texas in order to maintain a quality summer program which meets the needs of the local community.
3. These guidelines should be utilized by the teacher educators in Texas at universities which train teachers of vocational agriculture in their pre-service training of future teachers.
4. These guidelines should be utilized by the staff of the Texas Education Agency through in-service education and for individual guidance for vocational agriculture teachers and administrators.
5. Teachers of vocational agriculture and their administrators should strive to bring their perceived priorities for the summer program into closer agreement.

6. There should be a combined effort throughout the vocational agriculture profession to establish and maintain open communication and exchange of ideas between teacher educator institutions, the staff of the Texas Education Agency, and those persons responsible for conducting the program on the local level.
7. The teacher of vocational agriculture should involve his community to a greater extent in the operation of his summer program as well as become more involved himself in the activities of his community.
8. A program of publicity for the summer program as well as for the total program of vocational agriculture should be developed and implemented on a statewide basis by agencies involved in vocational agriculture education such as the Texas Education Agency or the Vocational Agriculture Teachers Association of Texas.
9. The area of Adult Education and the role it should play in the vocational agriculture education framework in Texas should be investigated further.
10. The possibility of developing a handbook to aid teachers of vocational agriculture in the use of these guidelines and in developing and maintaining a quality summer program should be investigated.

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9. Phipps, Lloyd J. Handbook on Agricultural Education Illinois: The Interstate Printers and Publishers, 1972.
10. Roberts, Robert C. "Attitudes of Secondary School Principals and Superintendents in the State of Washington Toward Vocational Education." (Renton Vocational Technical Institute, Renton, Washington, 1978): ERIC ED 133461.
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APPENDICES

APPENDIX A
SURVEY INSTRUMENTS

13. How many hours per week do you generally spend at the Vocational Agriculture building concerning your work with program planning and facilities (teaching materials, budget, teaching plans, inventory equipment, etc.)?
 _____ Number of Hours
 _____ Additional comments? _____
14. On the average, how many days per week could you be found at your Vo-Ag building some-time during the day?
 _____ Number of Days
15. Do you use some type of news media to keep FFA and/or young farmers informed during the summer?
 _____ (Yes or No) If yes, how many of the following are you responsible for getting submitted to public media in the summer?
 _____ Number Newspaper Articles _____ Number Radio and/or Television
16. Do you have an active young farmer program, or other organized program which meets the educational needs of adults in your community?
 _____ (Yes or No)
17. If you have an active young farmer chapter or adult organization, do you schedule regular meetings during the summer (including tours and field days)?
 _____ (Yes or No) If yes, number of meetings. _____ If no, why? _____
-
18. How many individual young farmers or adults do you visit each summer on their farms?
 _____ Number of Individuals
 _____ Average Number of Times
19. Do you devote time during the summer working with your local administration concerning your Vocational Agriculture Program?
 _____ (Yes or No)
 _____ Average Number Contacts per Week
20. Do you work with or contact prospective students during the summer?
 _____ (Yes or No)
 What percent of prospective students do you work with or contact?
 _____ % Prospective Students
21. During the summer, do you assist students in selecting projects?
 _____ (Yes or No)
 If yes, percent of prospective students _____ %,
 In school youth (Vo-Ag and FFA) _____ %,
 Other Youth _____ (Yes or No)
22. What percent of in-school youth have summer supervised occupational experience programs?
 _____ %
 What percent of in-school youth do you visit concerning their projects during the summer?
 _____ % In-School Youth Visited _____ Average Number Times
23. How many local FFA meetings (educational and recreational) do you hold during the summer?
 _____ Number of Meetings
24. Was your FFA chapter represented at the state FFA convention this past summer?
 _____ (Yes or No)

