

TEACHER/ADMINISTRATOR UTILIZATION OF RECOMMENDED  
GUIDELINES FOR SUMMER VOCATIONAL AGRICULTURE  
PROGRAMS IN AREA I OF TEXAS

By

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## CHAPTER I

### INTRODUCTION

Vocational agriculture programs have been an integral part of numerous public schools in Texas for the past 64 years. These programs were established through the passage of the National Vocational Education Act (Smith-Hughes Act) of 1917 by the Sixty-fourth Congress which provided financial incentives for states in establishing vocational education in agriculture, trade and industrial education, and home economics. Phipps (19) outlined the standards for vocational education in agriculture in Section 10 of the Smith Hughes Act as:

. . . the controlling purpose of such education shall be to fit for useful employment; that such education shall be of no less than college grade and be designed to meet the needs of persons over fourteen years of age who have entered or who are planning to enter upon work of the farm or the farm home; that the state or local community, or both, shall provide the necessary plant and equipment . . . that such schools shall provide for directed or supervised practice in agriculture, either on a farm provided for by the school or other farms, for at least six months every year . . . (pp. 577-578).

Brinkley (3), teacher educator at the University of Kentucky, summarized the significance of the portion of this legislation and indicated a need for extended contracts by stating:

Since the enactment of the basic vocational education of 1917, the local program of vocational agriculture has required the services of a teacher for 12 months, primarily because of the instruction and supervision which the teacher provides to high school students, young farmers and adults in agriculture beyond the four walls of the classroom and after regular school hours. Year-round supervision is a necessity, especially during the summer months when farming operations and agricultural businesses are at their peak (p. 274).

The need for extended contracts was recognized by Key (14) when he emphasized that production agriculture programs are in full swing during the summer months and that agri-business primarily serves the production agriculture sector; therefore, an adequate vo-ag program could not be taught without supervision during the summer months.

The Smith-Hughes Act stipulated that there must be six months of supervised practice. This was interpreted to mean carrying enterprises through production cycles. When crops are being used as a project program, the production cycle usually entails the summer months. In a study conducted in Oklahoma by Cepica (5, p. 1), he stated: "Year-round instruction provides for continuation of learning beyond the confines of the formal school year."

This shift of instruction and supervision outside the four walls of the classroom places emphasis upon a more natural learning environment for the student. Due to increased agricultural activity during the summer months, the vocational agriculture teacher, therefore, must be on hand to assist in directing the individual programs of their students and to aid farmers and ranchers of the community with their agricultural problems.

Ford (7) stated that Iowa vocational agriculture instructors are hired on a 12-month contract in accordance with the state plan for vocational education. He also indicated that vocational agriculture instructors provide individualized on-the-farm instruction related to real farm problems; serving the educational needs of students and adult farmers during crucial periods of livestock and crop production.

Other educators have started to notice the unique position that this places upon the vocational agriculture teacher. Thompson (21),

State Superintendent, Department of Public Instruction, State of Wisconsin, made this statement concerning full-time employment:

It is perhaps high time that we acknowledge the proven model created and put to practice by vocational agriculture teachers where an extended school year is used to better understand and know the individual student, his family, and home environment. . . . 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. . . . I am waiting for the day when the good example set by vocational agriculture teachers will be seriously considered by school boards as an exportable model to be used with all professional educators (p. 2).

These professional educators that have been cited have all been in agreement that teachers of vocational agriculture have important responsibilities in the school community during the summer months. They are trained to design and conduct 12-month programs, and those that use their time wisely will be effective in contributing to the continuation of extended contracts.

#### Background of the Problem

Summer programs in vocational agriculture are at a crossroads. With the current financial crunch being placed on funds for public education, vocational agriculture teachers must become effective toward justifying their summer months. To expect financially besieged school administrators to support summer programs on principle alone, as they attempt to allocate finances toward them, is not enough. A weak summer program would make this especially true.

All production agriculture teachers in Texas are hired on a 12-month basis according to Titsworth (22) and, therefore, spend 25 percent of their contract time during the summer months. According to Holt (11), the execution of duties for two months during the summer accounts for an

average of \$1,364.00 in salary per teacher. With 1,476 production agriculture teachers in the state during the 1979-80 school year, this totals approximately \$1,986,696.00 of taxpayers' money. It is, therefore, a concern of teachers and administrators, and now legislators, as to the use of teacher time during the summer months and its effect on and value to the vocational agriculture program and community. If 12-month programs are to continue, we must be prepared to present needed justification of our summer programs of activity.

On July 20, 1978, in a study conducted by Irwin (13), a committee composed of vocational agriculture teachers, high school administrators, teacher educators, and Texas Education Agency staff convened in Lubbock, Texas. This committee developed a survey instrument that would solicit input of vocational agriculture teachers and program directors from across the state toward the development of a guideline standard for summer programs.

A 16-member state advisory committee was then selected and this committee convened in Austin, Texas, on March 29 and 30, 1979. Based on the findings of the data analysis from the subsequent survey, the committee developed and drafted the "Recommended Guidelines for Summer Vocational Agriculture Programs in Texas" (Appendix A). The recommended guidelines were then sent to all teachers and administrators of vocational agriculture programs in the state.

#### Statement of the Problem

"Recommended Guidelines for Summer Vocational Agriculture Programs in Texas" were developed and adopted in March, 1979. However, since then there has been no information as to whether these guidelines have been

utilized by teachers and their administrators toward the establishment of more effective and efficient production programs.

#### Purpose of the Study

The purpose of this study was to determine if the "Recommended Guidelines for Summer Vocational Agriculture Programs in Texas," as developed by a state advisory committee that convened in Austin, Texas, in March, 1979, were being utilized by vocational agriculture teachers of Area I of the State of Texas and their administrators.

#### Objectives of the Study

In order to accomplish the purpose of this study, the following objectives were formulated:

1. To determine if the vocational agriculture instructors of Area I of Texas used the "Recommended Guidelines for Summer Vocational Agriculture Programs in Texas" in establishing more effective and efficient summer programs.

2. To determine if the administrators that were responsible for administering the vocational agriculture summer program within the school districts of Area I in Texas where vocational agriculture is offered, utilized the "Recommended Guidelines for Summer Vocational Agriculture Programs in Texas" in helping their vo-ag teachers establish more accountable summer programs.

#### Rationale for the Study

Teachers of vocational agriculture, their administrators, and legislators must be clear and together on the justification for year

around employment.

This study should give some indication as to the value of the "Recommended Guidelines for Summer Vocational Agriculture Programs in Texas." This information should be useful to the Texas Education Agency in the justification of extended contracts for vocational agriculture teachers to state legislators. The information provided through this study should be useful regarding teacher and administrator collaboration. This information should be useful to Texas colleges and universities where vocational agriculture teachers are trained and administrators certified, in helping them to teach their students the benefits of educators working in close harmony together.

#### 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

For clarification of terms used in this study, the following definitions are given:

1. Administrators: Those persons directly responsible for the vocational agriculture program in their school district. This could include superintendents, principals, or vocational directors, as the questionnaire was completed by the administrator in each school system in charge of the summer program.
2. Production Agriculture Teachers: Those vocational agriculture teachers on 12-month contracts that are hired to teach the production

agriculture classes of Vocational Agriculture I, II, III, or IV.

3. Summer Program: The activities undertaken by vocational agriculture teachers employed between school terms, usually June 1 through August 15.

4. Area I: The panhandle region and south plains of Texas where vocational agriculture is taught. This is one of 10 areas in Texas and extends from a line south of Lubbock, Texas, north and east to the Oklahoma state line, and west to the New Mexico state line.

#### Scope and Limitations

Because of the extreme variety of summer programs due to environmental differences in each of the 10 supervised vocational agriculture areas of the state, an intense study of one selected supervised area (Area I) was investigated to determine the differences in existing summer programs and whether or not the recommended guidelines for summer programs are being utilized.

The investigation of this one area should show similar results to other areas of the state with any differences assumed to be geographical.



## CHAPTER II

### REVIEW OF LITERATURE

The purpose of this review was to present to the reader a background of information which was related to the subject of this study. Past research has been conducted concerning vocational agriculture summer programs and guidelines for the summer program in Texas have been developed. However, no effort has been attempted to determine if those guidelines were being utilized by teachers and administrators. In reviewing the literature, these related areas regarding the operation of the summer program were determined: (1) justifying summer programs, (2) planning a valid summer program, and (3) teacher/administrator attitudes toward the summer program.

#### Justifying Summer Programs

Agriculture is a year-around occupation for millions of Americans engaged in the production and marketing of its products. In parallel, vocational agriculture education programs were designed and established as year-around, continuous programs, to train individuals for agriculture employment. Following this pattern, the National Vocational Education Act (Smith-Hughes Act) of 1917 outlined the standards for education in agriculture at the time, and teachers of vocational agriculture were hired on a 12-month or extended contract basis.

The interpretation of the 1917 legislation for vocational education in agriculture demanded that teachers of vocational agriculture be hired in full-time, 12-month, year-around positions. Educators and administrators implemented and supported the 12-month employment of agriculture teachers through their acceptance of the supervised occupational experience programs, evolving from the 1917 legislation, as an integral part of vocational agriculture programs. As previously cited, Section 10 of the Act outlined the standards for education in agriculture at the time. Ford (7), in a study concerning summer programs in Iowa, commented concerning the Smith-Hughes Act:

The passage of the Smith-Hughes Act in 1917, created a vocational education program for agriculture, which was unique compared to other education programs of that time. . . . The Act provided for year-around employment of the vocational agriculture instructor to provide individualized on-the-farm instruction related to real farm problems. . . . The business of agriculture by nature is dependent on a continuous year-around program if it is to be truly vocational (p. 1).

Blezek (2), teacher educator at the University of Nebraska, said, in regard to extended contracts, that active vocational agriculture teachers are seldom questioned about their summer programs. They are busy people, they are busy building the program, building their department's image, and initiating a program to let others know about their efforts. He suggested eight ideas that might help the vocational agriculture teacher to justify, maintain, and promote production projects and extended summer contracts: (1) make a plan, (2) maintain office hours, (3) keep administration posted, (4) promote public relations, (5) assist students in any way possible, (6) avoid extended absences, (7) maintain a positive attitude, and (8) consider offering mini courses or workshops. Blezek concluded by saying:

Extended summer contracts for vocational agriculture instructors have traditionally been a part of the regular vocational agriculture program. However, with increasing emphasis being placed upon budget restrictions in the local community and a lack of visible productive activities by the vocational agriculture instructor in some communities, more and more administrators are beginning to reconsider these contracts.

It seems evident that the ultimate decision with regard to summer programs lies with the vocational agriculture instructor (p. 42).

This justification process is not new to the vocational agriculture field. Over 20 years ago, Webb (24) stated that evidence indicates that summer programs must be strengthened and administrators must be informed as to summer activities, and if supervision of experience programs is the primary reason for teachers being employed during the summer-time, then supervision must be provided. His warning had a "chilling" ring to it: "unless the present situation is improved, the time may not be far away when agriculture teachers will be hired on the same monthly basis as other teachers. Is that what we want?" (p. 69).

It may not be what was wanted, but it has certainly been what many vocational agriculture teachers across the nation have had to accept, due to the shortening of their yearly contracts. Titsworth (22) revealed that only 16 states currently have 100 percent of their vocational agriculture teachers employed on a 12-month basis. Concluding his study, he recommended:

Since most states with the stronger programs in vocational agriculture hire their teachers on a 12 month contract and operate a year-round program, it is recommended that all states consider this practice in order to improve their over-all program (p. 59).

Many educators have not been as "kind" in their responses to the justification of extended contracts. Brinkley (3), a teacher educator from the University of Kentucky, said:

It would be a significant step backwards if the basic employment period of teachers of agriculture is made 9 or 10 months, when in many quarters of the American educational systems there is much talk that students need teachers on a year-around basis (p. 274).

Vocational agriculture teachers have long realized the importance of summer activities in their total program effort. Oades (16), a teacher educator from Oregon State University, said in a recent Agri-culture Education Magazine article:

To attempt to operate a fully 'vocational' agriculture program without a year-around effort is rather like attempting to prepare a professional football team without spring training. Certainly all agree that the summer months are when agriculture is most active and productive. It is reasonable to assume that the time-honored practice of vocational agriculture programs operating on a year-around basis is as sound as ever (p. 16).

Teachers, agricultural educators, and vocational agriculture administrators had much to say concerning the summer program of activities. Most felt that summer programs have traditionally been one of the most important segments of the total vocational agriculture programs. Some states also advocate the continuation of the summer programs. A review of state plans and policies regarding the extended employment of vocational agriculture teachers revealed the following typical statements and recommendations:

The nature of the vocational agriculture program makes it necessary that teachers be employed on a twelve-month basis, starting July 1 (17, p. 4).

The instructor is to provide coordinated instruction related to students' individually planned experience programs. This includes on-farm and (or) on-job visitations and evaluations of their progress. It is recommended that vocational agriculture teachers in secondary schools should be employed for 12 months (12, p. 8).

The vocational agriculture/agribusiness instructor's contract with the local board of education is for 12 months of employment, to provide an adequate amount of time for supervising

the occupational experience program and other activities pertinent thereto during the summer (15, p. 12).

