

A STUDY OF THE SUMMER ACTIVITIES ENGAGED IN BY TEACHERS
OF VOCATIONAL AGRICULTURE IN 20 DEPARTMENTS
IN NORTHEASTERN OKLAHOMA

By

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DEPARTMENTS IN NORTHEASTERN OKLAHOMA

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W. W. M.

CHAPTER 1

INTRODUCTION

The teaching of vocational agriculture in Oklahoma is a development of the last thirty-five years. It is recognized that this program of training has made a contribution toward the rapid increase in volume and variety of agricultural production, in the improvement of living conditions of the rural people of the state and in the development of agriculture to its proper position in the economy of Oklahoma.

The purpose of vocational education is to assist persons in securing the abilities, information, attitudes and understandings which will enable them to enter employment in a given occupation or field of work, or to make advancement in that occupation after they have entered upon it.

The duties of a teacher of vocational agriculture can perhaps be considered as versatile as the number of departments in Oklahoma, however there are many duties which are common responsibilities of all teachers. Such responsibilities are the supervision of all day boys, supervision of adults, supervision of young farmers, preparing teaching material and teaching aids, keeping records and reports up to date, promotional activities, F.F.A. activities and meeting, preparing for or attending fairs, working with the local administration, service calls and many like professional and non-professional duties.

Each of these duties comprise an intergal part of the total program as well as the Summer Program of Work in Vocational Agriculture. The execution of the duties during the summer accounts for approximately one fourth of the time spent during the entire year, or on an average approximately \$900.00 salary as payment for services rendered, the importance of adequate planning and preparation with regards to the summer program of work

can be readily seen.

Some school officials and others have been known to ask the question: "What do teachers of vocational agriculture do during the summer?" Certainly each teacher should be able to justify his summer activities in terms of work well planned and accomplished. This emphasizes the importance of each teacher by having a plan approved by the local board of education and the State Supervisor of Vocational Agriculture, which will account for his time and show valuable services rendered in his community. Hence, the reason for the study.

Purpose of The Study

This study was undertaken with the purpose of determining, summarizing and evaluating the summer activities engaged in by teachers of vocational agriculture in Northeastern Oklahoma. An attempt is made to discover and present weaknesses in the program as well as commendable characteristics, suggestions are made for further organization and improvement. Particular attention is given the following problems.

1. To discover those activities related to their work, in which vocational agriculture teachers commonly participate.
2. To discover those non-professional activities, related to their work, in which vocational agriculture teachers commonly participate.
3. To use the information secured to evaluate such activities and to recognize the opportunities for improvement of the summer program of work.

Limitations

The problem will be limited to the vocational agriculture departments in Delaware, Mayes, Craig, Ottawa and Rogers Counties, with one school from Wagoner, Tulsa, Creek, Washington and Cherokee Counties. Inclusion is made

of three schools in Adair County, in order to bring the total schools surveyed to twenty.

Method of Procedure

The questionnaire method was decided upon for this study since other types of research would not give the needed information. This questionnaire was prepared under the direction of Professor Don M. Orr, in Agricultural Education 500 and was approved by Professor Chris White, professor in Agricultural Education, major adviser for this thesis.

The complexity of the questionnaire made it undesirable for mailing, the writer made personal visits with each vocational teacher cooperating in this study. Questions were read to the teachers and the replies recorded on the questionnaire form which is included in the following pages.

Distribution of Questionnaire

Twenty teachers of vocational agriculture in Northeast Oklahoma were interviewed in this study. On page 11 is found a directory of the cooperating teachers, and the school and county in which their department is located.

Testing the Questionnaire

The preliminary questionnaire was presented to a group of graduate students enrolled in a Seminar Course in Agricultural Education directed by Professor Don M. Orr. From the suggestions offered by this group of teachers and from further suggestions received through conferences with Professors C. L. Angerer, Chris White, Clifford Kinney, Robert Price, and from the Northeast District Supervisor of Vocational Agriculture, Hugh D. Jones, the questionnaire was improved. Assistance also was received from J. C. Miller, Vocational Agricultural Instructor, Chouteau, Oklahoma, Zeb Johnson, Vocational Instructor, Claremore, Oklahoma, John Bruton, Vocational

Agriculture Instructor, Salina, Oklahoma and Bob Howerton, Vocational Agriculture Instructor, Colcord, Oklahoma in determining other weaknesses or deficiencies in the questionnaire. After correction of weaknesses detected by the teachers, the questionnaire was mimeographed in the form found on pages 5 to 10. It will be noted that information requested pertaining to the following items.

1. Professional Activities

- a. Professional improvement
- b. Vacation
- c. Local administration
- d. Enrollment and interest
- e. Supervision of the individual farm training program of all day boys
- f. Supervision of young farmers
- g. Supervision of adult farmers
- h. Teaching materials and teaching aids.
- i. Evening class or young farmer class organization
- j. Promotional and goodwill
- k. Preparing or attending fairs
- l. Records and reports
- m. F.F.A. activities and meetings
- n. Contest and field days
- o. Advisory council
- p. Others not covered above

2. Non-professional Activities

- a. Church
- b. Boy Scouts
- c. Chamber of Commerce
- d. Civic organizations
- e. Veterans organization
- f. Non-school summer gatherings
- g. Farm organization
- h. Opinion of teachers on non-professional activities
- i. Other non-professional activities

SUMMER ACTIVITIES FROM TIME SCHOOL IS OUT UNTIL
THE TIME SCHOOL RESUMES IN SEPTEMBER

1. Name of school _____ ?
2. Number of years you have taught vocational agriculture _____ ?
3. Number of years your department has been in operation _____ ?
4. Number of years you have been in the school system _____ ?