25. Contacts you make per week concerning FFA activities, adult activities, instructional activities, or community projects for the improvement of agriculture? (Example: contacts with FFA, county extension director, bankers, fertilizer company, etc.)
 _____ Number of Contacts
26. How many days during the summer do you spend on the average attending non-credit workshops to improve your knowledge in agriculture?
 _____ Number of Days
27. How many days during the summer do you spend attending professional improvement meetings? (district, area, state)
 _____ Number of Days
28. Do you spend time during the summer for follow-up of your former Vo-Ag students?
 _____ (Yes or No)
29. How much of your time is spent in school related maintenance (outside Vo-Ag facilities) during the summer?
 _____ None
 _____ Slight (1 - 4 hours per week)
 _____ Considerable (4 - 8 hours per week)
 _____ Great (more than 8 hours per week)
30. How much of your time is spent in community related projects during the summer?
 _____ None
 _____ Slight (1 - 4 hours per week)
 _____ Considerable (4 - 8 hours per week)
 _____ Great (more than 8 hours per week)
31. Do you have a school farm or feeding facility?
 _____ (Yes or No)
 If yes, how many days during the summer do you spend in maintenance, etc. at your school farm?
 _____ Average Number of Days per Week
 If you have a school farm, does it detract from your ability to perform your other summer duties as a Vo-Ag teacher?
 _____ (Yes or No)
32. How important is the summer program in Vocational Agriculture for an outstanding overall program?
 _____ Extremely _____ Very _____ Somewhat _____ Little _____ No
 Important Important Important Importance Importance
33. Would you teach Vocational Agriculture if you were employed on a ten month basis only?
 _____ (Yes or No)
 Eleven months only?
 _____ (Yes or No)
34. Would you prefer 10 months employment?
 _____ (Yes or No)
 Eleven months employment?
 _____ (Yes or No) If yes, why? _____

(Over)

35. Below is a suggested list of major activities you might include in a summer program of activities. Please rank the areas (1-9) according to their importance to your summer program. (Most important-number one, least important-number nine.) Do not consider amount of time needed to complete the activity when considering importance.

- a. _____ SUPERVISION OF OCCUPATIONAL EXPERIENCE PROGRAMS (project supervision of in school youth, locate and arrange suitable work stations for co-op and farm placement students, locate and secure production projects for students, supervise project record keeping.)
- b. _____ WORK WITH PROSPECTIVE NEW STUDENTS (visit new students to orient students and parents to the program, assist in planning occupational experience programs.)
- c. _____ PROFESSIONAL IMPROVEMENT (short courses, college credit courses, state sponsored workshops.)
- d. _____ PROGRAM PLANNING (revise or develop annual teaching plans, long range planning, develop calendar of activities for the year and coordinate with administration, collect teaching materials, develop departmental budget, meet with advisory council.)
- e. _____ ADULT AND YOUNG FARMER EDUCATION (plan and conduct education programs, conduct tours and field days, conduct on-farm and agribusiness visits.)
- f. _____ CONDUCTING FFA ACTIVITIES (conduct local chapter meetings, supervise FFA members at district and area meetings and state convention, conduct summer tours and/or encampments, participate in FFA officer training schools.)
- g. _____ IMPROVING FACILITIES AND EQUIPMENT (complete inventory of tools and equipment, secure new equipment and supplies, maintenance of equipment, improve appearance of classroom and shop, filing of reference material.)
- h. _____ PUBLIC RELATIONS AND COMMUNITY SERVICE (participate with other agricultural agencies in planning and conducting community projects for the improvement of agriculture, perform school and community service work, prepare program publicity.)
- i. _____ RECORDS AND REPORTS (make necessary reports and update records.)

36. In your opinion, what could be done to improve the image of the Vo-Ag teachers summer program?

COMMENTS: Please express any feelings you may have concerning the summer program in Vocational Agriculture which have not been expressed in this questionnaire.

SURVEY OF SUMMER PROGRAMS OF
VOCATIONAL AGRICULTURE
IN TEXAS

CODE: _____

NOTE: All answers will be confidential, they will be used for statistical purposes only.

NOTE: Consider the summer program as being from the time school dismisses until local in-service training for teachers begins.