Agricultural education must have summer programs because many of the essential learning activities occur during the summer months. Haynie (9), a teacher educator at the University of Arkansas, Pine Bluff, commented concerning the effect of not having a summer program of activities in vocational agriculture education and said loss of the summer program would, in effect, destroy the doing part of vocational education in agriculture. He further stated that vocational agriculture would lose its vocational orientation and would become just another academic course in the public schools. He continued his defense by saying:

If that should happen, do you realize the impact that it would have on all components of vocational education in agriculture? The supervised experience program would be completely destroyed; the FFA would lose its effectiveness.

Congress in passing the Smith-Hughes Act never intended for vocational education in agriculture to become watered down to an academic course. Congress realized that the interest of the agriculture community could be served best by having viable summer programs and activities for day school students and young adult patrons (p. 267).

The latest research study done concerning summer programs was by Hilton (10), from Iowa State University. At the conclusion of his study he recommended:

. . . to recognize that agriculture teachers must be hired on a continuous basis to add continuity to the vocational agriculture program and provide individualized instruction concerning the student's SOE program during the summer months when agriculture is at its prime. . . . To strive to maintain the 12-month employment contract for vocational agriculture teachers (p. 97).

#### Planning a Valid Summer Program

There are a multitude of activities for the teacher of vocational agriculture to accomplish during the summer months. The need for

effective and quality planning is recognized as the key to success in most programs; this includes vocational agriculture summer programs. Halcomb (9), subject matter specialist in Alabama, pointed out in an article to the Agriculture Education Magazine that a well-planned and implemented summer program of work is a good "warranty" for continued summer employment. He pointed specifically to be sure that the local administrators and district supervisors receive a copy of the "warranty." He did caution, however, that a "warranty" is not good in cases where neglect and abuse have caused the problem.

Many vocational agriculture teachers do work hard during the summer months but do not prepare a well-organized plan and time table to follow. Although an uninformed person might expect that by the end of the summer a teacher would be looking for things to do, this is usually not the case and to keep this from becoming the rule instead of the exception, a planned list of activities should be developed. This need for effective planning of the summer program has been recognized for a long time. According to Phipps (19), in his textbook on agricultural education:

Every teacher with the help of others, should develop a list of activities he plans for the summer and allot time for each. It is true that the activities in various communities will differ; nevertheless, there are many duties that apply to every community (p. 62).

Oades (16), in an article in the Agriculture Education Magazine, said:

If we expect 12-month programs, we must be prepared to present detailed 'summer programs of activity' in justification of our needs. Such programs must detail the goals, activities, and expected outcomes of our proposed summer effort (p. 16).

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 in the Agriculture Education Magazine, 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).

Over 25 years ago, McCarley, cited by Cepica (5), studied the summer activities engaged in by teachers in northeastern Oklahoma. According to time devoted, the supervised farm training program of all-day boys was the greatest in importance. Next in importance was the supervision of adult farmers and in third place was professional improvement. In Cepica's study, done in Oklahoma, the administrators' perceptions of the summer programs did not always concur with the cumulative opinion of their vo-ag teachers. A primary exception was the importance of the summer program; in this area their opinions were more congruent.

From a study done by Irwin (13), in Texas, came the "Recommended Guidelines for Summer Vocational Agriculture Programs in Texas." It was concluded that:

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.

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 (p. 92).

It is a certainty that the quality of vocational agriculture training will suffer if strong summer programs are allowed to lapse. These programs can be maintained if teachers and administrators are willing to commit to paper a detailed and justifiable summer program of activity.

Once the program is approved, the teacher must be equally committed to carrying out the plan effectively. With planning, justification, and commitment to productive activity, summer programs will continue to be a viable component of vocational agriculture education.

#### Teacher/Administrator Attitudes Toward the Summer Program

The 1970's were filled with much talk about "communication gaps." The existence of these communication gaps among teachers and administrators did not help toward the improvement of unfavorable attitudes that were held by some concerning summer programs of vocational agriculture. When a teacher fails to impress upon his administrator the need and importance of his summer program through personal communication, then it is most likely that the administrator will view that portion of the program skeptically.

A survey by Peterson (18), in 1968, to determine attitudes toward vocational agriculture was given to Minnesota school superintendents. The majority of the survey questions were related to summer programs, and the results were compared with those from an earlier survey in 1952 which asked the same questions. The results were alarming. Peterson's findings indicated that a smaller percentage of superintendents in 1968 were favorable toward 12-month contracts than were those superintendents responding in 1952. In fact, only 25 percent (in 1952) and only 23 percent (in 1968) indicated that they felt that vocational agriculture instructors worked as hard during the summer months as during the school year.



In a Nebraska study of opinions of school administrators regarding various aspects of the vocational agriculture program in 1971, Viterna (23) found a mean of 39 percent of the administrators felt the summer programs of vocational agriculture justified hiring teachers on a 12-month contract. Viterna stated there were more comments given by administrators about summer programs than were given on any other topic in his study. Many administrators felt that an extended contract of 10 months would be of sufficient length. Some administrators feel very little is actually accomplished during the summer and that the extended contract actually becomes a paid vacation. Most administrators felt that the quality of the summer program is largely influenced by the enthusiasm and willingness of the vocational agriculture instructors as well as the encouragement provided by the school.

Roberts (20), in a study conducted in the State of Wisconsin 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. These results vividly indicate the need for strong communication ties between teachers and administrators. Phipps (19) stated the following:

Most school administrators try to the best of their ability to operate good schools, and they also practice to the best of their present ability the principles of working with others. An administrator will usually do all he can to assist a teacher of agribusiness to develop his program if

the teacher will keep him fully informed. An administrator will support an approved practice in the teaching of agribusiness if he understands why the practice is desirable (p. 518).

It is important for an administrator to know "where" his vo-ag teacher 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. In vocational agriculture, there is little reason for this communication gap to exist. Many researchers have suggested means of solving and eliminating these communication problems. Cepica (5) recommended that closer communication between the vo-ag teacher and his administrator should be encouraged and that vo-ag departments should keep administrators current as to summer activities by submitting an itinerary regularly and establishing regular office hours at the vo-ag building.

Brown (4) conducted an investigation in 1965 to determine if significant differences existed between attitudes and opinions held by teachers of vocational agriculture and their administrators. Brown concluded, from a questionnaire that was distributed to 25 percent of the total population of vocational agriculture teachers and their administrators in Texas, that there was a strong indication that teachers and administrators have presently failed to achieve a highly coordinated plan for maintaining a uniform program of vocational agriculture. Likewise, in a study by Wood (25), to determine what administrators desired and might not desire in a vocational agriculture program, it was revealed that, in general, administrators in Oklahoma were pleased with their vocational agriculture programs. However, some administrators believed their teachers did not confer with them adequately concerning the vocational agriculture program. This emphasizes the importance of communication

and concurrence with the vocational agriculture teacher and school administrator.

Perhaps Doering (6, p. 247) best summed up the need for effective communication between teachers of vocational agriculture and their administrators when he stated, "Our summer program 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."

### Summary

This review of literature provided background information with emphasis on three areas: (1) justifying summer programs, (2) planning a valid summer program, and (3) teacher/administrator attitudes toward the summer program.

The Smith-Hughes Legislation of 1917 provides for year-around instruction in vocational agriculture; but at present best, only 16 states have 100 percent of their vo-ag teachers employed on a 12-month basis. With increased pressure being placed on public education funds, it is becoming more important for the vocational agriculture teacher to conduct and maintain a well-planned summer program. Authorities in this field believe that this phase of the total vocational agriculture program is as important now as when the designers of the Smith-Hughes legislation included it in that Act.

The planning of the summer program is the key to operating a successful and valid program. Effective planning results in a well-organized summer program and the realization of the goals set forth in those plans.

Keeping administrators informed is the key to helping them understand and support the vocational agriculture summer program. Utilization of the "Recommended Guidelines for Summer Vocational Agriculture Program in Texas," by both the vo-ag teacher and his/her administrator is an effective means of ensuring a well-planned program and further elimination of any existing communication gap.

The researcher found, through this review, that continuous production agricultural programs necessitated the availability and continuous 12-month employment of the vocational agriculture teacher. This would indicate that previous research has been an aid in strengthening present programs.

## CHAPTER III

### METHODOLOGY

The purpose of this chapter is to illustrate the methods used and the procedures followed in conducting this study. In order to collect data which would provide information relating to the purposes and objectives of this study, the population was determined and instruments were developed for data collection. A procedure was established for data collection and methods of data analysis were selected. Information was collected during the summer of 1980.

#### The Population

The population of this study was comprised of the production agriculture teachers of Area I of Texas who were in attendance at the final area meeting of the summer vocational agriculture teachers' conference on August 8, 1980, in Fort Worth, Texas. Additional responses were received from the administrators of those vocational agriculture teachers that participated in the survey. To accomplish this, it was necessary for the researcher to attend the August 8, 1980, Area I meeting and hand administer the questionnaire to the vocational agriculture teachers. On each questionnaire, the teacher was asked to record the name and position or title of the administrator in his school district who was responsible for administering the summer program. Then, each of those administrators

was mailed a questionnaire constructed for them. A second mailing followed two weeks after the first, going to those administrators from whom there had been no response.

The vocational agriculture teachers were asked if they had or had not utilized each of the 44 "Recommended Guidelines for Summer Vocational Agriculture Programs in Texas" toward establishing a more effective and efficient summer program. Their administrators were asked if they were aware of the existence of the recommended guidelines and whether they helped their vo-ag teacher(s) in making out the summer program of work for 1980.

A total of 124 questionnaires were administered to the teachers present on August 8, 1980, at the Area I summer conference meeting. Then, 88 questionnaires were mailed to the administrators of these production agriculture teachers. There were fewer administrators surveyed since some of the administrators in larger cities are responsible for more than one vocational agriculture teacher or more than one vocational agriculture program. Of the 88 questionnaires mailed, 80 (90.9 percent) were returned.

#### The Instruments

In order to gather information concerning the utilization of the recommended guidelines, closed or restricted form questionnaires were developed (Appendix B). Members of the researcher's committee were instrumental in refinement of the data collection instruments.

Following completion of the teachers' questionnaires, the administrators were mailed their questionnaire (Appendix C). This instrument

was accompanied by a cover letter (Appendix D) and self-addressed, stamped return envelope.

#### Analysis of the Data

Information obtained from the teachers' questionnaires provided a means to identify if the recommended guidelines were being utilized in establishing vocational agriculture summer programs and whether the school administrators' assistance was utilized in making out this program of work. Major topics included supervision of occupational experience programs, work with prospective new students, professional improvement, program planning, adult and young farmer education, conducting FFA activities, improving facilities and equipment, public relations and community service, records and reports, and related areas of the summer program. To describe the data collected, statistical treatments included the mean response, number, and percentage.

The questionnaire developed to secure administrator responses included questions designed to determine if the administrators were aware of the existence of the recommended guidelines and if they were instrumental in helping their vo-ag teacher(s) make out the 1980 summer program of work. It further allowed for their opinions and knowledge of the 10 major topic areas of the recommended guidelines. Finally, they were asked to rate the quality of their teachers' vocational agriculture summer program. Again, statistics included the mean, number, and percentage.

## CHAPTER IV

### PRESENTATION AND ANALYSIS OF DATA

#### Introduction

The purpose of this study was to determine if the "Recommended Guidelines for Summer Vocational Agriculture Programs in Texas," as developed by a state advisory committee that convened in Austin, Texas, in March, 1979, were being utilized by vocational agriculture teachers of Area I of the state of Texas and their administrators.

Data collected in this study involved the responses of 124 production agriculture teachers that were in attendance at the final Area I meeting of the summer vocational agriculture teachers conference on August 8, 1980, in Fort Worth, Texas. Additional responses were received from 80 administrators of those vocational agriculture teachers that participated in the study. The purpose of this chapter is to report to the reader those facts revealed from the analysis of data assembled in this research effort.

#### Background of Teacher Respondents

The major source of data for this study came from the "Recommended Guidelines for Summer Vocational Agriculture Programs in Texas." Two separate questionnaires were developed for the collection of data. One, a 47-item questionnaire, was distributed to the 124 production



agriculture teachers of Area I, with a response rate of 100 percent. Another different 21-item questionnaire was mailed to those teachers' summer program administrators. Of the 88 questionnaires mailed to the administrators, 80 (90.90 percent) were returned. The design of the study provided a means for both the vo-ag teachers and their summer program administrators to emit their opinions as to the acknowledgment and utilization of the recommended guidelines.

Revealed in Table I are the number of years teaching experience with ranges of five-year distributions, as well as the tenure at present school, of teachers included in the study. It also includes a breakdown of the school administrators responsible for administering the vo-ag summer programs. It further includes the teachers' use of the recommended guidelines when making out their summer program of work for 1980 and the amount of utilization of their administrator's assistance when making out the program of work.

As noted in Table I, teachers had more years of total teaching experience (average of 11.27 years) than they had tenure at their present location (7.53 years). In ranges of five-year distributions, there were 85 teachers (68.55 percent) in the three lower range areas of one to five years, 6 to 10, and 11 to 15 year distributions. This compared with 39 teachers (31.45 percent) in the more experienced range distributions of 16 to 20 years, 21 to 25, and 26 to 30 plus years teaching.