PLEASE FILL IN THE TOTAL NUMBER OF DAYS AND HOURS DEVOTED TO EACH
AND THE NUMBER OF DAYS ALLOCATED TO EACH MONTH

SUMMER 1951

	Total	May	June	July	August
	Days	Days	Days	Days	Days
	Hrs.	Hrs.	Hrs.	Hrs.	Hrs.
5. NUMBER OF DAYS FOR PROFESSIONAL IMPROVEMENT.....	:	:	:	:	:
a. Number of days for summer school.....	:	:	:	:	:
b. Number of hours reading professional material.....	:	:	:	:	:
c. Number of hours visiting other F.F.A. chapters.....	:	:	:	:	:
d. State Conferences.....	:	:	:	:	:
6. NUMBER OF DAYS VACATION	:	:	:	:	:
7. NUMBER OF DAYS FOR LOCAL ADMINISTRATION....	:	:	:	:	:
a. Number of hours you work with local administration in developing vocational agriculture and the total school program.....	:	:	:	:	:
b. Number of hours to orient new school personnel with Vocational Agriculture and F.F.A....	:	:	:	:	:
8. NUMBER OF DAYS FOR ENROLLMENT AND INTEREST....	:	:	:	:	:
a. Number of hours spent securing names of all prospective new students and explaining the vocational agriculture program to them and their parents.....	:	:	:	:	:
b. Number of hours spent securing names of all prospective new	:	:	:	:	:

	Total	May	June	July	August
	Days	Days	Days	Days	Days
	Hrs.	Hrs.	Hrs.	Hrs.	Hrs.
students from school and County superintendents.....	:	:	:	:	:
c. Number of hours spent working with school administration on setting up teaching schedule.....	:	:	:	:	:
9. NUMBER OF DAYS SUPERVISION OF INDIVIDUAL FARM TRAINING PROGRAM OF ALL DAY BOYS.....	:	:	:	:	:
a. Number of hours helping boys select projects.....	:	:	:	:	:
b. Number of hours helping boys keep records.....	:	:	:	:	:
c. Number of hours helping aid boys in doing skilled jobs.....	:	:	:	:	:
d. Number of hours spent making survey of needs of F.F.A. boys and farmers.....	:	:	:	:	:
e. Number of hours of contact calls.....	:	:	:	:	:
10. NUMBER OF DAYS SUPERVISION OF YOUNG FARMERS.....	:	:	:	:	:
a. Number of hours of contact calls.....	:	:	:	:	:
b. Number of hours helping young farmers select animals.....	:	:	:	:	:
c. Number of hours aiding young farmers in doing skilled jobs.....	:	:	:	:	:
d. Number of hours supervising improvement projects and supplementary farm jobs.....	:	:	:	:	:
11. NUMBER OF DAYS OF SUPERVISION OF ADULT FARMERS.....	:	:	:	:	:
a. Number of hours of contact calls.....	:	:	:	:	:
b. Number of hours helping adult farmers select animals.....	:	:	:	:	:

		May	June	July	August					
		Total	Days	Hrs.	Days	Hrs.	Days	Hrs.	Days	Hrs.
16.	NUMBER OF DAYS SPENT ON RECORDS AND REPORTS.....	:	:	:	:	:	:	:	:	:
	a. Number of hours spent keeping reports up to date.....	:	:	:	:	:	:	:	:	:
	b. Number of hours spent making inventory and all school records..	:	:	:	:	:	:	:	:	:
17.	NUMBER OF DAYS SPENT ON F.F.A. ACTIVITIES AND MEETINGS.....	:	:	:	:	:	:	:	:	:
	a. Number of hours spent holding F.F.A. meetings.....	:	:	:	:	:	:	:	:	:
	b. Number of hours spent holding a picnic or similar activity for F.F.A.....	:	:	:	:	:	:	:	:	:
	c. Number of hours spent conducting local F.F.A. project tours....	:	:	:	:	:	:	:	:	:
18.	NUMBER OF DAYS SPENT FOR CONTEST AND FIELD DAYS.....	:	:	:	:	:	:	:	:	:
	a. Number of hours spent participating in livestock and crop field days, and having boys in competition.....	:	:	:	:	:	:	:	:	:
19.	NUMBER OF DAYS SPENT WITH ADVISORY COMMITTEE.....	:	:	:	:	:	:	:	:	:
20.	OTHERS NOT COVERED ABOVE.....	:	:	:	:	:	:	:	:	:
	a.....	:	:	:	:	:	:	:	:	:
	b.....	:	:	:	:	:	:	:	:	:
	c.....	:	:	:	:	:	:	:	:	:
	d.....	:	:	:	:	:	:	:	:	:

- 21. Was the summer program of work signed by the Vocational Agriculture Teacher _____?
- 22. Was the summer program of work signed by the superintendent or principal _____?
- 23. Was the summer program of work signed by the local school board members _____?
- 24. Were you ever asked by local school officials "What do you do in the summer?" _____?
- 25. What major area is covered by your summer program of work _____?