Please fill in or check appropriate blank:

1. Years experience in public school administration (not to include 1978-1979 school year)
 - a. _____ Years Superintendent b. _____ Years Total
 - _____ Years Principal
 - _____ Years Vocational Director
2. Years employed in your present position and location? _____ # Years
3. Which of the following best describes your community?

_____ Rural _____ Suburban _____ Urban
4. What is the present size of your high school?

_____ B _____ A _____ AA _____ AAA _____ AAAA
5. Present position:

_____ Superintendent _____ Principal _____ Vocational Director
6. How many teachers do you have in your present Vocational Agriculture Program employed on a 12 month basis?

_____ Total Number of Ag Teachers
7. Do you expect your Vocational Agricultural teachers to keep regular office hours at the school during the summer? _____ (Yes or No)
If yes, what is your preference as to when he (they) should be available? _____

8. Would you know where your Vo-Ag teacher(s) could be found if not in the Vo-Ag building during regular working hours in the summer? _____ (Yes or No)
9. What type of itinerary of summer activities should your Vo-Ag teacher provide you?

_____ None _____ Daily Itinerary _____ Weekly Itinerary _____ Monthly Itinerary _____ Copy of Agency Report Summer Plans
10. To what extent do you feel you should be involved in planning the summer program or activities of your Vocational Agriculture teachers?

_____ None _____ Little _____ Some _____ Much _____ Greatly
11. How important is the summer program in Vocational Agriculture for a strong over-all program?

_____ Extremely Important _____ Very Important _____ Somewhat Important _____ Little Importance _____ No Importance

(Over)

12. How would you describe the amount of time devoted to the Vocational Agriculture program during the summer by your Vocational Agriculture teachers?
 _____ Adequate _____ Inadequate _____ Undecided

13. Vocational Agriculture teachers are on an extended contract (230 days). What are your expectations for your vocational agriculture teacher(s) regarding vacation time during the summer?

14. Below is a suggested list of major activities which might be included in a summer program of activities. Please rank the areas (1-9) according to their importance to the Vo-Ag summer program (Most important-number one, least important-number nine.) Do not consider amount of time needed to complete the activity when considering importance.

- a. _____ SUPERVISION OF OCCUPATIONAL EXPERIENCE PROGRAMS (Project supervision of in school youth, locate and arrange suitable work stations for co-op and farm placement students, locate and secure production projects for students, supervise project record keeping.)
- b. _____ WORK WITH PROSPECTIVE NEW STUDENTS (visit new students to orient students and parents to the program, assist in planning occupational experience programs.)
- c. _____ PROFESSIONAL IMPROVEMENT (short courses, college credit courses, state sponsored workshops.)
- d. _____ PROGRAM PLANNING (revise or develop annual teaching plans, long range planning, develop calendar of activities for the year and coordinate with administration, collect teaching materials, develop departmental budget, meet with advisory council.)
- e. _____ ADULT AND YOUNG FARMER EDUCATION (plan and conduct educational programs, conduct tours and field days, conduct on-farm agribusiness visits.)
- f. _____ CONDUCTING FFA ACTIVITIES (conduct local chapter meetings, supervise FFA members at district and area meetings and state convention, conduct summer tours and/or encampments, participate in FFA officer training schools.)
- g. _____ IMPROVING FACILITIES AND EQUIPMENT (complete inventory of tools and equipment, secure new equipment and supplies, maintenance of equipment, improve appearance of classroom and shop, filing of reference material.)
- h. _____ PUBLIC RELATIONS AND COMMUNITY SERVICE (participate with other ag. agencies in planning and conducting community projects for the improvement of agriculture, perform school and community service work, prepare program publicity)
- i. _____ RECORDS AND REPORTS (make necessary reports and update records.)