The teachers considered the majority of school administrators that were responsible for administering summer vo-ag programs to be their superintendents (70.97 percent). They were followed by vocational directors (16.13 percent) and then principals (12.90 percent). This was in line with the fact that generally only cities and larger communities have

TABLE I  
BACKGROUND OF TEACHER RESPONDENTS

A. Years taught vocational agriculture.

Year Range Distribution																
1-5		6-10		11-15		16-20		21-25		26-30		30+		Total		
N	%	N	%	N	%	N	%	N	%	N	%	N	%	Years	N	Mean
54	43.55	24	19.35	7	5.64	11	8.87	15	12.10	4	3.23	9	7.26	1398	124	11.27

B. Years taught at present location.

Years	N	Mean
934	124	7.53

C. School administrator responsible for summer vo-ag program.

Principal		Superintendent		Vocational Director	
N	%	N	%	N	%
16	12.90	88	70.97	20	16.13

D. Did you use the recommended guidelines when making out your summer program of work for 1980?

Distribution by Response Group				Utilized Administrator's Assistance			
		N	%	Yes		No	
				N	%	N	%
Yes		115	92.74	30	26.09	85	73.91
No		9	7.26	2	22.22	7	77.78

TABLE I (Continued)

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E. Total number of teachers utilizing administrator's assistance in making out a summer program of work for 1980.

	N	%
Yes	32	25.81
No	92	74.19

---

vocational programs large enough to justify the employment of a vocational director. The teachers had a very high percentage of use of the recommended guidelines for making out their 1980 summer program of work (92.74 percent) but only a small percentage of that group utilized their administrator's assistance (26.09 percent). It was interesting to note that nine respondents (7.26 percent) did not use the recommended guidelines. It was revealed that the average teaching experience of those nine teachers was only 2.33 years. Another interesting note was, that of the total population of teachers responding, only about one-fourth of them utilized their administrator's assistance in making out their 1980 summer program of work.

#### Supervision of Occupational Experience

##### Programs

The first area of the vo-ag teachers' instrument dealt with the supervision of occupational experience programs. The vocational agriculture teachers were asked in five various questions if they agreed or disagreed with the recommended guidelines as to the summer involvement of teachers concerning the supervision of students' occupational experience programs. In a follow-up to each question, the teachers were also asked the percentage or extent to which they actually performed each exercise.

In order to provide the reader with a summary of teachers in agreement and disagreement with questions concerning the supervision of occupational experience programs, Table II was developed. It is significant to note that when the teachers were asked if they thought group activities for students (with regard to supervised experience programs) should be conducted, 100 (80.64 percent) of the 124 respondents agreed

TABLE II  
SUPERVISION OF OCCUPATIONAL EXPERIENCE PROGRAMS

- A. Teacher should conduct group activities for students in summer with regard to supervised experience program (clinics, field days, project program study, etc.).

	Distribution by Response Group		Number Conducted									
			None		One		Two		Three		Four +	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	100	80.60	26	26.00	24	24.00	31	31.00	4	4.00	15	15.00
Disagree	24	19.40	19	79.16	3	12.50	1	4.17	0	0.00	1	4.17

- B. Currently enrolled and prospecting students in production agriculture should be assisted in selecting their supervised experience programs.

	Distribution by Response Group		Percentage Assisted									
			None		1-25		26-50		51-75		76-100	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	124	100.00	11	8.87	40	32.26	16	12.90	15	12.10	42	33.87
Disagree	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

- C. Supervised experience programs or students should be supervised during the summer as determined by the teacher.

	Distribution by Response Group		Percentage Supervised									
			None		1-25		26-50		51-75		76-100	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	123	99.20	14	11.38	24	19.51	25	20.33	29	23.58	31	25.20
Disagree	1	0.80	0	0.00	0	0.00	0	0.00	0	0.00	1	100.00

TABLE II (Continued)

D. Assistance should be given to students with supervised experience programs who are not currently enrolled in vocational agriculture.

	Distribution by Response Group		Number Supervised									
			None		1-3		4-6		7-9		10+	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	107	86.30	16	14.95	33	30.84	26	24.30	8	7.48	24	22.43
Disagree	17	13.70	11	64.71	2	11.76	3	17.65	0	0.00	1	5.88

E. Teacher(s) should promote continuous project programs.

	Distribution by Response Group		Compliance			
			Yes		No	
	N	%	N	%	N	%
Agree	123	99.20	116	94.30	7	5.70
Disagree	1	0.80	0	0.00	1	100.00

that they should. However, over one-fourth (26.00 percent) of those 100 teachers conducted no such activity. Of the 24 in disagreement with the statement, five (20.82 percent) actually had one or more activities. In comparison, the next question asked if currently enrolled and prospective students in production agriculture should be assisted with selection of their supervised experience programs. The teachers agreed 100 percent, and over 91 percent of them had actually assisted students.

When asked if students or their supervised experience programs should be supervised during the summer, as determined by the teacher, one individual disagreed; yet he admitted to having supervised from 76 to 100 percent of his students' programs.

Another interesting contradiction by the respondents was apparent when asked if assistance should be given to students with supervised experience programs who are not currently enrolled in vocational agriculture. Of the 107 in agreement, 16 (or nearly 15 percent) did not supervise non-vocational agriculture students. Seventeen of the teachers disagreed with supervision of non-enrolled students, but six (over 35 percent) still supervised from 1 to 10 or more of these students' programs.

When questioned as to whether the teacher should promote continuous product programs, the respondents were almost in complete agreement with this question and about 95 percent complied.

#### Work with Prospective New Students

All teacher respondents were asked if they did or did not agree that vocational agriculture teachers should work with prospective new

students. The teachers were further asked, after each question, as to what extent they actually performed these functions.

In an overall view of the instrument's section on working with prospective students, the teachers overwhelmingly agreed that prospective new students and their parents should be visited by the vocational agriculture teacher during the summer before registering for the coming school year. Specifically, it was interesting to note that the most opposition expressed in working with prospective students by the teachers was that of including them in FFA summer activities (27.5 percent disagreed). A more detailed inspection of these facts may be made by examining Table III.

When asked if the teacher(s) should organize an orientation for prospective students and their parents prior to pre-registration, the teachers emphatically agreed. It should be pointed out that 24 percent, or nearly one-fourth, of those teachers in agreement had not held any orientation. However, of the eight teachers disagreeing, one had held such an orientation with 76 to 100 percent of his prospective students.

The vocational agriculture teachers again agreed that a home visit to prospective students and their parents should be conducted at least once during the summer if possible. Again, one teacher that was in disagreement with the statement actually made this type of visit.

The respondents' highest rate of objection appeared when asked if prospective students might be included in summer activities (FFA meetings, State FFA Convention, etc.). Thirty-four of the 124 teachers surveyed disagreed with the statement, and only three of those 34 had actually included new students in any summer FFA activities. An interesting observation to note was that one of the three teachers who did



TABLE III

## WORK WITH PROSPECTIVE NEW STUDENTS

- A. Teacher(s) should organize an orientation for prospective students and their parents prior to pre-registration.

	Distribution by Response Group		Percentage of Prospective Students Oriented									
			None		1-25		26-50		51-75		76-100	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	116	93.50	28	24.00	36	31.00	15	13.00	14	12.00	23	20.00
Disagree	8	6.50	7	88.00	0	0.00	0	0.00	0	0.00	1	12.00

- B. A home visit to prospective students and their parents should be conducted at least once during the summer if possible.

	Distribution by Response Group		Percentage Visited									
			None		1-25		26-50		51-75		76-100	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	117	94.00	17	15.00	46	39.00	27	23.00	12	10.00	15	13.00
Disagree	7	6.00	6	86.00	1	14.00	0	0.00	0	0.00	0	0.00

- C. Prospective students may be included in summer activities (FFA meetings, State FFA Convention, etc.).

	Distribution by Response Group		Number Included									
			None		1-4		5-8		9-12		12+	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	90	72.50	30	33.00	32	36.00	9	10.00	7	8.00	12	13.00
Disagree	34	27.50	31	91.00	2	6.00	0	0.00	0	0.00	1	3.00

disagree had actually included over 12 new students, and one-third of the teachers agreeing with the statement had not included any new students in any summer FFA activities.

#### Professional Improvement

Another area of the instrument concerned professional improvement. Some portion of the vocational agriculture teacher's time is spent during the summer months improving his knowledge in agriculture. In doing so, many times a teacher is able to assist others in becoming more informed and current in their field. Hence, attending in-service meetings and workshops, college credit courses and non-credit courses, and visiting with local area agriculturalists was considered an integral part of professional improvement.

The first question asked the teachers for their opinion on whether all should participate in the state in-service workshop (conference) for vocational agriculture teachers. The response was unanimous and was evidenced by the 124 respondents' attendance at the state conference.

Over one-fourth (27.19 percent) of the teachers in agreement with the statement that teacher(s) should attend scheduled district in-service meetings did not actually attend any such meetings during the summer. This statistic could, however, be attributed to the fact that not all districts may hold any scheduled summer in-service meetings. It was found that 100 percent of the teachers agreed that they should visit farmers, ranchers, agribusiness establishments, and agricultural industries to upgrade teaching competencies. Almost 96 percent of them visited one or more.

The teachers again unanimously agreed that all teacher(s) should be encouraged to attend non-credit short courses and workshops based on individual and community needs. Of the 124 total respondents, 29 (23.39 percent) did not attend a short course or workshop, leaving 95 (76.61 percent) in compliance.

Finally, when questioned as to whether teacher(s) should attend college credit courses for professional improvement, 83.90 percent of the teachers agreed; but 85 of those 104 in agreement (81.73 percent) did not attend a college credit course. Only 20 of the total 124 respondents actually attended a summer college course, and many of those may have done so in working toward an advanced degree.

Inspection of the data related to professional improvement may be viewed in Table IV.

#### Program Planning

Table V was constructed to assess the data concerned with the area of program planning. When the respondents were asked if school administrators and advisory committees should be consulted in developing a plan for the vocational agriculture summer program, 78.23 percent agreed that they should, but only 72.16 percent of those agreeing did actually consult with their administrator, and only 40.21 percent of the same group consulted with their advisory committee.

The teachers were also asked their response as to whether at least one vo-ag advisory committee meeting should be held during the summer and 70.97 percent agreed that there should be, but less than one-half (45.45 percent) held a meeting.

TABLE IV  
PROFESSIONAL IMPROVEMENT

- A. All teachers should participate in the state in-service workshop (conference) for vocational agriculture teachers.

	Distribution by Response Group	
	N	%
Agree	124	100.00
Disagree	0	0.00

- B. Teachers should attend scheduled summer district in-service meetings.

	Distribution by Response Group		Number Attended									
			None		One		Two		Three		Three +	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	114	91.90	31	27.19	42	36.84	26	22.81	8	7.02	7	6.14
Disagree	10	8.10	7	70.00	2	20.00	1	10.00	0	0.00	0	0.00

- C. Teacher(s) should visit farmers, ranchers, agribusiness establishments, and agricultural industries to upgrade teaching competencies.

	Distribution by Response Group		Number Visited									
			None		1-3		4-6		7-9		9+	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	124	100.00	5	4.03	37	29.84	33	26.62	13	10.48	36	29.03
Disagree	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

TABLE IV (Continued)

D. Teacher(s) should be encouraged to attend non-credit short courses and workshops based on individual and community needs.

	Distribution by		Number Attended									
	Response Group		None		One		Two		Three		Over Three	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	124	100.00	29	23.39	61	49.19	21	16.94	8	6.45	5	4.03
Disagree	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

E. Teacher(s) should attend college credit courses for professional improvement.

	Distribution by		Number Attended									
	Response Group		None		One		Two		Three		Over Three	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	104	83.90	85	81.73	10	9.62	5	4.80	4	3.85	0	0.00
Disagree	20	16.10	19	95.00	1	5.00	0	0.00	0	0.00	0	0.00

TABLE V  
PROGRAM PLANNING

- A. Some administrators and advisory committees should be consulted in developing a plan for the vocational agriculture summer program.

	<u>Distribution by Response Group</u>		<u>Consulted Administrator</u>			
			<u>Yes</u>		<u>No</u>	
	N	%	N	%	N	%
Agree	97	78.23	70	72.16	27	27.84
Disagree	27	21.77	3	11.11	24	88.89
			<u>Consulted Advisory Committee</u>			
	N	%	N	%	N	%
Agree	97	78.23	39	40.21	58	59.79
Disagree	27	21.77	2	7.41	25	92.59

- B. At least one vocational agriculture advisory committee meeting should be held during the summer.

	<u>Distribution by Response Group</u>		<u>Advisory Committee Met</u>			
			<u>Yes</u>		<u>No</u>	
	N	%	N	%	N	%
Agree	88	70.97	40	45.45	48	54.55
Disagree	36	29.03	0	0.00	36	100.00

- C. The school administrator should be informed of the teacher's planned activities with method and frequency of reporting to be determined at the local level.

	<u>Distribution by Response Group</u>		<u>Times Informed Administrator</u>									
			<u>None</u>		<u>1-4</u>		<u>5-8</u>		<u>9-12</u>		<u>Over 12</u>	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	122	98.39	4	3.28	39	31.97	31	25.41	19	15.57	29	23.77
Disagree	2	1.61	1	50.00	0	0.00	0	0.00	0	0.00	1	50.00

TABLE V (Continued)

- D. The teacher(s) should spend more time at the vocational agriculture facility daily at approximately the same time if possible.

	Distribution by Response Group		Average Days at Vo Ag Building									
			None		1-2		3		4		5 or More	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	110	88.70	3	2.73	6	5.45	15	13.64	28	25.45	58	52.73
Disagree	14	11.30	2	14.29	5	35.71	2	14.29	3	21.42	2	14.29

- E. The calendar of year's activities should be developed by the vocational agriculture teacher(s) and approved by the administrator during the summer.