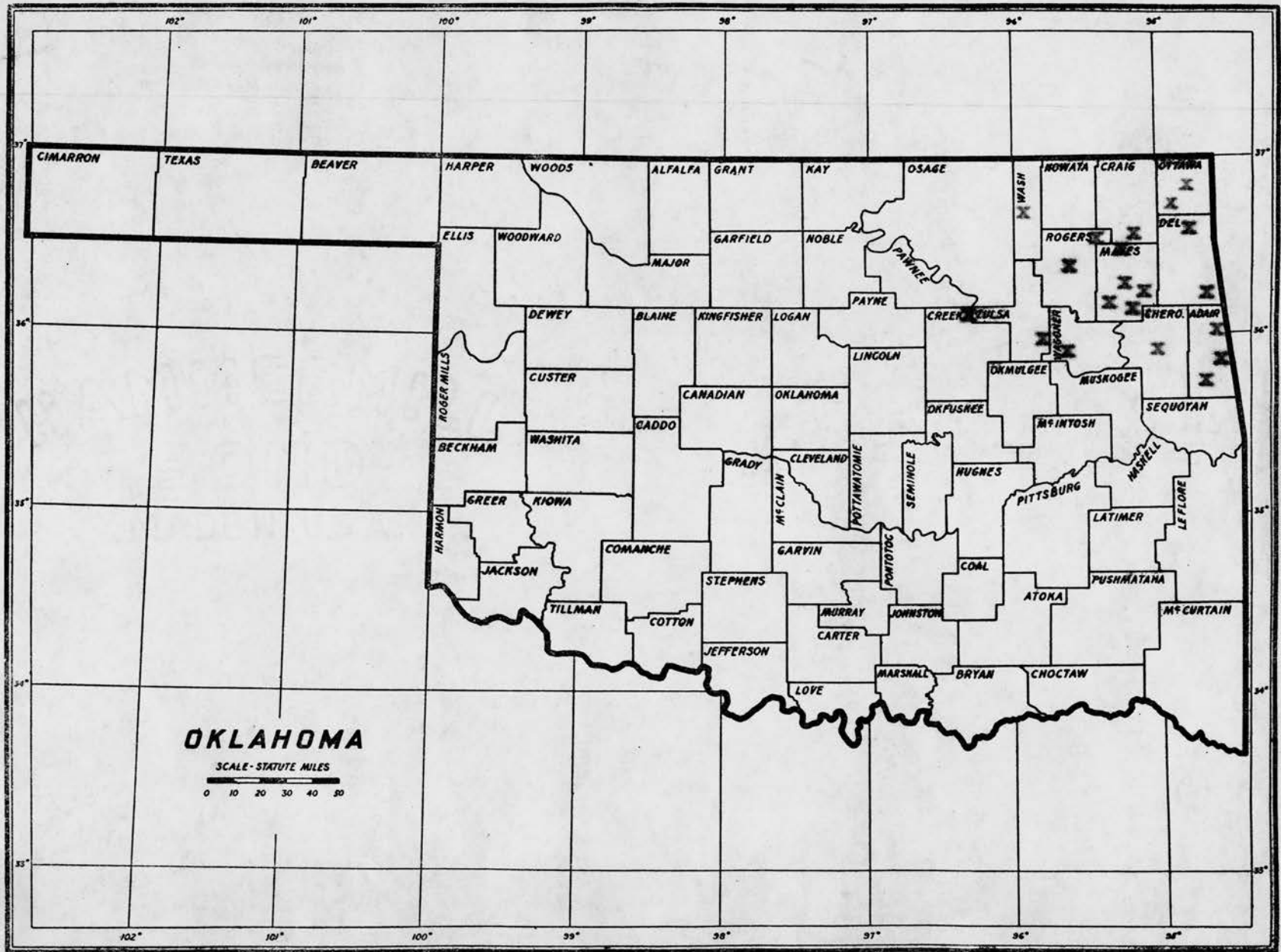
QUESTIONNAIRE NON-PROFESSIONAL ACTIVITIES

1. Do you attend church _____? Frequency _____? Are you a deacon or board member _____? Time other than Sunday _____?
2. Are you a boy scout leader _____? Assistant leader _____? Help occasionally _____? If answer is yes, does it take time from your professional activities _____? How much time _____?
3. Do you belong to civic organizations _____? Serve on committees _____? If answer is yes, does it take time from your professional activities _____? How much time _____?
4. Are you a member of a Veterans organization _____? Serve on committees _____? If answer is yes, does it take time from your professional activities _____? How much time _____?
5. Do you attend non-school summer gatherings _____? Assist with gatherings _____? If answer is yes, does it take time from your professional activities _____? How much time _____?
6. Are you a member of a farm organization _____? Serve on committees _____? If answer is yes, does it take time from your professional activities _____? How much time _____?
7. Do you think that an active part in non-professional local activities is important in developing a well rounded summer program of work _____?
8. Other non-professional activities in which you participate in summer _____?
9. If so, does it take time from your professional activities _____? How much time _____?

Below is a list of the twenty schools used with the names of the vocational agriculture teachers, who cooperated in this report.

<u>SCHOOL</u>	<u>COUNTY</u>	<u>TEACHER OF VOCATIONAL AGRICULTURE</u>
Adair	Mayes	Jin Boston
Afton	Ottawa	Sam Victor
Broken Arrow	Tulsa	Clyde Kendall
Chelsea	Rogers	Lee Elgin
Choteau	Mayes	J. C. Miller
Claremore	Rogers	Zeb Johnson
Colcord	Delaware	Foyle K. Howerton
Coweta	Wagoner	John Bruton
Dewey	Washington	Ralph Peck
Fairland	Ottawa	Howard Rutledge
Grove	Delaware	Philip Davis
Locust Grove	Mayes	Andrew Hesser
Manford	Creek	A. L. Steward
Pryor	Mayes	Bill Brandley
Salina	Mayes	Orvilla Grantham
Stillwell	Adair	Colbert Starr
Tahlequah	Cherokee	Charley Hathaway
Vinita	Craig	Harrold Miner
Watts	Adair	Marvin Jones
Westville	Adair	Julius Hart

These schools are located on the State map on the following pages and show their distribution over the state.