15. In your opinion, what could be done to improve the summer program of Vo-Ag teachers?

16. Please express any other feelings you may have concerning the summer programs. _____

SURVEY OF SUMMER PROGRAM OF
VOCATIONAL AGRICULTURE
IN TEXAS

Below is a suggested list of major activities which might be included in a summer program of activities. Please rank the areas (1-9) according to their importance to the Vo-Ag summer program (Most important-number one, least important-number nine.) Do not consider amount of time needed to complete the activity when considering importance.

- _____ a. SUPERVISION OF OCCUPATIONAL EXPERIENCE PROGRAMS (project supervision of in school youth, locate and arrange suitable work stations for co-op and farm placement students, locate and secure production projects for students, supervise project record keeping.)
- _____ b. WORK WITH PROSPECTIVE NEW STUDENTS (visit new students to orient students and parents to the program, assist in planning occupational experience programs.)
- _____ c. PROFESSIONAL IMPROVEMENT (short courses, college credit courses, state sponsored workshops.)
- _____ d. PROGRAM PLANNING (revise or develop annual teaching plans, long range planning, develop calendar of activities for the year and coordinate with administration, collect teaching materials, develop departmental budget, meet with advisory council.)
- _____ e. ADULT AND YOUNG FARMER EDUCATION (plan and conduct educational programs, conduct tours and field days, conduct on-farm and agribusiness visits.)
- _____ f. CONDUCTING FFA ACTIVITIES (conduct local chapter meetings, supervise FFA members at district and area meetings and state convention, conduct summer tours and/or encampments, participate in FFA officer training schools.)
- _____ g. IMPROVING FACILITIES AND EQUIPMENT (complete inventory of tools and equipment, secure new equipment and supplies, maintenance of equipment, improve appearance of classroom and shop, filing of reference material.)
- _____ h. PUBLIC RELATIONS AND COMMUNITY SERVICE (participate with other ag. agencies in planning and conducting community projects for the improvement of agriculture, perform school and community service work, prepare program publicity.)
- _____ i. RECORDS AND REPORTS (make necessary reports and update records.)

In your opinion, what could be done to improve the image of the Vo-Ag teachers summer program: _____

COMMENTS: Please express any feelings you may have concerning the summer program. _____

APPENDIX B
COVER LETTERS

Texas Education Agency



- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

September 1, 1978

TO THE VOCATIONAL AGRICULTURE TEACHER ADDRESSED:

The Texas Education Agency is involved with a special project entitled, "Development of Guidelines for Summer Vocational Agriculture Programs in Texas."

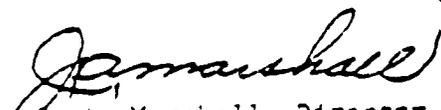
This study is designed to assist each vocational agriculture teacher in assessing his/her summer program in order to make it more inclusive, visible and accountable.

Your area supervisor will administer this questionnaire at your first district inservice meeting. Please take the questionnaire back to your respective department in order to give adequate thought in completing the instrument. Please mail the questionnaire back to your supervisor within one week.

The summer program has always been important with regard to the total vocational agriculture program. This project is essential in order to continue a strong over-all program in vocational agriculture. Your input is essential in order to accomplish this task.

Thank you for your good work in the past, and we wish to thank you for your assistance in making our program an even better one.

Very truly yours,


J. A. Marshall, Director
Agricultural Education

Texas Education Agency



- STATE BOARD OF EDUCATION
- STATE COMMISSIONER OF EDUCATION
- STATE DEPARTMENT OF EDUCATION

201 East Eleventh Street
Austin, Texas
78701

September 5, 1978

TO THE SCHOOL ADMINISTRATOR ADDRESSED:

The Texas Education Agency is involved with a special project entitled, "Development of Guidelines for Summer Vocational Agriculture Programs in Texas."

This study is designed to assist administrators and teachers in assessing the summer program of vocational agriculture in order to make it more inclusive and accountable.

Enclosed is a questionnaire relating to the administrator's involvement with the summer phase of the vocational agriculture program. Please complete and return the instrument or request another administrator (Example: principal or vocational director) to respond if he/she has the primary responsibility of this phase of the vocational agriculture program.