	Distribution by Response Group		Compliance			
			Yes		No	
	N	%	N	%	N	%
Agree	112	90.30	103	91.96	9	8.04
Disagree	12	9.70	2	16.67	10	83.33

- F. Preparation, revision, and updating annual teaching programs for vocational agriculture should be accomplished during the summer.

	Distribution by Response Group		Weekly Hours Accomplished									
			None		Less than 3		3-4		5-6		Over 6	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	122	98.39	5	4.10	44	36.07	40	32.79	15	12.29	18	14.75
Disagree	2	1.61	1	50.00	1	50.00	0	0.00	0	0.00	0	0.00

TABLE V (Continued)

G. Departmental budget, inventory of equipment, and supplies should be prepared and approved by the administrator.

	<u>Distribution by Response Group</u>		<u>Compliance by Administrator</u>			
	N	%	<u>Yes</u>		<u>No</u>	
	N	%	N	%	N	%
Agree	106	85.50	83	78.30	23	21.70
Disagree	18	14.50	0	0.00	18	100.00



The respondents had a high rate of agreement (98.39 percent) when asked if the school administrator should be informed of the teacher's planned activities with method and frequency of reporting to be determined at the local level. Of the 122 teachers agreeing, only four (3.28 percent) never informed their administrator of their planned activities during the summer of 1980. It is interesting to note that of the two respondents disagreeing with this statement, one of those informed his administrator of his various planned activities over 12 separate times during that summer.

While a high percentage (88.70) of the teachers agreed that they should spend more time at the vocational agriculture facility daily at approximately the same time if possible, of the 14 (11.30 percent) disagreeing, 12 (85.71 percent) of them said that during the summer they could be found at the vo-ag building at approximately the same time each day. When asked if the calendar of year's activities should be developed by the vocational agriculture teacher(s) and approved by the administrator during the summer, the teachers' response of agreement and compliance by the administrator were quite similar.

The teachers' response as to whether preparation, revision, and updating annual teaching programs for vocational agriculture should be accomplished during the summer was quite high in agreement (98.39 percent), and only five of the 122 respondents agreeing (4.10 percent) did not spend some time each week accomplishing this. It should be considered that those few teachers could have been involved with summer school classes and were unable to work on this on a weekly basis.

When viewing the data concerning the question of whether the departmental budget, inventory of equipment, and supplies should be prepared

and approved by the administrator, it becomes quite apparent that the 18 (14.50 percent) that disagreed with the statement did not allow their administrator to do that job, as witnessed in Table V.

#### Adult and Young Farmer Education

When observing tabulations reproduced in Table VI concerning the area of adult and young farmer education, it was found that very high percentages of the teachers were in agreement as to the importance of summer adult and young farmer education but a substantial number of them did not conduct or abide by the recommended guidelines as prescribed by the state advisory committee.

The teachers were asked if they thought organized young farmer and adult education should be continued in the summer. Although 112 (90.30 percent) of them agreed, 59 (52.68 percent) never held a young farmer or adult education meeting during the summer of 1980. The respondents were then questioned to see if they thought individual adult and young farmers on the farm and ranch in agribusiness establishments should be visited by teachers and, although 100 percent agreed (123 or 99.20 percent), over one-fifth (25 or 20.33 percent) of those never visited a young or adult farmer on their farm that summer. Again, the response group was contradictory when 92.70 percent of them agreed that teacher(s) should schedule adult specialists appropriate to the community when available, and yet only 25 of 115 (21.74 percent) scheduled an adult specialist during the summer of 1980. In defense of this data, it should be understood that only 10 adult specialists' programs are available during the summer months for the entire state of Texas, as provided by the land-grant institution--Texas A & M University.

TABLE VI  
ADULT AND YOUNG FARMER EDUCATION

A. Organized young farmer and adult education should be continued in the summer.

	Distribution by Response Group		Meetings Held									
			None		1		2		3		4 or More	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	112	90.30	59	52.68	19	16.97	15	13.39	12	10.71	7	6.25
Disagree	12	9.70	11	91.67	0	0.00	1	8.33	0	0.00	0	0.00

B. Teacher(s) should visit individual adult and young farmers on the farm and ranch in agribusiness establishments.

	Distribution by Response Group		Number Visited									
			None		1-5		6-10		11-15		Over 15	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	123	99.20	25	20.33	27	21.95	39	31.71	7	5.69	25	20.32
Disagree	1	0.80	1	100.00	0	0.00	0	0.00	0	0.00	0	0.00

C. Teacher(s) should schedule adult specialists appropriate to the community when available.

	Distribution by Response Group		Specialist Scheduled			
			Yes		No	
	N	%	N	%	N	%
Agree	115	92.70	25	21.74	90	78.26
Disagree	9	7.30	0	0.00	9	100.00

### Conducting FFA Activities

In considering direct teacher contacts with students, attention was focused on the area of FFA activities. Table VII delineates this activity.

The repondents did, to a large extent, agree that regularly scheduled FFA meetings should be held during the summer. However, there was not a large majority of chapters that actually did hold summer FFA meetings. Of the 102 teachers agreeing (82.30 percent) that there should be meetings, over one-fourth of them did not have one during the summer of 1980. Coupled with the 22 teachers that disagreed and did not have a meeting, this totaled over 40 percent that were not carrying out this important FFA function.

The next item quizzed the teachers as to whether they should provide activities to include prospective students and/or parents during the summer. The response to this question was closely related to the teachers' earlier response when asked if prospective students might be included in summer activities. Almost 60 percent of the teachers did not provide activities for prospective students or their parents. When next asked if the teacher(s) should provide students with the opportunity to participate in group activities (such as project program tours, etc.), over 50 percent did not provide their students with these opportunities. An analysis showed 15 teachers disagreed with the statement and did not provide any students with a group activity; and, although 109 teachers did agree that such opportunities should be provided, 48 (44.04 percent) of them provided none.

TABLE VII  
CONDUCTING FFA ACTIVITIES

A. Teacher(s) should conduct regularly scheduled FFA meetings during the summer.

	Distribution by Response Group		Number Meetings Held									
			None		One		Two		Three		4 or More	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	102	82.30	28	27.45	38	37.25	19	18.63	16	15.69	1	0.98
Disagree	22	17.70	22	100.00	0	0.00	0	0.00	0	0.00	0	0.00

B. Teacher(s) should provide activities to include prospective students and/or parents during the summer.

	Distribution by Response Group		Compliance (Number Activities Held)									
			None		One		Two		Three		Over 3	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	99	79.80	50	50.51	29	29.29	11	11.11	7	7.07	2	2.02
Disagree	25	20.20	24	96.00	0	0.00	0	0.00	1	4.00	0	0.00

C. Teacher(s) should provide students with the opportunity to participate in group activities such as project program tours, etc.

	Distribution by Response Group		Students Provided Opportunities									
			None		1-5		6-10		11-15		Over 16	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	109	87.90	48	44.04	34	31.19	14	12.84	3	2.75	10	9.18
Disagree	15	12.10	15	100.00	0	0.00	0	0.00	0	0.00	0	0.00

TABLE VII (Continued)

D. FFA officers and members should be given the opportunity to participate in leadership development training.

	Distribution by Response Group		Number Participated									
			None		One		Two		Three		4 or More	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	122	98.39	57	46.72	18	14.75	18	14.75	12	9.84	17	13.94
Disagree	2	1.61	2	100.00	0	0.00	0	0.00	0	0.00	0	0.00

E. Each chapter should be represented at the State FFA Convention each year.

	Distribution by Response Group		Chapter Represented			
			Yes		No	
	N	%	N	%	N	%
Agree	123	99.20	103	83.74	20	16.26
Disagree	1	0.80	1	100.00	0	0.00

F. Advisers should closely supervise all FFA activities including fairs, shows, contests, and conventions, etc.

	Distribution by Response Group		Number Activities Supervised									
			None		One		Two		Three		4 or More	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	124	100.00	18	14.52	31	25.00	38	30.65	20	16.13	17	13.70
Disagree	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

The teachers had a high percentage of agreement (98.39 percent) that FFA officers and members should be given the opportunity to participate in leadership development training. Fifty-seven of those 122 agreeing (46.72 percent) were not able to provide that opportunity to officers or members. There was another promising statistic reported, as 123 of the respondents agreed that each chapter should be represented at the state FFA convention each year, and an outstanding 83.74 percent of those were represented in 1980.

The advisers unanimously agreed that they should closely supervise all FFA activities including fairs, shows, contests, and conventions.

#### Improving Facilities and Equipment

The area of the teachers' questionnaire concerning vocational agriculture facilities and equipment had the most cohesion among the teachers from the 10 general areas of questioning.

The vo-ag advisers were asked whether 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. It was interesting to note that although 122 of the 124 respondents agreed (98.39 percent), only 60 (49.18 percent) did any school maintenance, and yet the two teachers disagreeing (1.61 percent) attributed time toward some school maintenance, making the split 50/50. However, when asked if good general appearance of the vocational agriculture facility should be maintained during the summer, only six (4.88 percent) of the total number of teachers did no vo-ag facility maintenance during the summer of 1980.

The respondents were again in complete agreement about the last two questions of this area when they responded to whether the vocational agriculture teacher should see that existing equipment is repaired or replaced when needed, and if the school project center and farm should be supervised by the vocational agriculture teacher(s) but should not monopolize the teacher's time. Concerning repairing or replacing equipment, 47 (37.90 percent) of the teachers surveyed had repaired or replaced from five to eight pieces, while 42 teachers (33.87 percent) dealt with less than five for the highest percentage responses. Twenty-seven teachers (21.77 percent) stated that they had no school project center or farm. Information concerning these areas may be observed in Table VIII.

#### Public Relations and Community Service

Publicity concerning the vocational agriculture summer program and its community service was the next general area of the instrument, and the data analysis concerning that topic is presented in Table IX.

When offered the question if activities of the total program should be promoted publicly through all available media, the response group agreed unanimously and over three-fourths of the advisers released from one to over six program activities to the media. Only seven teachers (5.65 percent) disagreed that the teacher(s) should utilize news releases prepared by the Texas Education Agency (TEA) and/or the Vocational Agriculture Teachers Association of Texas (VATAT) to enhance publicity of the program. Those seven joined with the 43 other teachers that agreed they should be utilized, but failed to do so.

Involvement of the administrator, school board members, and community leaders in the summer program was generally agreed upon by 115



TABLE VIII  
IMPROVING FACILITIES AND EQUIPMENT

- A. 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.

	Distribution by		School Maintenance Done			
	Response Group		Yes		No	
	N	%	N	%	N	%
Agree	122	98.39	60	49.18	62	50.82
Disagree	2	1.61	2	100.00	0	0.00

- B. Good general appearance of the vocational agriculture facility should be maintained during the summer.

	Distribution by		Facility Maintenance Done			
	Response Group		Yes		No	
	N	%	N	%	N	%
Agree	123	99.19	117	95.12	6	4.88
Disagree	1	0.81	1	100.00	0	0.00

- C. The vocational agriculture teacher should see that existing equipment is repaired or replaced when needed.

	Distribution by		Pieces Repaired/Replaced									
	Response Group		Less than 5		5-8		9-12		13-16		16 or More	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	124	100.00	42	33.87	47	37.90	13	10.48	4	3.23	18	14.52
Disagree	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

TABLE VIII (Continued)

D. The school project center and farm should be supervised by the vocational agriculture teacher(s) but should not monopolize the teacher's time.

	Distribution by Response Group		Average Weekly Farm Hours									
			None/No Farm		Less than 5		5-10		11-15		Over 15	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	124	100.00	27	21.77	43	34.68	22	17.74	14	11.29	18	14.52
Disagree	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

TABLE IX  
PUBLIC RELATIONS AND COMMUNITY SERVICE

A. Activities of the total program should be promoted publicly through all available media.

	Distribution by Response Group		Number Media Releases									
			None		1-2		3-4		5-6		Over 6	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	124	100.00	29	23.39	46	37.10	32	25.81	11	8.87	6	4.83
Disagree	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

B. Teacher(s) should utilize news releases prepared by the TEA and/or VATAT to enhance publicity of the program.

	Distribution by Response Group		Number Releases Utilized									
			None		One		Two		Three		4 or More	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	117	94.35	43	36.75	29	24.79	35	29.91	7	5.98	3	2.57
Disagree	7	5.65	7	100.00	0	0.00	0	0.00	0	0.00	0	0.00

C. The vocational agriculture teacher should involve administrators, school board members, and community leaders in the summer program.

	Distribution by Response Group		Number Involved									
			None		1-2		3-4		5-6		Over 6	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	115	92.70	12	10.43	47	40.87	35	30.44	9	7.83	12	10.43
Disagree	9	7.30	7	77.78	1	11.11	1	11.11	0	0.00	0	0.00

TABLE IX (Continued)

D. The vocational agriculture program should be promoted through involvement in community activities.

	Distribution by Response Group		Number Community Promotions									
	N	%	None		1-2		3-4		5-6		Over 6	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	120	96.80	27	22.50	67	55.83	19	15.83	2	1.67	5	4.17
Disagree	4	3.20	4	100.00	0	0.00	0	0.00	0	0.00	0	0.00

respondents (92.70 percent), but it was found that the largest response of teachers (40.87 percent) admitted to involving only one or two people during the summer.

Sixty-seven of the 120 agreeing advisers (55.83 percent), when confronted with the question calling for the vocational agriculture program to be promoted through involvement in community activities, revealed that their program was involved in one or two activities. Another 26 teachers (21.67 percent) said that their program was involved with three to over six community promotions.