COORDINATING IN THIS STUDY

MAP SHOWING LOCATION OF SCHOOLS

CHAPTER 11

REVIEW OF LITERATURE AND RELATED STUDIES

There were two sources of information used in this study. The most important source was the material gathered by the questionnaire, found on the preceding pages. This material, as has been previously pointed out, is the comparative data giving the distribution of the vocational agriculture teacher's time.

Many printed sources of information were also used in this study. Invaluable aids in this study were the various government publications of agricultural education and techniques. The studies used in this survey are listed in the Bibliography.

Other sources of information used were various articles in professional magazines analyzing or suggesting work programs for summer months.

Fagan believes that the teacher should carefully plan his summer work, making every effort to determine which objectives he should pursue. Fagan offers this excellent recommendation for teachers:¹

The employment of teachers for twelve months is an innovation in most schools. Because of traditional practices, it is difficult to convince many people of the community that a teacher can be usefully employed during the summer months. Many school administrators and school board members doubt whether the summer accomplishments of the vocational agriculture instructor justifies the cost.

¹Dick V. Fagan. "The Summer Program of Work for Vocational Agriculture Teachers," Agricultural Education Magazine, March, 1952, p. 202.

Cook believes the teacher should carefully plan his summer work, making every effort to determine which objectives he should pursue and which programs he should emphasize. Cook offers this excellent suggestion for teachers:

After the teacher has decided on the activities to include in the summer program he should develop a calendar listing his activities, the time allotments for each and the approximate dates for conducting them. A copy of this calendar of activities should be furnished the local superintendent of schools.²

The Smith-Hughes Act of 1917 represented the culmination of a long drive to provide for specialized training of teachers who would be placed in direct contact with individual farmers.³ The financial basis of this program was the matching of federal funds by the states. State boards of vocational education were established to operate under the guidance and supervision of the United States Office of Education. Smith-Hughes funds were to be used for: "Salaries of teachers and supervisors of agricultural subjects, salaries of teachers of trade and industrial subjects."⁴ These funds were in addition to teacher training funds.

2

Glenn C. Cook. "How to Conduct and Effective Summer Program," Better Farming Methods. June 1948. Page 35

3

For the Smith-Hughes Act and other federal statutes relating to agricultural education, see Elmer A Lewis, Laws Relating to Vocational Education and Agricultural Extension Work, Washington: United States Government Printing Office, 1947

4

State Plan of Vocational Education, 1947-52. Page 30

The controlling purpose of such training was to provide adequate instruction for persons over fourteen years of age who had entered or who planned to enter upon the work of farming or of running a farm home.⁵ This education was to be provided on a level below college grade. In addition, such a program was to provide for "directed or supervised practice in agriculture, either on a farm provided for by the school or other farm, for at least six months per year."⁶

Wall believes the teacher should devote more time to the supervision on the farm, supervision of youth organizations, farm mechanics, and service calls.⁷

Wall also believes that the teacher of vocational agriculture should restrict the number of non-professional activities engaged in, especially the ones that are "forced" upon the unwilling teacher. Wall offers this excellent recommendation for teachers:

Possibly an analysis should be made of the number of professional, civic and fraternal organizations to which a teacher can devote his time judiciously. Restriction of the

⁵
Public Law No. 347, 64th Congress. Approved February 23, 1917

⁶
Ibid, Page 9

⁷
Harold B. Wall. "Use Of Time During Summer Months By Teachers Of Vocational Agriculture In North Carolina, Thesis for Master of Science Degree, North Carolina State College, Raleigh, North Carolina 1951, Page 48

number to which he could belong would be a violation of personal rights; however, because the vocational teacher is a man with "know-how" and a good organizer, there is a tendency to shift much work to him. It is necessary that he belong to some civic groups or organizations so that he may grasp the problems of his community, but many teachers have become "joiners" because of community pressure. An in-school analysis might be made in order to evaluate the various organizations and to determine which would benefit the teacher and the vocational agriculture program most.⁸

CHAPTER III

INTRODUCTION

On the following pages an analysis and interpretation of the data is presented with figures and tables showing data concerning each question for which information was requested. Also shown is the number of teachers replying, the per cent reporting, and the range in days or hours which teacher allocated to certain specific activities of the summer months.

These figures are arranged so as to show the various ranges in the order of their importance as reported by the teachers.

Also, following the tables is a short interpretation and analysis of the figures and tables. An attempt is made to show the relative activity reported in hours, in order of their importance as indicated by the twenty vocational agriculture teachers cooperating in this study. While it is realized that certain duplications are made in the presentations, this was unavoidable if a complete analysis of the study was to be made.

TABLE NO. I

YEARS OF EXPERIENCE OF VOCATIONAL AGRICULTURE
TEACHERS INCLUDED IN THIS STUDY

Range in Years	Departments	Per cent
1	1	5
2	2	10
3	6	30
4	0	0
5	3	15
6	1	5
7	1	5
8	0	0
9	0	0
10	1	5
11 to 15	5	25
16 to 20	0	0
Teachers replying	20	100

FIGURE 1

YEARS OF EXPERIENCE OF VOCATIONAL
AGRICULTURE TEACHERS INCLUDED IN THIS STUDY

Ranges in Years	Per cent of teachers in various ranges.	Percent*
1. 3.....	30	XXXXXXXXXXXXXXXX
2. 11 to 15.....	25	XXXXXXXXXXXXXX
3. 5.....	15	XXXXXXX
4. 2.....	10	XXXXX
5. 1.....	5	XX
6. 6.....	5	XX
7. 7.....	5	XX
8. 10.....	5	XX
9. 4.....	0	
10. 8.....	0	
11. 9.....	0	
12. 16 to 20.....	0	

*
Each (X) represents 2% of the teachers.