We feel the summer program is important with regard to the total vocational agriculture program, however, your input is essential for improvement. Thank you for your time and assistance in helping us accomplish this task.

Very truly yours,

J. A. Marshall
J. A. Marshall, Director
Agricultural Education

M. J. Cepica
M. J. Cepica
Project Director

September 5, 1978

TO: TEACHER EDUCATOR OR STATE STAFF MEMBER ADDRESSED

As you know, the Texas Education Agency and Texas Tech University are involved in a special project entitled "Development of Guidelines for Summer Vocational Agriculture Programs in Texas."

This study is designed to assist those persons involved with Vocational Agricultural education in assessing the Vo-Ag summer program in order to make it more inclusive, visible and accountable.

Enclosed, please find a questionnaire relating to the various areas of the summer program of Vocational Agriculture. Please complete and return this instrument as soon as possible.

We feel that your input as educators and policy makers is vital to this project and the future of Vocational Agriculture in Texas. Thank you for your time and assistance in helping us accomplish this task.

Sincerely,



M. J. Cepica
Project Director

P. S. Please note there is no code on the questionnaire. We do not plan to make a follow-up on this select group. We are hoping for a 100% return!

APPENDIX C

STATE ADVISORY COMMITTEE MEMBERS

STATE ADVISORY COMMITTEE
DEVELOPMENT OF INSTRUMENTS
July 20, 1978, Texas Tech University

Mr. Jerry Adams, Vocational Agriculture Teacher, Abernathy ISD
Mr. Bill Baker, Superintendent, Knox City ISD
Mr. Stanley Blackwell, Vocational Agriculture Teacher, Winters ISD
Dr. Marvin Cepica, Agricultural Education, Texas Tech University
Mr. Stanley Dixon, Vocational Agriculture Teacher, Brownfield ISD
Dr. Lewis Eggenberger, Agricultural Education, Texas Tech University
Mr. Hulan Harris, Area II Vocational Agriculture Consultant, Texas
Education Agency
Dr. Don Herring, Agricultural Education, Texas A&M University
Mr. Durwin Hill, FFA Executive Secretary, Texas Education Agency
Mr. Mickey McMeans, Principal, Borden County ISD
Mr. Lonnie Messer, Vocational Agriculture Teacher, Mathis ISD
Mr. Bill Trichel, Vocational Agriculture Teacher, Madisonville ISD

STATE ADVISORY COMMITTEE
DEVELOPMENT OF GUIDELINES
March 29, 30, 1979, Austin, Texas

Mr. Jerry Adams, Vocational Agriculture Teacher, Abernathy ISD
Mr. Stanley Blackwell, Vocational Agriculture Teacher, Winters ISD
Dr. Marvin Cepica, Agricultural Education, Texas Tech University
Mr. Stanley Dixon, Vocational Agriculture Teacher, Brownfield ISD
Mr. Glenn Dossett, Vocational Agriculture Teacher, Mineola ISD
Dr. Lewis Eggenberger, Agricultural Education, Texas Tech University

Mr. Hulan Harris, Area II Vocational Agriculture Consultant, Texas Education Agency

Dr. Don Herring, Agricultural Education, Texas A&M University

Mr. Durwin Hill, FFA Executive Secretary, Texas Education Agency

Mr. Charles Holloway, Vocational Agriculture Teacher, Keller ISD

Ms. Pat Lindley, Coordinator of Vocational Curriculum, Texas Education Agency

Mr. O. L. Marsh, Vocational Agriculture Teacher, Woodville ISD

Mr. J. A. Marshall, Director, Agricultural Education, Texas Education Agency

Mr. Lonnie Messer, Vocational Agriculture Teacher, Mathis ISD

Mr. Kent Ohnheiser, Vocational Agriculture Teacher, Schulenburg ISD

Mr. William Woodie, Vocational Agriculture Teacher, Lorena ISD

Mr. Ronald Underlich, Vocational Agriculture Teacher, New Braunfels ISD