#### Records and Reports

Information provided in Table X, concerning records and reports, inferred that the teachers were fairly efficient in their summer clerical duties. One hundred and five of 124 teachers (84.70 percent) were in agreement that follow-up of former students should be accomplished during the summer, and 82 (78.10 percent) of those teachers spent anywhere from one to over six hours working on student follow-ups.

Concerning the department's filing system being revised and updated, 122 (98.40 percent) agreed this should be done in the summer and only nine of those 122 agreeing (7.38 percent) did not spend at least one hour revising and updating files that summer. A unanimous agreement was obtained from the respondents when considering the preparation and submission of necessary reports, and all but eight (6.45 percent) spent some amount of time during the summer accomplishing this duty.

#### Related Areas of the Summer Program

All teacher respondents were asked if they thought vacation time

TABLE X  
RECORDS AND REPORTS

A. Follow-up of former students should be accomplished during the summer.

	Distribution of Response Group		Hours Spent on Follow-Up									
			None		Less than 3		3-4		5-6		Over 6	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	105	84.70	23	21.90	50	47.62	24	22.86	5	4.76	3	2.86
Disagree	19	15.30	18	94.74	1	5.26	0	0.00	0	0.00	0	0.00

B. The departmental filing system should be revised and updated.

	Distribution of Response Group		Hours Spent on Files									
			None		Less than 3		3-4		5-6		Over 6	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	122	98.40	9	7.38	26	21.31	24	19.67	21	17.21	42	34.43
Disagree	2	1.60	1	50.00	1	50.00	0	0.00	0	0.00	0	0.00

C. The teacher(s) should prepare and submit necessary reports.

	Distribution of Response Group		Hours Spent on Reports									
			None		Less than 3		3-4		5-6		Over 6	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	124	100.00	8	6.45	58	46.78	33	26.61	12	9.68	13	10.48
Disagree	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

should be coordinated with the administration and a large majority of them (87.90 percent) agreed that this should indeed be done. However, only 96 of the 109 in agreement (88.07 percent) practiced this policy, while the other 13 (11.93 percent) did not consult with their administrators. In contrast, only one teacher out of 15 (6.67 percent) that disagreed with the statement actually coordinated his vacation period with the administration.

An interesting question of whether the teacher(s) should not participate in side-line jobs or activities which detract from operating a standard program was the next item on the teachers' questionnaire. Ninety-nine of the 124 respondents (77.80 percent) agreed that they should not have extracurricular jobs. However, six (6.06 percent) of them did have one outside activity, five (5.05 percent) had two other jobs, one (1.01 percent) had three, and another (1.01 percent) had over three side-line jobs. Interestingly, of the 25 respondents that disagreed (20.20 percent) and felt that teachers should be allowed to participate in other job activities, 16 of those 25 (64.00 percent) did not participate in any side-line jobs or activities themselves. This data can be further analyzed by observing Table XI.

The final question to be answered by the teacher respondents was whether or not students should be assisted in securing employment (in agricultural occupations). There was a high rate of agreement among the teachers to this statement; 122 of the 124 (98.40 percent) agreed, even though over one-fifth (22.13 percent) did not assist any students with securing employment. This factor could be attributed to either a teacher moving into a first-year teaching position and not knowing the students or their needs, or perhaps in the smaller farming communities there were

TABLE XI  
RELATED AREAS OF THE SUMMER PROGRAM

A. Vacation time should be coordinated with the administration.

	Distribution by		Compliance			
	Response Group		Yes		No	
	N	%	N	%	N	%
Agree	109	87.90	96	88.07	13	11.93
Disagree	15	12.10	1	6.67	14	93.33

B. Teacher(s) should not participate in side line jobs or activities which detract from operating a stand-ard program.

	Distribution by		Extracurricular Jobs									
	Response Group		None		One		Two		Three		Over Three	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	99	79.80	86	86.87	6	6.06	5	5.05	1	1.01	1	1.01
Disagree	25	20.20	16	64.00	3	12.00	4	16.00	0	0.00	2	8.00

C. Students should be assisted in securing employment (in agricultural occupations).

	Distribution by		Number of Students Helped									
	Response Group		None		Below 5		5-10		11-15		Over 15	
	N	%	N	%	N	%	N	%	N	%	N	%
Agree	122	98.40	27	22.13	57	46.72	35	28.69	2	1.64	1	0.82
Disagree	2	1.60	2	100.00	0	0.00	0	0.00	0	0.00	0	0.00



no students that needed any assistance in securing summer employment. Most of the teachers (75.41 percent) did assist in helping from 1 to 10 students secure agricultural employment.

#### Summary of Administrators' Background

Personal data concerning the administrators' experience and background is revealed in Table XII. Superintendents comprised the largest statistics of experience in public school administration with a combined total of 585 years. Sixty of the respondents had been a superintendent at one time or another for a mean of 9.75 and median of 7.5 years. Sixty-two of the men had been or were principals with 433 total years experience in that position (6.98 mean, 6.50 median). Vocational directors were represented by 10 respondents (6.80 mean, 7.50 median). The 80 administrators had 603 total years of employment in their present positions and locations (7.54 mean, 5.50 median). Comparisons by present position further indicated there were 58 superintendents (72.50 percent), 12 principals (15.00 percent), and 10 vocational directors (12.50 percent) administering the vocational agriculture teachers and their 1980 summer programs in Area I of Texas.

#### Numbers of Teachers and Departments Administered by Respondents

Table XIII is a presentation of data showing the total number of vo-ag teachers, employed on a 12-month basis, that the responding administrators from the 80 school districts were concerned with during the summer months of 1980. The group stated that 135 teachers were employed

TABLE XII  
SUMMARY OF ADMINISTRATORS' BACKGROUND

	Years	N	$\bar{x}$	Median
A. Years of experience in public school administration				
1. Superintendent	585	60	9.75	7.50
2. Principal	433	62	6.98	6.50
3. Vocational Director	68	10	6.80	7.50
B. Years employed in present position and location	603	80	7.54	5.50
C. Present position				
		N	%	
1. Superintendent		58	72.50	
2. Principal		12	15.00	
3. Vocational Director		10	12.50	

TABLE XIII  
NUMBER OF TEACHERS AND DEPARTMENTS ADMINISTERED  
BY RESPONDENTS

Teachers in present vocational agriculture program employed on a 12-month basis.

Representation by Response Group							
Number Schools		Number Teachers		$\bar{x}$			
80		135		1.69			
		Single Teacher		Two Teacher		Three Teacher	
		N %		N %		N %	
Departments of Vo-Ag		42	52.50	33	41.25	3	3.75
						2	2.50

by the school districts represented, for a mean of 1.69 teachers per administrator.

An interesting statistic to observe was that almost half (47.50 percent) of the school districts had multiple teacher departments (one or more teachers) in Area I. A more exact breakdown shows 42 single teacher departments (52.50 percent), compared to 33 (41.25 percent) two teacher departments, three (3.75 percent) three teacher departments, and two (2.50 percent) four teacher departments.

#### Summary of Administrators' Involvement with Summer Program of Work

The administrators were questioned as to their awareness of the existence of the "Recommended Guidelines for Summer Vocational Agriculture Programs in Texas." Table XIV shows that 68 (85.00 percent) of them were aware of its existence, compared to 12 (15.00 percent) who claimed to be unaware. When they were further questioned if they assisted the vo-ag teacher(s) in making out a summer program of work for 1980, 16 (20.00 percent) answered in the affirmative and 64 (80.00 percent) said that they did not. The group of 16 administrators that did assist their teacher(s) were asked to respond as to whether they utilized the recommended guidelines, with 10 (62.50 percent) reporting that they did and the other six (37.50 percent) reporting negatively.

#### Summary of Administrators' Awareness of Teacher(s) Summer Program in 1980

Table XV delineates the administrators' responses concerning their awareness of the teacher(s) summer programs in 1980. The number and

TABLE XIV  
SUMMARY OF ADMINISTRATORS' INVOLVEMENT WITH SUMMER  
PROGRAM OF WORK

	Distribution by Response Group			
	Yes		No	
	N	%	N	%
Awareness of existence of recommended guidelines	68	85.00	12	15.00
Assisted teacher(s) in making out summer program of work	16	20.00	64	80.00
If <u>yes</u> , did you utilize the recommended guidelines	10	62.50	6	37.50

TABLE XV  
SUMMARY OF ADMINISTRATORS' AWARENESS OF TEACHER(S)  
SUMMER PROGRAM IN 1980

	Distribution by Response Group					
	Yes		No		Uncertain	
	N	%	N	%	N	%
Awareness of:						
Teachers promoted and conducted supervision of occupational experience programs	52	65.00	13	16.25	15	18.75
Teachers work with prospective students or parents	69	86.25	7	8.75	4	5.00
Teachers accomplished professional improvement	74	92.50	4	5.00	2	2.50
Teachers conducted adult or young farmer education	33	41.25	40	50.00	7	8.75
FFA activities participated in by chapter members and adviser	66	82.50	10	12.50	4	5.00
FFA chapter represented at state FFA convention	71	88.75	7	8.75	2	2.50
Teachers improved facilities, equipment, or school farm	68	85.00	9	11.25	3	3.75
FFA chapter promoted public relations or provided community service	51	63.75	22	27.50	7	8.75
Teachers worked on records and reports	62	77.50	8	10.00	10	12.50
Teachers involved with sideline jobs or activities	14	17.50	59	73.75	7	8.75

percentate of responses to the categories of "yes," "no," and "uncertain" for each area was recorded.

A high percentage (65.00 percent) of the respondents were aware that the teachers promoted and conducted supervision of occupational experience programs, while 13 (16.25 percent) said they were unaware, and 15 (18.75 percent) were uncertain. Teachers' work with prospective students or parents was recognized by 69 (86.25 percent) of the group, with seven (8.75 percent) reporting no knowledge of this, and four (5.00 percent) uncertain. Most of the administrators had knowledge of their teacher's accomplishment of professional improvement (i.e., state and district in-service meetings, workshops, college courses, etc.), as indicated by the fact that 74 (92.50 percent) said yes, while only four (5.00 percent) were unaware, and two more (2.50 percent) were uncertain of any. Adult or young farmer education that was conducted by the teachers indicated a poor awareness by the administration, as represented by the 40 (50.00 percent) respondents who were not aware of any, seven (8.75 percent) who were uncertain, and only 33 (41.25 percent) that knew of any adult education that was conducted. The group was well aware of FFA activities that were participated in by members and advisers of the schools' chapters with 66 (82.50 percent) reporting yes, 10 (12.50 percent) claiming no knowledge, and four (5.00 percent) being uncertain. Seventy-one (88.75 percent) of the respondents were aware as to whether their schools' FFA chapter was represented at the state FFA convention that summer, with seven (8.75 percent) unaware, and two (2.50 percent) uncertain. When confronted with the question concerning their knowledge of their vo-ag teachers spending any time improving facilities, equipment, or the school farm during the 1980 summer, 68 (85.00 percent)

of the administrators knew of some time spent, while nine (11.25 percent) did not, and three (3.75 percent) were uncertain. Another of the lower percentage ratings evolved when questioned about their awareness of the FFA chapter's promoting good public relations or providing any community service during the summer. Only 51 (63.75 percent) of the respondents knew that their chapter had accomplished this, with 22 (27.50 percent) not knowing and another seven (8.75 percent) being uncertain. The vocational agriculture teachers' time spent on records and reports during the summer was realized by 62 (77.50 percent) of their administrators. Eight (10.00 percent) did not know of any time spent by the teachers and 10 (12.50 percent) were uncertain. An interesting (and encouraging) observation was found in the next statistical figures. Fifty-nine (73.75 percent), or almost one fourth of the group, were not aware of any side-line jobs or activities that their vo-ag teacher(s) were involved in that might have detracted from his operating a standard summer program. Seven (8.75 percent) more were uncertain of any side-line activities, and 14 (17.50 percent) said they knew of their teachers' involvement with an extra job.

Summary of Administrators' Perceptions  
of the Vocational Agriculture  
Summer Program

The administrators perceived that they should be informed of the vo-ag teachers' planned activities, with the method and frequency of reporting to be determined at the local level, as evidenced by their 100 percent agreement recorded in Table XVI. The statistics further depict that 85 percent of the teachers did inform their administrators of

TABLE XVI

SUMMARY OF ADMINISTRATORS' PERCEPTIONS OF THE VOCATIONAL  
AGRICULTURE SUMMER PROGRAM

- A. Administrator should be informed of teacher's planned activities with method and frequency of reporting determined at the local level.

	Distribution by Response Group		Times Administrator Informed of Activities									
			None	1-4		5-8		9-12		Over 12		
	N	%	N	%	N	%	N	%	N	%	N	%
Yes	80	100.00	12	15.00	32	40.00	18	22.50	7	8.75	11	13.75
No	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00

- B. Teacher(s) should spend more time at the vocational agriculture facility daily at approximately the same time if possible.

	Distribution by Response Group		Could Locate Teacher Daily at Same Time			
			Yes		No	
	N	%	N	%	N	%
Yes	42	52.50	12	28.50	30	71.50
No	38	47.50	32	84.00	6	16.00

Total administrators  
that could locate their  
vo-ag teachers

44 55.00 36 45.00

- C. A calendar of year's activities should be developed by the vocational agriculture teacher(s) and approved by the administrator during the summer.

	N	%
Yes	66	82.50
No	14	17.50



TABLE XVI (Continued)

- D. The departmental budget, inventory of equipment, and supplies for the vocational agriculture program should be prepared and approved by the administrator.