TABLE NO. II

THE TENURE OF THE VARIOUS VOCATIONAL
AGRICULTURE DEPARTMENTS INCLUDED IN THIS STUDY.

Range in Years	Departments	Per cent
1	0	0
2	2	10
3	4	20
4	0	0
5	3	15
6	0	0
7	0	0
8	0	0
9	0	0
10	0	0
11 to 15	4	20
16 to 20	3	15
21 to 25	4	20
Schools replying	20	100

FIGURE 2

THE TENURE OF THE VARIOUS VOCATIONAL AGRICULTURE
DEPARTMENTS INCLUDED IN THIS SURVEY.

Number of Years department has been in operation.	Teachers reported in various ranges. Per cent	Per cent*
1. 21 to 25.....	20	XXXXXXXXXXXXXXXXXXXX
2. 11 to 15.....	20	XXXXXXXXXXXXXXXXXXXX
3. 3.....	20	XXXXXXXXXXXXXXXXXXXX
4. 16 to 20.....	15	XXXXXXXXXXXXXXXXXX
5. 5.....	15	XXXXXXXXXXXXXXXXXX
6. 2.....	10	XXXXXXXXXX
7. 1.....	0	
8. 4.....	0	
9. 6.....	0	
10. 7.....	0	
11. 8.....	0	
12. 9.....	0	
13.	0	

* Each (X) represents 1% of the total schools.

THE YEARS OF EXPERIENCE OF VOCATIONAL AGRICULTURE TEACHERS INCLUDED IN THIS STUDY. Thirty per cent of the vocational agriculture teachers have taught vocational agriculture for three years, twenty-five per cent from eleven to fifteen years. Table I and Figure 1 indicate that fifteen per cent of the teachers have taught five years; ten per cent two years; and five per cent one year, six, seven, and ten years respectively. It is significant that one-fourth of the teachers have taught only three years, and one-fourth eleven to fifteen years.

TENURE OF VARIOUS VOCATIONAL AGRICULTURE DEPARTMENTS INCLUDED IN THIS STUDY. Table II and Figure 2 indicate that twenty per cent of the vocational agriculture departments have been in operation for a period of twenty to twenty-five years; twenty per cent eleven to fifteen years, another twenty per cent for only three years, fifteen per cent for sixteen to twenty years, another fifteen per cent for five years. Only two schools, ten per cent, have been in operation for merely two years. Therefore fifty-five per cent of the schools have existed over ten years and forty-five per cent five years or less.

TABLE NO. III

THE TENURE OF TEACHERS OF VOCATIONAL AGRICULTURE IN
THE VARIOUS SCHOOLS INCLUDED IN THIS SURVEY.

Range in years	Departments	Per cent
1.	3	15
2.	3	15
3.	4	20
4.	0	0
5.	5	25
6.	1	5
7.	1	5
8.	0	0
9.	0	0
10.	0.	0
11 to 15	3	15
16 to 20	0	0
21 to 25	0	0
Teachers Reporting	20	100

FIGURE 3

THE TENURE OF TEACHERS OF VOCATIONAL AGRICULTURE
IN THE VARIOUS SCHOOLS INCLUDED IN THIS STUDY.

Range in years	Per cent of teachers in various ranges	Per cent *
1. 5.....	25	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
2. 3.....	20	XXXXXXXXXXXXXXXXXXXXXX
3. 1.....	15	XXXXXXXXXXXXXXXXXX
4. 2.....	15	XXXXXXXXXXXXXXXXXX
5. 11 to 15.....	15	XXXXXXXXXXXXXXXXXX
6. 6.....	5	XXXXX
7. 7.....	5	XXXXX
8. 0		
9. 0		
10. 0		

* Each (X) represents 1% of the teachers

TABLE NO. IV

RANGE IN NUMBER OF DAYS DEVOTED TO
PROFESSIONAL IMPROVEMENT.

Range in days reported.	: Teachers Reporting :		: Number of teachers reporting each month. :							
	: May :		: June :		: July :		: August :		: September :	
	: No. :	: % :	: No. :	: % :	: No. :	: % :	: No. :	: % :	: No. :	: % :
1 to 5	: 12 :	: 60 :	: 0 :	: 0 :	: 0 :	: 0 :	: 2 :	: 10 :	: 19 :	: 95 :
6 to 10	: 2 :	: 10 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 1 :	: 5 :
11 to 15	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :
16 to 20	: 1 :	: 5 :	: 0 :	: 0 :	: 3 :	: 15 :	: 3 :	: 15 :	: 0 :	: 0 :
21 to 25	: 3 :	: 15 :	: 0 :	: 0 :	: 2 :	: 10 :	: 0 :	: 0 :	: 0 :	: 0 :
26 to 30	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :
Teachers replying	: 20 :	: 100 :	: 0 :	: 0 :	: 5 :	: 25 :	: 5 :	: 15 :	: 20 :	: 100 :

FIGURE 4

RANGE IN NUMBER OF DAYS DEVOTED TO PROFESSIONAL
IMPROVEMENT.

Range in days reported.	Per cent of teachers in various ranges.	Per cent *
1. 1 to 5.....	60	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
2. 21 to 25.....	15	XXXXXX
3. 6 to 10.....	10	XXXXX
4. 31 to 40.....	10	XXXXX
5. 16 to 20.....	5	XX

*

Each (X) represents 2% of the teachers.

TABLE NO. V

RANGE IN NUMBER OF DAYS DEVOTED TO SUMMER SCHOOL

Range in days reported.	Teachers reporting		Number of teachers reporting each month							
			May		June		July		August	
	No.	%	No.	%	No.	%	No.	%	No.	%
1 to 3	2	:10	0	0	0	0	2	:10	1	:5
3 to 6	1	:5	0	0	0	0	0	0	1	:5
7 to 18	3	:15	0	0	4	:20	3	:15	0	0
19 to 36	3	:15	0	0	1	:5	0	0	0	0
over 36	0	0	0	0	0	0	0	0	0	0
Teachers Replying	9	:45	0	0	5	:25	5	:25	2	:10

FIGURE 5

RANGE IN NUMBER OF DAYS DEVOTED TO SUMMER SCHOOL

Range in days reported.	Per cent of teachers in various ranges.	Per cent*
1. 7 to 18.....	15	XXXXXXXXXXXXXX
2. 19 to 36.....	15	XXXXXXXXXXXXXX
3. 1 to 3.....	10	XXXXXXXXXX
4. 3 to 6.....	5	XXXXX

* Each (X) represents 1% of the teachers.

TABLE NO. VI

RANGE IN NUMBER OF HOURS DEVOTED TO READING
PROFESSIONAL MATERIAL.

Range in days reported	Teachers reporting		Number of teachers reporting each month.							
			May		June		July		August	
	No	%	No	%	No	%	No	%	No	%
1 to 5	0	0	6	30	4	20	4	30	4	20
6 to 10	2	10	8	40	11	55	11	55	11	55
11 to 20	3	15	2	10	2	10	2	10	2	10
21 to 30	3	15	2	10	2	10	2	10	2	10
31 to 40	8	40	0	0	0	0	0	0	0	0
41 to 50	0	0	0	0	0	0	0	0	0	0
51 to 100	1	5	0	0	0	0	0	0	0	0
101 to 150	2	10	0	0	0	0	0	0	0	0
Teachers reporting	19	95	18	90	19	95	19	95	19	95

FIGURE 6

RANGE IN NUMBER OF HOURS DEVOTED TO READING
PROFESSIONAL MATERIAL.

Range in hours reported	Percent of teachers in various ranges	Per cent*
1. 31 to 40.....	40	XXXXXXXXXXXXXXXXXXXXXX
2. 11 to 20.....	15	XXXXXXX
3. 21 to 30.....	15	XXXXXXX
4. 6 to 10.....	10	XXXXX
5. 101 to 150.....	10	XXXXX
6. 51 to 100.....	5	XX

* Each (X) represents 2% of the teachers.

TABLE NO. VII

RANGE IN NUMBER OF HOURS DEVOTED TO VISITING
OTHER F.F.A. CHAPTERS.

Range in hours reported.	Number of teachers reporting each month.									
	Teachers reporting		May		June		July		August	
	No.	%	No.	%	No.	%	No.	%	No.	%
1 to 5	4	20	5	25	4	20	7	35	4	20
6 to 10	2	10	3	15	3	15	3	15	3	15
11 to 20	3	15	0	0	0	0	0	0	0	0
21 to 30	1	5	0	0	0	0	0	0	0	0
31 to 40	1	5	0	0	0	0	0	0	0	0
Teachers Reporting	11	55	8	40	7	35	10	40	7	35

FIGURE 7

RANGE IN NUMBER OF HOURS DEVOTED TO VISITING
OTHER F.F.A. CHAPTERS.

Range in hours reported.	Per cent of teachers in various ranges	Per cent *
1. 1 to 5.....	20	XXXXXXXXXX
2. 11 to 20.....	15	XXXXXX
3. 6 to 10.....	10	XXXXX
4. 21 to 30.....	5	XX
5. 31 to 40.....	5	XX

* Each (X) represents 2% of the teachers.

TENURE OF VOCATIONAL AGRICULTURAL TEACHERS IN THE VARIOUS SCHOOLS INCLUDED IN THIS SURVEY. According to the data in Table III and Figure 3, twenty-five per cent of the teachers have taught in their present positions for five years, twenty per cent for only three years, fifteen per cent for only one year, another fifteen per cent for two years and eleven to fifteen years respectively, five per cent for six years, and a final five per cent of the teachers have been in the school system for five years, or less; three teachers fifteen per cent, have held their present positions ten years or more.

RANGE IN NUMBER OF DAYS DEVOTED TO PROFESSIONAL IMPROVEMENT. One hundred per cent of the teachers reported that they did allocate time for professional improvement. Table LXIV shows that two teachers reported professional improvement as the major area covered by their summer program of work, while eighty per cent as indicated in Figure 4 and Table IV, reported less than twenty-five days for professional improvement. Summer school was the major area covered by nine teachers, as indicated by Table V and Figure 5 and the entire twenty teachers reported time allocated for state conferences. Table VI and Figure 6 indicate that more hours were devoted to reading professional material than were devoted to visiting other F.F.A. chapters. Table VI and Figure 6 show that ninety-five per cent of the same teachers read professional material, and only fifty-five per cent, Table VII and Figure 7, reported that they allocated time for visiting other F.F.A. chapters. It is significant that all of the teachers included in this survey

attended the state conference while forty-five per cent reporting allocating time for professional improvement in summer school.

TABLE NO. IX

RANGE IN NUMBER OF DAYS DEVOTED TO VACATION

Range in days reported	Teachers reporting		Number of teachers reporting each month							
	No	%	May	June	July	August	No	%	No	%
0	11	55	0	0	0	0	0	0	0	0
1 to 6	2	10	0	1	5	2	10	1	5	
7 to 12	7	35	0	2	10	4	20	0	0	
Teachers Reporting	20	100	0	3	15	6	30	1	5	

FIGURE 9

RANGE IN NUMBER OF DAYS DEVOTED TO VACATION

Range in days reported	Per cent of teachers in various ranges	Per cent*
1. 0	55	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
2. 7 to 12	35	XXXXXXXXXXXXXXXXXXXX
3. 1 to 6.....	10	XXXX

*

Each (X) represents 2% of the teachers.