	Distribution by Response Group		Compliance			
			Yes		No	
	N	%	N	%	N	%
Yes	67	83.75	47	70.00	20	30.00
No	13	16.25	1	8.00	12	92.00
Total administrators that prepared budget			48	60.00	32	40.00

- E. How would you rate the quality of your teacher's vocational agriculture summer program?

	Distribution by Response Group	
	N	%
a. Very high	16	20.00
b. High	22	27.50
c. Average	34	42.50
d. Low	3	3.75
e. Poor	5	6.25

planned activities from one to over 12 times, while only 15 percent never informed the administrator of any activities.

Do you think your vocational agriculture teacher(s) should spend more time at the vocational agriculture facility daily at approximately the same time if possible? When confronted with this question, the administrators were almost equally divided. Forty-two (52.50 percent) agreed with the statement. However, 12 (28.50 percent) said that they could locate the teacher(s) during daily work hours at approximately the same time. Thirty-eight (47.50 percent) were in disagreement with the question and 32 (84.00 percent) of those claimed to be able to locate their teacher(s). Therefore, a combined total of 44 (55.00 percent) of the administrators could actually locate their teacher(s) daily, compared to 36 (45.00 percent) who could not.

Sixty-six (82.50 percent) respondents felt that a calendar of the year's activities should be developed by the vocational agriculture teacher(s) and approved by the administrator during the summer. Almost an identical number of 67 (83.75 percent) agreed that the departmental budget, inventory of equipment, and supplies for the vocational agriculture program should be prepared and approved by the administrator. Forty-seven (70.00 percent) said that they performed this function, and 20 (30.00 percent) admitted that they did not do this during the 1980 planning of summer program of work. Thirteen (16.25 percent) felt that this was not a necessary duty for the administrator; however, one (8.00 percent) individual still performed this task. A combined total of 48 (60.00 percent) administrators actually prepared this budget and inventory of equipment and supplies, while 32 (40.00 percent) did not.

Finally, the administrators were asked how they would rate the quality of their teachers' vocational agriculture summer program. A breakdown of the statistical data showed 16 (20.00 percent) rated theirs very high, 22 (27.50 percent) judged theirs as high, 34 (42.50 percent) decided upon an average rating, three (3.75 percent) thought their teacher's program was of low caliber, and five (6.25 percent) deemed it as poor. It should be pointed out that almost half (47.50 percent) of the summer programs were ranked as either being high or very high. Also, note that of the 80 administrators responding to the survey, 72 (90.00 percent) of them perceived their vocational agriculture teacher's summer program of 1980 to be average or better.

## CHAPTER V

### SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

#### Summary

In summary, the major findings of this study are presented in a concise manner under the following topics: purpose of the study, specific objectives, rationale for the study, design of the study, and the major findings of the research, for the reader to study and evaluate.

Also included in this chapter, after an inspection of the preceeding issues, are various conclusions deduced by the author and recommendations are presented based on the analysis of data herein.

#### Purpose of the Study

The purpose of this study was to determine if the "Recommended Guidelines for Summer Vocational Agriculture Programs in Texas," as developed by a state advisory committee that convened in Austin, Texas, in March, 1979, were being utilized by vocational agriculture teachers of Area I of the state of Texas and their administrators.

#### Objectives of the Study

In order to accomplish the purposes outlined, the following objectives were formulated:

1. To determine if the vocational agriculture instructors of Area I of Texas used the "Recommended Guidelines for Summer Vocational

Agriculture Programs in Texas" in establishing more effective and efficient summer programs.

2. To determine if the administrators that were responsible for supervising the vocational agriculture summer program within the school districts of Area I in Texas where vocational agriculture is offered utilized the "Recommended Guidelines for Summer Vocational Agriculture Programs in Texas" in helping their vo-ag teachers establish more accountable summer programs.

#### Rationale for the Study

Teachers of vocational agriculture, their administrators, and legislators must be united on the justification for year-around employment.

This study should give some indication as to the value of the "Recommended Guidelines for Summer Vocational Agriculture Programs in Texas." This information should be useful to the Texas Education Agency for the justification of extended contracts for vocational agriculture teachers to state legislators. The information provided through this study is valuable regarding teacher and administrator collaboration. This information will also assist Texas colleges and universities where vocational agriculture teachers are trained and administrators certified, in helping them to teach their students the benefits of educators working in close harmony together.

#### Design of the Study

Following a review of selected literature, a procedure was established in order to satisfy the purposes and objectives of this study. An

attempt was made to include all vocational agriculture teachers and their administrators of Area I of Texas.

A 47-item questionnaire was administered to 124 Texas vocational agriculture teachers from Area I. Logical evaluation and descriptive statistics (using numbers, percentages, and means) were used to determine the teachers' responses. A second, 21-item questionnaire was developed and administered to the administrators of the vocational agriculture summer programs in order to secure their opinions concerning selected portions of the summer program of vocational agriculture. Again, logical evaluation and descriptive statistics of numbers, percentages, and means were used to determine responses.

#### Major Findings of the Research

In addressing the major findings of this study, the researcher made reference to major areas included in the presentation and analysis of data. They are as follows:

1. Background of teacher respondents.
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 of the summer program.

12. Background of administrator respondents.
13. Administrators' involvement with summer program of work.
14. Administrators' awareness of teachers' summer program.
15. Administrators' perceptions of vo-ag summer program.

#### Background of Teacher Respondents

The design of this study provided an evaluation of the teachers' background experience. Considering the total population of vo-ag teachers included in this study, the mean value for the number of years of vocational agriculture taught was found to be 11.27 years. The mean value for the number of years at the teachers' present school was computed to be 7.53 years. Eighty-five of the teachers had from one to 15 years of total vocational agriculture teaching experience, while the remaining 39 teachers from the population had from 16 to 30 plus years of experience.

A large majority (70 percent) of the teachers considered their superintendents to be the school administrator responsible for administering the summer vo-ag program. It was found that 92 percent of the teachers had used the recommended guidelines when making out their 1980 summer program of work, but only one-fourth of the respondents had utilized their administrators' assistance.

#### Supervision of Occupational Experience Programs

The teachers were found to be in a high rate of agreement when considering the general field of Supervised Occupational Experience Programs (SOEP). Eighty percent of the teachers felt that group activities for students regarding SOEP should be conducted. A unanimous response

came from the group regarding assistance being given to currently enrolled and prospective students when selecting their SOEP.

With reference to SOEP and students being supervised during the summer by the teacher, 99 percent agreed. Only 86 percent of the teachers thought assistance should be given to students with SOEP who are not currently enrolled in vocational agriculture. In regard to the promotion of continuous project programs, the teachers were again consistent in their agreement, as 94 percent reported having promoted such programs.

#### Work with Prospective New Students

Three areas were considered in relation to working with prospective new students. These areas were orientation of prospective students, home visitations, and inclusion of prospective students in summer FFA activities.

Ninety-four percent of the teachers tended to agree with both organizing an orientation for prospective students and conducting a home visit to prospective students at least once during the summer. A smaller percentage (72 percent) was in favor of including prospective students in summer activities.

#### Professional Improvement

When pondering the area of professional improvement, these items were discussed: teacher participation in the state in-service conference, attendance of district in-service meetings, visitations to area agriculturalists, and upgrading teaching and attending college credit courses.



Differences of opinions were disclosed when contemplating two of these points--the attendance of district in-service meetings and college credit courses.

Unanimous responses came from the teachers as they agreed that all vo-ag teachers should participate in the state in-service district conference each year and that teachers should visit farmers, ranchers, agribusiness establishments, and agricultural industries to upgrade teaching competencies. One hundred percent agreement was also evidenced from the teachers encouraging the attendance of non-credit college courses and workshops based on individual and community needs. Conversely, when regarding the attendance of scheduled summer district in-service meetings, only 92 percent of the teachers thought that they should attend, and only 84 percent felt they should attend college credit courses for professional improvement.

#### Program Planning

When inspecting the broad range of program planning, seven areas of inquiry were studied. These areas were: consultation of administrators and advisory committees, summer advisory committee meetings, informing administrators of planned activities, spending more time daily at the vo-ag facility, development of a yearly activity calendar, work on annual teaching programs, and preparation of departmental budget and equipment inventory.

Over three-fourths of the teachers were congruent in their response to school administrators and advisory committees being consulted in developing a plan for the vocational agriculture summer program. A slightly smaller number of respondents (70 percent) thought that at

least one vo-ag advisory committee meeting should be held during the summer.

Ninety-eight percent of the respondents were in agreement that the school administrator should be informed of the teacher's planned activities, with the method and frequency of reporting to be determined at the local level. Eighty-eight percent agreed that the teachers should spend more time at the vocational agriculture facility daily at approximately the same time if possible. Another large majority (90 percent) of the advisors said they agreed that the calendar of year's activities should be developed by the vo-ag teachers and approved by the administrator during the summer. In addition, during the summer, 98 percent of the teachers reported that preparation, revision, and updating annual teaching programs for vocational agriculture should be accomplished; and 85 percent agreed that the departmental budget, inventory of equipment and supplies should be prepared and approved by the administrator.

#### Adult and Young Farmer Education

A portion of the teachers' questionnaire was designed to determine the importance of their perceptions toward the continued summer practice of organized adult education, individual visitations to agriculturalists, and the scheduling of appropriate adult specialists.

This general area had one of the highest overall percentages of agreement. Concerning the continuation of organized young farmer and adult education during the summer, 90 percent of the respondents agreed that they should continue this practice. Another 99 percent felt that teachers should visit individual adult and young farmers on the farm and ranch and at agribusiness establishments.

Teachers of vo-ag in Area I of Texas generally were congruent in their positive response toward teachers scheduling adult specialists appropriate to the community when available. However, less than one-fifth of the teachers actually scheduled a specialist during the summer of 1980.

#### Conducting FFA Activities

In considering teacher contacts with students, attention was focused on the area of FFA activities. The areas of inquiry were: conducting summer FFA meetings, inclusion of prospective students into activities, offering group activities to students, participation in leadership training and the state FFA convention, and advisor's supervision of all FFA summer activities.

Eighty-two percent of the group favored conducting regularly scheduled FFA meetings during the summer. The largest percentage of disagreement among the teachers was revealed when over one-fifth of them responded that they should not provide activities to include prospective students and/or parents during the summer. Providing students with the opportunity to participate in group activities (such as project program tours) and providing the opportunity for FFA officers and members to participate in leadership development training was responded to affirmatively by 88 and 98 percent, respectively. The teachers agreed (99 percent) that each chapter should be represented at the state FFA convention each year. Complete agreement resulted from the population when questioned as to whether advisers should closely supervise all FFA activities during the summer.

### Improving Facilities and Equipment

With the above thought in mind, an area of interest concerned how much of the vocational agriculture teachers' time was spent during the summer improving the vo-ag facility, supervising the school farm, and repairing existing equipment.

It was found that 99 percent of the teachers agreed that a good general appearance of the vo-ag facility should be maintained during the summer, with 98 percent of the total group indicating that they should use their time to improve their total vo-ag program and should not be expected to use their time for school maintenance. However, exactly one-half (50 percent) did perform some school maintenance. A unanimous response was received from the teachers when asked if the vo-ag teacher should see that existing equipment was repaired or replaced when needed. All teachers reported acquiescence to this duty.

Even though over one-fifth of the teachers reported having no school-owned farm, a 100 percent response was indicated that the school project center and farm should be supervised by the vocational agriculture teachers but should not monopolize the teachers' time.

### Public Relations and Community Service

With reference to public relations and community service, high percentages of concordance were revealed by the teachers. One hundred percent of the population agreed that activities of the total program should be promoted publicly through all available media, with over 76 percent reporting from one to over six media releases. In addition, during the summer, 94 percent of the teachers agreed that they should utilize news releases prepared by the TEA and/or VATAT to enhance publicity of the

program; and 93 percent favored involving the administrator, school board members, and community leaders in the summer program. Only three percent of the advisers disagreed with the total population who did agree that the vo-ag program should be promoted through involvement in community activities.

#### Records and Reports

Disagreement among the teachers was revealed when considering the area of records and reports. Although only 15 percent of the vo-ag teachers disagreed that follow-up of former students should be accomplished during the summer, 33 percent of the total population did not spend any hours accomplishing this clerical function. A more harmonious reconciliation was attained, however, as over 98 percent agreed that the departmental filing system should be revised and updated and complete agreement was reached concerning the preparation and submission of necessary reports during the summer months.

#### Related Areas of the Summer Program

Three areas were considered concerning related portions of the summer program. These subjects were coordinating vacations, participating in side-line jobs by the teachers, and assisting students in securing summer jobs.

Eighty-eight percent of the advisers were in agreement that vacation time should be coordinated with the administration. Almost 18 percent of the teachers claimed to have from one to over three extracurricular summer jobs, even though 80 percent of the total population agreed that

teachers should not participate in side-line jobs or activities which detract from operating a standard program.

Ninety-eight percent agreed, and approximately 77 percent of the vo-ag advisers did assist a large number of vocational agriculture students in securing summer employment in agricultural occupations.

#### Background of Administrator Respondents

A portion of this study was designed to examine administrators' opinions concerning selected aspects of the summer program. Using summary information from the tables in Chapter IV, the following profile of the Area I administrators of vo-ag summer programs was constructed. Superintendents represented almost 73 percent of the administrators, principals added another 15 percent, and vocational directors about 12 percent. The mean value for the number of years employed in their present position and location was computed to be 7.54 years, and the average number of vo-ag teachers each administrator supervised was 1.69. Over one-half (52 percent) of the administrators were accountable for single teacher vo-ag departments and the remaining 48 percent were responsible for multiple teacher departments of two, three, or four teachers.