TABLE NO. X

RANGE IN NUMBER OF DAYS DEVOTED TO WORKING
WITH THE LOCAL ADMINISTRATION

Range in days reported	Teachers reporting		Number of teachers reporting each month							
			May		June		July		August	
	No	%	No	%	No	%	No	%	No	%
1 to 3	15	75	12	60	13	65	14	70	9	45
4 to 5	3	15	0	0	0	0	0	0	0	0
6 to 10	0	0	1	5	1	5	1	5		5
11 to 15	2	10	0	0	0	0	0	0		0
Teachers Reporting	20	100	13	65	14	70		75		50

FIGURE 10

RANGE IN NUMBER OF DAYS DEVOTED TO WORKING
WITH THE LOCAL ADMINISTRATION.

Range in days reported	Per cent of teachers in various ranges	Per cent*
1. 1 to 3.....	75	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX XXXXXXX
2. 4 to 5.....	15	XXXXXXX
3. 11 to 15.....	10	XXXXX
4. 6 to 10.....	0	

*

Each (X) represents 2% of the teachers.

TABLE NO. XI

RANGE IN NUMBER OF HOURS DEVOTED TO DEVELOPING
TOTAL SCHOOL PROGRAM.

Range in hours reported.	Teachers reporting		Number of teachers reporting each month.							
			May		June		July		August	
	No.	%	No.	%	No.	%	No.	%	No.	%
1 to 10	1	5	9	45	13	65	14	70	13	65
11 to 20	6	30	1	5	0	0	1	5	1	5
21 to 30	9	45	0	0	0	0	0	0	1	5
31 to 50	2	10	0	0	0	0	0	0	0	0
51 to 100	0	0	1	5	0	0	0	0	1	5
101 to 200	1	5	0	0	0	0	0	0	0	0
Teachers Reporting	19	95	11	55	13	65	15	75	16	80

FIGURE 11

RANGE IN NUMBER OF HOURS DEVOTED TO DEVELOPING
TOTAL SCHOOL PROGRAM.

Range in hours reported.	Per cent of teachers in various ranges.	Per cent *
1. 21 to 30.....	45	XXXXXXXXXXXXXXXXXXXX
2. 11 to 20.....	30	XXXXXXXXXXXXXXXXXX
3. 31 to 50.....	10	XXXXX
4. 1 to 10.....	5	XX
5. 101 to 150.....	5	XX
6. 51 to 100.....	0	

*

Each (X) represents 2% of the teachers.

TABLE NO. XII

RANGE IN NUMBER OF HOURS DEVOTED TO ORIENTING
NEW SCHOOL PERSONNEL WITH VOCATIONAL AGRICULTURE.

Range in hours reported	Number of teachers reporting each month									
	Teachers reporting		May		June		July		August	
	No	%	No	%	No	%	No	%	No	%
1 to 3	4	20	0	0	0	0	0	0	4	20
4 to 6	11	55	0	0	0	0	0	0	12	60
7 to 10	2	10	0	0	0	0	1	5	2	10
11 to 21	1	5	0	0	0	0	0	0	0	0
Teachers Reporting	18	90	0	0	0	0	1	5	18	90

FIGURE 12

RANGE IN NUMBER OF HOURS DEVOTED TO ORIENTING
NEW SCHOOL PERSONNEL WITH VOCATIONAL AGRICULTURE.

Range in hours reported	Per cent of teachers in various ranges.	Per cent*
1. 4 to 6.....	55	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
2. 1 to 3.....	20	XXXXXXXXXX
3. 7 to 10.....	10	XXXXX
4. 11 to 20.....	5	XX

*Each (X) represents 2% of the teachers.

RANGE IN NUMBER OF DAYS DEVOTED TO VACATION. Table IX and Figure 9 indicate that fifty-five per cent of the teachers did not take a vacation, and ten per cent took only six days. This may be due to the fact that many reported attendance of summer school in lieu of vacation. Thirty-five per cent reported vacation of seven to twelve days.

RANGE IN NUMBER OF DAYS DEVOTED TO WORKING WITH LOCAL ADMINISTRATION. Table X and Figure 10 show that one hundred per cent of the teachers allocated time for working with the local administration, while ninety per cent, as shown in Table XI and Figure 11, allocated time to developing the total school program. Table XII and Figure 12 indicate that ninety per cent of the teachers set aside time for orienting new school personnel with vocational agriculture. Table X and Figure 10 show that three-fourths of the teachers allocated one to three days for working with the local administration, but two teachers reported as much as fifteen days. Table XI and Figure 11 show that the maximum number of hours allocated by any teacher for developing the total school program was two hundred. Table XII and Figure 12 bring out the fact that the maximum number of hours for orienting new school personnel was twenty-one. It is significant that all teachers reported that they assisted the local superintendent with school and teachers further indicate more time allocated for developing the total school program than for orienting new school personnel with vocational agriculture.

TABLE NO. XIII

RANGE IN NUMBER OF DAYS DEVOTED TO ENROLLMENT
AND INTEREST.