#### Administrators' Involvement with Summer Program of Work

Eighty-five percent of the administrators said that they were aware of the existence of the "Recommended Guidelines for Summer Vocational Agriculture Programs in Texas." Fifteen percent were unaware of its existence. Twenty percent of the administrators responding reported

that they assisted their teachers in making out the vo-ag summer program of work, while 80 percent reported no assistance. Of those 16 (20 percent) administrators, 62 percent utilized the recommended guidelines while constructing the program of work.

#### Administrators' Awareness of Teachers'

##### Summer Program

By reviewing summary information from Table XV, located in Chapter IV, the reader can develop a better idea of the overall awareness of the administrators concerning their vocational agriculture teachers' summer program.

The highest degree of awareness was shown as 93 percent of the administrators acknowledged that their teachers accomplished some professional improvement during the summer of 1980. The largest response, in regard to lack of awareness by the group, was revealed when 74 percent admitted no knowledge of their teachers being involved with any side-line jobs or activities. About 19 percent was the highest report of uncertainty by the respondents as they pondered whether their teachers had promoted and conducted supervision of occupational experience programs.

#### Administrators' Perceptions of Vo-Ag

##### Summer Program

The total population of administrators (100 percent) expressed the feeling that the administrator should be informed of the teachers' planned activities. When confronted with the question of the amount of time the teachers should spend at the vo-ag facility daily at the same approximate time, a slight majority (52 percent) felt that the teachers

should comply. However, 55 percent of the administrators reported that they could locate their vo-ag teachers daily, at about the same time.

Nearly 83 percent of the group agreed that a calendar of year's activities should be developed by the vo-ag teacher and approved by the administrator during the summer.

When asked if the departmental budget, inventory of equipment, and supplies for the vocational agriculture program should be prepared and approved by the administrator; 84 percent responded affirmatively and another majority (60 percent) claimed to have accomplished this duty.

Each administrator was requested to respond to the question of how they would rate the quality of their teachers' vo-ag summer program. Twenty percent (16 administrators) rated the program as being of very high caliber, while 22 administrators (27.50 percent) ranked theirs as high. A majority of the administrators (34 administrators or 42.50 percent) indicated they perceived the program as being average. Only three (3.75 percent) administrators felt the quality was low and another five (6.25 percent) denoted poor summer programs.

### Conclusions

The vocational agriculture teachers of Area I of Texas and their administrators concerned with the overseeing of the summer vo-ag program reacted similarly to many of the basic components included in the "Recommended Guidelines for Summer Vocational Agriculture Programs in Texas." However, in some cases, it was revealed that the teachers' perceptions of their summer programs did not always concur with the cumulative opinion of their program administrators.



## Specific Conclusions Concerning Vo-Ag

### Teachers

1. Based on the findings, it was determined that vocational agriculture teachers in Area I of Texas utilize the "Recommended Guidelines for Summer Vocational Agriculture Programs in Texas."

2. Since only one-fourth of the teachers utilize their administrators' assistance when making out the summer program of work, it was concluded that the teachers feel this function is their responsibility and that they can handle it adequately.

3. Since the vo-ag teachers spend such a great deal of their summer time supervising occupational experience programs, working with prospective new students, conducting FFA activities, maintaining good public relations, improving vo-ag facilities and equipment, developing professional improvement, and keeping current the required records and reports, it was apparent that these functions are an integral part of the vocational agriculture teachers' summer program responsibilities and extended 12-month contracts are justifiable to meet these obligations.

4. It is concluded that the teachers feel they keep their administrators adequately informed of planned activities and can usually be located each day by the administration.

5. Since young and adult farmers' summer months are normally filled with long, busy days, it was apparent that this accounted for the small percentages of organized young farmer and adult education by the vo-ag teacher during these months.

6. Based on the findings, vocational agriculture teachers are extremely busy and occupied with vo-ag duties and responsibilities that

usually prohibit them from participating in any outside jobs or activities that might detract from operating a standard summer program.

7. It is further concluded that vo-ag teachers not participating in all aspects of a full, standard summer program might have been involved with graduate school work, new to a community, or hired toward the latter period of summer.

Specific Conclusions Concerning Administrators  
of Summer Vocational Agriculture Programs

1. Responses indicated that superintendents of school systems are more likely to administer the summer programs of vo-ag teachers than are principals or vocational directors.

2. There is almost an equal number of multiple and single teacher vo-ag departments in Area I of Texas, indicating that both are popular and common.

3. Area I administrators indicated that they are aware of the existence of the "Recommended Guidelines for Summer Vocational Agriculture Programs in Texas," but are not asked, or for some other reason, do not assist their vo-ag teachers in making out the summer program of work.

4. Responses indicated that administrators are very much aware of the vo-ag teachers' utilization of all areas of the recommended guidelines.

5. Administrators of summer programs indicated they do not feel that they are adequately informed of teachers' planned activities, nor can they easily locate the teacher on a daily basis.

6. A conclusion was drawn that yearly activity calendars and departmental budgets are not normally prepared by the teachers during the summer.

7. The administrators' responses additionally indicated that vocational agriculture teachers in Area I of Texas operate above average summer programs and justify their extended contracts.

#### Recommendations

As a result of the conclusions drawn from the analysis and interpretation of data, the following recommendations are made:

1. Since the conclusions of this study indicated that an outstanding job was being accomplished by the vocational agriculture teachers in Area I of Texas, concerning the utilization of the "Recommended Guidelines for Summer Vocational Agriculture Programs in Texas," it is recommended that this procedural practice be continued at its current high level.

2. Based upon the importance, as indicated by the teacher respondents, concerning the support of and participation involved with supervision of occupational experience programs, work with prospective new students, and conducting FFA activities during the summer, it is recommended that these practices remain on an equal plane.

3. In order to increase public awareness while continuing to better serve the school and community, it is recommended that all vo-ag teachers try to allocate more time to visitations of agribusiness people, attend summer workshops to enhance professional improvement, establish more consistent regular office hours at the vo-ag department for easier location, and submit a regular itinerary to keep the

administrators informed of planned summer activities without jeopardizing those activities which are considered to be of a higher priority.

4. Based on the study's indication that only a small proportion of time is allocated to summer adult education, it is recommended that the teachers make an effort to conduct more young farmer and adult education that will promote public relations and strengthen the summer vocational agriculture program.

5. Based upon the administrators' requests from this study, it is recommended that the vo-ag advisers prepare a calendar of yearly activities and a departmental budget. They should also continue to maintain keeping current with records and reports during the summer months.

6. In order to maintain the above average operation of standard summer programs, it is felt that teachers should maintain a minimum of outside jobs or activities that might hamper this goal.

7. Based on the low percentage of administrators' involvement in preparation of summer programs of work, with emphasis upon improving and sustaining the summer program in vocational agriculture, it is recommended that the teachers seek additional assistance from their program administrators thereby fortifying their support through continued involvement.

8. Texas colleges and universities, where future vocational agriculture teachers are trained, should utilize this study in helping them to instill into their students the need for continued strong summer programs, about which their program administrators should be kept well informed.

9. Since this study indicated the extreme importance of activities and busy program schedule being carried out during the summer months by

vocational agriculture teachers, which, if discontinued, would jeopardize the continuity of the entire vo-ag program, it is recommended that the Texas Education Agency utilize this study to aid in the justification of extended 12-month contracts for all Texas vocational agriculture teachers to state legislators.

10. It is recommended that all newly certified vocational agriculture teachers be given a copy of the "Recommended Guidelines for Summer Vocational Agriculture Programs in Texas" upon graduation. Additionally, each school district administrator of vocational agriculture programs in Texas should be furnished with a copy of the guidelines annually.

#### Recommendations for Additional Research

The following recommendations are made in regard to additional research. The recommendations are judgments based on having conducted the study and on the examination of the findings of the study.

1. A more comprehensive study, involving the vo-ag teachers and their administrators from the remaining nine areas in Texas, should be conducted to determine the utilization of the recommended guidelines in those areas and the results compared with the findings of this study.

2. Research should be conducted in other states to assist their vocational education departments in determining problem areas of the vocational agriculture summer program.

3. It is recommended that additional research analysis be conducted in comparing summer programs regarding experienced versus inexperienced teachers, young versus older teachers, single versus multiple-teacher departments, and other categories as needed, based upon teacher/administrator opinions.

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## APPENDIXES

APPENDIX A

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 Convention, 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 agricultural 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 administrators and advisory committees 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 teacher's planned activities with method and frequency of reporting to be determined at the local level.
4. The teacher(s) should spend more time at the vocational agriculture facility daily at approximately the same time if possible.
5. Calendar of year's 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 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, and 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 VATAT to enhance publicity of the program.
3. The vocational agriculture teacher should involve administrator, 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 during 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 side-line jobs or activities which detract from operating a standard program.
3. Students should be assisted in securing employment (in agricultural occupations).

APPENDIX B

TEACHERS' QUESTIONNAIRE

SURVEY OF VOCATIONAL AGRICULTURE TEACHER  
UTILIZATION OF RECOMMENDED GUIDELINES  
FOR 1980 SUMMER VOCATIONAL  
AGRICULTURE PROGRAMS  
IN TEXAS

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

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

Please fill in each blank:

1. Years taught Vocational Agriculture? \_\_\_\_\_ years. Years employed at present location? \_\_\_\_\_ years.
2. Who is the School Administrator that is responsible for administering the Vocational Agriculture summer program in your present school district? Their name \_\_\_\_\_  
What is his/her title? (Check one) \_\_\_\_\_ Principal  
\_\_\_\_\_ Superintendent  
\_\_\_\_\_ Vocational Director
3. Did you use the "Recommended Guidelines for Summer Vocational Agriculture Programs in Texas" when making out your summer program for 1980? \_\_\_\_\_ Yes \_\_\_\_\_ No
4. Did you utilize your administrator's assistance when making out this program of work? \_\_\_\_\_ Yes \_\_\_\_\_ No

Supervision of Occupational Experience Programs

Please circle the number representing the correct answer. Please fill in blanks.

- A. Teachers should conduct group activities for students in summer with regard to supervised experience programs (clinics, field trips, project program tours, etc.). 1. Agree 2. Disagree  
How many did you conduct this summer? 1. None 2. One 3. Two  
4. Three 5. Four or more
- B. Currently enrolled and prospective students in production agriculture should be assisted in selecting their supervised experience programs. 1. Agree 2. Disagree

What percentage of these students did you assist with selection this summer? 1. None 2. 1-25% 3. 26-50% 4. 51-75% 5. 76-100%



- C. Supervised experience programs or students should be supervised during the summer as determined by the teacher. 1. Agree 2. Disagree

Percent of all-day students that you supervised this summer? 1. None  
2. 1-25% 3. 26-50% 4. 51-75% 5. 76-100%

- D. Assistance should be given to students with supervised experience programs who are not currently enrolled in Vocational Agriculture?  
1. Agree 2. Disagree

How many non-Vocational Agriculture students did you supervise this summer? 1. None 2. 1-3 3. 4-6 4. 7-9 5. 10 or more

- E. Teacher(s) should promote continuous project programs. 1. Agree  
2. Disagree

Did you provide continuous project programs? \_\_\_\_\_ Yes \_\_\_\_\_ No

#### Work with Prospective New Students

- A. Teacher(s) should organize an orientation for prospective students and their parents prior to pre-registration. 1. Agree 2. Disagree

What percentage did you have an orientation with? 1. None 2. 1-25%  
3. 25-50% 4. 51-75% 5. 76-100%

- B. A home visit to prospective students and their parents should be conducted at least once during the summer if possible. 1. Agree  
2. Disagree

Percent prospective students' homes you visited this summer? 1. None  
2. 1-25% 3. 26-50% 4. 51-75% 5. 76-100%

- C. Prospective students may be included in summer activities (FFA meetings, State FFA Convention, etc.). 1. Agree 2. Disagree

How many did you include in a FFA summer activity? 1. None 2. 1-4  
3. 5-8 4. 9-12 5. Over 12

#### Professional Improvement

- A. All teachers should participate in the State in-service workshop (conference) for Vocational Agriculture teachers. 1. Agree  
2. Disagree

- B. Teacher(s) should attend scheduled summer district meetings.  
1. Agree 2. Disagree

How many did you attend this summer? 1. None 2. One 3. Two  
4. Three 5. Over three

- C. Teacher(s) should visit farmers, ranchers, agri-business establishments, and agricultural industries to upgrade teaching competencies. 1. Agree 2. Disagree

How many did you attend this summer? 1. None 2. One 3. Two  
4. Three 5. Over three

- D. Teacher(s) should be encouraged to attend non-credit short courses and workshops based on individual and community needs. 1. Agree 2. Disagree

How many did you attend this summer? 1. None 2. One 3. Two  
4. Three 5. Over three

- E. Teacher(s) should attend college credit courses for professional improvement. 1. Agree 2. Disagree

How many courses did you attend this summer? 1. None 2. One 3. Two  
4. Three 5. Over three

#### Program Planning

- A. School administrators and advisory committees should be consulted in developing a plan for the Vocational Agriculture summer program. 1. Agree 2. Disagree

Did you consult your administrator? ☐ Yes ☐ No;  
Advisory committee ☐ Yes ☐ No in planning this summer?

- B. At least one Vocational Agriculture advisory committee meeting should be held during the summer? 1. Agree 2. Disagree

Did your advisory committee meet this summer? ☐ Yes ☐ No

- C. The school administrator should be informed of the teacher's planned activities with method and frequency of reporting to be determined at the local level. 1. Agree 2. Disagree

How many times did you inform your administrator of your planned activities this summer? 1. None 2. 1-4 3. 3-8 4. 9-12 5. Over 12

- D. The teacher(s) should spend more time at the Vocational Agriculture facility daily at approximately the same time if possible. 1. Agree 2. Disagree

On the average, how many days per week during this summer could you be found at your Vo-Ag building at approximately the same time?  
1. None 2. 1-2 3. Three 4. Four 5. Five days or more

- E. The calendar of year's activities should be developed by the Vocational Agriculture teacher(s) and approved by the administrator during the summer. 1. Agree 2. Disagree

Was yours approved by your administrator? ☐ Yes ☐ No

- F. Preparation, revision, and updating annual teaching programs for Vocational Agriculture should be accomplished during the summer.  
1. Agree 2. Disagree

How many hours per week did you spend accomplishing this? 1. None  
2. Less than 3 3. 3-4 4. 5-6 5. Over 6

- G. Departmental budget, inventory of equipment and supplies should be prepared and approved by the administrator. 1. Agree 2. Disagree

Did your administrator do this, this summer? ☐ Yes ☐ No

#### Adult and Young Farmer Education

- A. Organized young farmer and adult education should be continued in the summer. 1. Agree 2. Disagree

How many young farmer or adult education meetings did you hold this summer (including tours and field trips)? 1. None 2. One 3. Two  
4. Three 5. Four or more

- B. Teacher(s) should visit individual adult and young farmers on the farm and ranch in agri-business establishments. 1. Agree  
2. Disagree

How many young or adult farmers did you visit on their farm this summer? 1. None 2. 1-5 3. 6-10 4. 11-15 5. Over 15

- C. Teacher(s) should schedule adult specialists appropriate to the community when available. 1. Agree 2. Disagree

Did you schedule any adult specialists in your community this summer for 80-81? ☐ Yes ☐ No

#### Conducting FFA Activities

- A. Teacher(s) should conduct regularly scheduled FFA meetings during the summer. 1. Agree 2. Disagree

How many local FFA meetings (educational and recreational) did you coordinate this summer? 1. None 2. One 3. Two 4. Three 5. Four or more

- B. Teacher(s) should provide activities to include prospective students and/or parents during the summer. 1. Agree 2. Disagree

How many activities did you have this summer that included prospective students and/or parents? 1. None 2. One 3. Two 4. Three  
5. Over three

- C. Teacher(s) should provide students with the opportunity to participate in group activities such as project program tours, etc.  
1. Agree 2. Disagree

How many students did you provide such an opportunity for this summer? 1. None 2. 1-5 3. 6-10 4. 11-15 5. Over 16

- D. FFA officers and members should be given the opportunity to participate in leadership development training. 1. Agree 2. Disagree

How many of your chapter officers or members participated in leadership training this summer? 1. None 2. One 3. Two 4. Three  
5. Four or more

- E. Each chapter should be represented at the State FFA Convention each year. 1. Agree 2. Disagree

Was your chapter represented at the convention this summer?  
☐ Yes ☐ No

- F. Advisors should closely supervise all FFA activities including fairs, shows, contests, and conventions. 1. Agree 2. Disagree

How many activities did you supervise this summer, including the state convention? 1. None 2. One 3. Two 4. Three 5. Four or more

#### Improving Facilities and Equipment

- A. Professional teachers should use their time to improve their Vocational Agriculture program during the summer and should not be expected to use their time for school maintenance. 1. Agree 2. Disagree

Did you do any maintenance for your school this summer? ☐ Yes  
☐ No

- B. Good general appearance of the Vocational Agriculture facility should be maintained during the summer. 1. Agree 2. Disagree

Did you do any work toward maintaining a good facility appearance?  
☐ Yes ☐ No

- C. The Vocational Agriculture teacher should see that existing equipment is repaired or replaced when needed. 1. Agree 2. Disagree

How many pieces of equipment did you repair or replace this summer?  
1. Less than 5 2. 5-8 3. 9-12 4. 13-16 5. 17 or more

- D. The school project center and farm should be supervised by the Vocational Agriculture teacher(s) but should not monopolize the teacher's time. 1. Agree 2. Disagree

How many hours per week did you average at the school farm?

1. None \_\_\_\_ ( ) No farm 2. Less than 5 3. 5-10 4. 11-15 5. Over 15 hours

#### Public Relations and Community Service

- A. Activities of the total program should be promoted publicly through all available media. 1. Agree 2. Disagree

During the summer, about how many media releases pertaining to the Vocational Agriculture program were you responsible for getting submitted to the news media? 1. None 2. 1-2 3. 3-4 4. 5-6 5. Over 6

- B. Teachers should utilize news releases prepared by the TEA and/or VATAT to enhance publicity of the program. 1. Agree 2. Disagree

How many did you utilize? 1. None 2. One 3. Two 4. Three 5. Four or more

- C. The Vocational Agriculture teacher should involve administrator, school board members, and community leaders in the summer program. 1. Agree 2. Disagree

How many of these people did you involve in your summer program? 1. None 2. 1-2 3. 3-4 4. 5-6 5. Over 6

- D. The Vocational Agriculture program should be promoted through involvement in community activities. 1. Agree 2. Disagree

How many community activities was your program promoted by? 1. None 2. 1-2 3. 3-4 4. 5-6 5. Over 6

#### Records and Reports

- A. Follow-up of former students should be accomplished during the summer. 1. Agree 2. Disagree

How many hours did you spend filling out follow-up reports of former students this summer? 1. None 2. Less than 3 3. 3-4 4. 5-6 5. Over 6

- B. The departmental filing system should be revised and updated. 1. Agree 2. Disagree

How many hours did you work on your filing system this summer?  
1. None 2. Less than 3 3. 3-4 4. 5-6 5. Over 6

- C. The teacher(s) should prepare and submit necessary reports.

1. Agree 2. Disagree

How many hours did you spend on the preparation of reports this summer? 1. None 2. Less than 3 3. 3-4 4. 5-6 5. Over 6

#### Related Areas of the Summer Program

- A. Vacation time should be coordinated with the administration.

1. Agree 2. Disagree

Did you coordinate your vacation with your administrator?        Yes  
       No

- B. Teacher(s) should not participate in side-line jobs or activities which detract from operating a standard program. 1. Agree 2. Disagree

How many "extracurricular" jobs or activities were you involved with this summer that might have been detrimental to your program?

1. None 2. One 3. Two 4. Three 5. Over three

- C. Students should be assisted in securing employment (in agricultural occupations). 1. Agree 2. Disagree

How many students did you help to find summer employment? 1. None  
2. Less than 5 3. 5-10 4. 11-15 5. Over 15

APPENDIX C

ADMINISTRATORS' QUESTIONNAIRE

## ADMINISTRATOR QUESTIONNAIRE

Code: \_\_\_\_\_

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

NOTE: Your Vocational Agriculture teacher(s) have previously completed a similar questionnaire given to them at their State Teachers Conference in Fort Worth on August 8, 1980.

1. Years experience in public school administration.  
     \_\_\_\_ years Superintendent  
     \_\_\_\_ years Principal  
     \_\_\_\_ years Vocational Director
2. Years employed in your present position and location. \_\_\_\_ years
3. Present position: \_\_\_\_ Superintendent \_\_\_\_ Principal  
     \_\_\_\_ Vocational Director
4. How many teachers do you have in your present Vocational Agriculture program employed on a 12-month basis? \_\_\_\_ total ag teachers
5. Are you aware of the existence of the "Recommended Guidelines for Summer Vocational Agriculture Programs in Texas"? \_\_\_\_ Yes \_\_\_\_ No
6. Did you help your Vocational Agriculture teacher(s) in making out his summer program of work for summer 1980? \_\_\_\_ Yes \_\_\_\_ No  
     If yes, did you utilize the Recommended Guidelines when making out this program of work? \_\_\_\_ Yes \_\_\_\_ No
7. Were you aware that your Vocational Agriculture teacher(s) promoted and conducted supervision of occupational experience programs this summer? \_\_\_\_ Yes \_\_\_\_ No \_\_\_\_ Uncertain
8. Were you aware of your Vocational Agriculture teacher(s) work with any prospective students or parents during this summer? \_\_\_\_ Yes \_\_\_\_ No \_\_\_\_ Uncertain
9. Were you aware of any professional improvement accomplished by your Vocational Agriculture teacher(s) this summer (i.e., State and District In-Service Meetings, workshops, college courses, etc.)? \_\_\_\_ Yes \_\_\_\_ No \_\_\_\_ Uncertain
10. Do you know of any adult or young farmer education that he conducted this summer? \_\_\_\_ Yes \_\_\_\_ No \_\_\_\_ Uncertain
11. Do you know of any FFA activities that were participated in by members of your school's chapter and its advisor? \_\_\_\_ Yes \_\_\_\_ No \_\_\_\_ Uncertain



12. Do you know if your school's FFA chapter was represented at the State FFA Convention this year? ☐ Yes ☐ No ☐ Uncertain
13. Do you know if your Vocational Agriculture teacher(s) spent any time improving the facilities, equipment, or school farm during the summer? ☐ Yes ☐ No ☐ Uncertain
14. Are you aware of the FFA chapter promoting good public relations or providing any community service during the summer (news media releases, etc.)? ☐ Yes ☐ No ☐ Uncertain
15. Do you know if your Vocational Agriculture teacher(s) spent any time working on records and reports this summer? ☐ Yes ☐ No ☐ Uncertain
16. Are you aware of any side-line jobs or activities that your Vocational Agriculture teacher(s) were involved in that might have detracted from his operating a standard summer program? ☐ Yes ☐ No ☐ Uncertain
- 17a. Do you agree that the school administrator should be informed of the teacher's planned activities with the method and frequency of reporting to be determined at the local level? ☐ Yes ☐ No
- 17b. How many times did your Vocational Agriculture teacher(s) inform you of their planned activities this summer? 1. None 2. 1-4 3. 5-8 4. 9-12 5. Over 12
- 18a. Do you think your Vocational Agriculture teacher(s) should spend more time at the Vocational Agriculture facility daily at approximately the same time if possible? ☐ Yes ☐ No
- 18b. Could you locate your Vocational Agriculture teacher(s) during daily work hours at approximately the same time this summer? ☐ Yes ☐ No
19. Do you feel that a calendar of year's activities should be developed by the Vocational Agriculture teacher(s) and approved by the administrator during the summer? ☐ Yes ☐ No
- 20a. Do you think the departmental budget, inventory of equipment and supplies for the Vocational Agriculture program should be prepared and approved by the administrator? ☐ Yes ☐ No
- 20b. Did you do this, this summer? ☐ Yes ☐ No
21. How would you rate the quality of your teacher's Vocational Agriculture program? ☐ Very high ☐ High ☐ Average ☐ Low ☐ Poor

## APPENDIX D

### CORRESPONDENCE

## Texas Education Agency



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

Dear Sir:

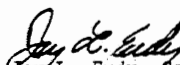
Your involvement and expression of ideas are essential to the continued success and improvement of the summer program for the Vocational Agriculture Program in Texas.

Mr. Randall Williams, who is doing graduate study at Oklahoma State University, is involved in a study to determine the characteristics of the summer program. Prior to this he taught vocational agriculture at Pampa High School, Pampa, Texas and Caprock High School, Amarillo, Texas.

Your response to each statement on the enclosed questionnaire would be greatly appreciated. For your convenience, please return the questionnaire in the self-addressed, stamped envelope.

We certainly appreciate your interest in this program and solicit your time and cooperation in responding to the questionnaire.

Sincerely yours,

  
Jay L. Eudy, Consultant  
Agriculture Education, Area I

JLE:dm  
Enc.

VITA

Randall Harold Williams

Candidate for the Degree of

Doctor of Education

Thesis: TEACHER/ADMINISTRATOR UTILIZATION OF RECOMMENDED GUIDELINES FOR  
SUMMER VOCATIONAL AGRICULTURE PROGRAMS IN AREA I OF TEXAS

Major Field: Agricultural Education

Biographical:

Personal Data: Born in Shamrock, Texas, June 14, 1949, the son of  
Harold Hart and JoAnne (Draper) Williams.

Education: Graduated from Shamrock Senior High School, Shamrock,  
Texas, May, 1967; recieved the Bachelor of Science degree from  
Texas Tech University, Lubbock, Texas, May, 1975, with a major  
in Agricultural Education; received the Master of Education  
degree from Texas Tech University, December, 1976, with a major  
in Agricultural Education; completed requirements for the  
Doctor of Education Degree at Oklahoma State University in May,  
1981.

Professional Experience: Vocational agriculture, cooperative  
education, and feedlot pre-lab instructor, Pampa High School,  
Pampa, Texas, July, 1975, to June, 1977; vocational agriculture  
instructor, Caprock High School, Amarillo, Texas, July 1977, to  
June, 1979; graduate teaching assistant, Oklahoma State Univer-  
sity, September, 1979, to present.

Professional Organizations: Member of Oklahoma Vocational Agricul-  
ture Teachers Association, former member of the Vocational  
Agriculture Teachers Association of Texas, member of National  
Vocational Agriculture Teachers Association, member of Alpha  
Tau Alpha, member of Phi Delta Kappa, member of Alpha Zeta,  
member of Kappa Alpha Order, member of Veterans of Foreign  
Wars of the United States, and member of the Ancient and  
Beneficent Order of the Red Red Rose.