Range in days reported	Teachers reporting		Number of teachers reporting each month.							
			May		June		July		August	
	No	%	No	%	No	%	No	%	No	%
1 to 5	11	55	7	35	11	55	17	85	18	90
6 to 10	7	35	0	0	0	0	1	5	2	10
11 to 15	2	10	0	0	0	0	0	0	0	0
Teachers Reporting	20	100	7	35	11	55	18	90	20	100

FIGURE 13

RANGE IN NUMBER OF DAYS DEVOTED TO ENROLLMENT
AND INTEREST.

Range in days reported	Per cent of teachers in various ranges.	Per cent *
1. 1 to 5.....	55	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
2. 6 to 10.....	35	XXXXXXXXXXXXXXXXXXXX
3. 11 to 15.....	10	XXXXX

* Each (X) represents 2% of the teachers.

TABLE NO. XIV

RANGE IN NUMBER OF HOURS DEVOTED TO SECURING
NAMES OF ALL PROSPECTIVE STUDENTS AND EXPLAINING VOCATIONAL
AGRICULTURE TO THEM AND THEIR PARENTS.

Range in hours reported	Teachers reporting		Number of teachers reporting each month.							
			May		June		July		August	
	No	%	No	%	No	%	No	%	No	%
1 to 5	1	5	2	10	4	20	6	30	6	30
6 to 10	2	10	3	15	4	20	6	30	3	15
11 to 20	1	5	1	5	1	5	0	0	1	5
21 to 30	2	10	0	0	1	5	4	20	3	15
31 to 40	6	30	0	0	0	0	0	0	2	10
41 to 50	5	25	0	0	0	0	0	0	0	0
51 to 75	2	10	0	0	0	0	1	5	2	10
76 to 100	1	5	0	0	0	0	0	0	0	0
Teachers Reporting	20	100	6	30	10	50	17	85	17	85

FIGURE 14

RANGE IN NUMBER OF HOURS DEVOTED TO SECURING
 NAMES OF ALL PROSPECTIVE STUDENTS AND EXPLAINING VOCATIONAL
 AGRICULTURE TO THEM AND THEIR PARENTS.

Range in days reported	Per cent of teachers in various ranges	Per cent *
1. 31 to 40.....	30	XXXXXXXXXXXXXXXXXX
2. 41 to 50.....	25	XXXXXXXXXXXXXX
3. 6 to 10.....	10	XXXXX
4. 21 to 30.....	10	XXXXX
5. 51 to 75.....	10	XXXXX
6. 1 to 5.....	5	XX
7. 11 to 20.....	5	XX
8. 76 to 100.....	5	XX

*

Each (X) represents 2% of the teachers

TABLE NO. XV

RANGE IN NUMBER OF HOURS DEVOTED TO SECURING
NAMES OF ALL PROSPECTIVE STUDENTS.

Range in hours reported.	Teachers reporting		Number of teachers reporting each month.							
			May		June		July		August	
	No.	%	No.	%	No.	%	No.	%	No.	%
1 to 5	16	80	4	20	1	5	7	35	4	20
6 to 10	2	10	0	0	1	5	3	15	0	0
11 to 20	0	0	0	0	0	0	0	0	1	5
21 to 30	1	5	0	0	0	0	0	0	0	0
Teachers Reporting	19	95	4	20	2	10	10	50	5	25

FIGURE 15

RANGE IN NUMBER OF HOURS DEVOTED TO SECURING
NAMES OF ALL PROSPECTIVE STUDENTS.

Range in hours reported.	Per cent of teachers in various ranges.	Per cent*
1. 1 to 5.....	80	XXXXXXXXXXXXXXXXXXXXXXXXXXXX XXXXXXXXXX
2. 6 to 10.....	10	XXXXX
3. 21 to 30.....	5	XX
4. 10 to 20.....	0	

*
Each (X) represents 2% of the teachers.

TABLE NO. XVI

RANGE IN NUMBER OF HOURS DEVOTED TO SETTING
UP TEACHING SCHEDULE.

Range in hours reported	Teachers reporting		Number of teachers reporting each month.							
			May		June		July		August	
	No	%	No	%	No	%	No	%	No	%
1 to 5	11	55	0	0	1	5	1	5	10	50
6 to 10	5	25	1	5	0	0	0	0	5	25
11 to 15	1	5	0	0	0	0	0	0	0	0
Teachers Reporting	17	85	1	5	1	5	1	5	15	75

FIGURE 16

RANGE IN NUMBER OF HOURS DEVOTED TO SETTING
UP TEACHING SCHEDULE.

Range in hours reported	Per cent of teachers in various ranges	Per cent*
1. 1 to 5.....	55	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
2. 6 to 10.....	25	XXXXXXXXXXXX
3. 11 to 15.....	5	XX

* Each (X) represents 2% of the teachers.

RANGE IN NUMBER OF DAYS DEVOTED TO ENROLLMENT AND INTEREST. Table XIII and Figure 13 indicate that one hundred per cent of the teachers reported time allocated for enrollment and interest; ninety per cent allocated from one to ten days. Table XIV and Figure 14 indicate that one hundred per cent of the teachers reported that they secured names of prospective students and explained vocational agriculture to them and their parents. One teacher spent a maximum of one hundred hours in this work. The next most important activity was securing names of all prospective students. Table XV and Figure 15 indicate that of ninety-five per cent of the teachers reporting one devoted a maximum of thirty hours. The activity of least importance was setting up a teaching schedule. Table XVI and Figure 16 indicate that only eighty-five per cent of the teachers gave time to the setting up of a teaching schedule. Teachers report that the securing of names of prospective students and their visitation to such students and their parents is to be considered the most important activity relative to securing enrollment and interest.

TABLE NO. XVII

RANGE IN NUMBER OF DAYS DEVOTED TO SUPERVISION
OF INDIVIDUAL P.A.M. TRAINING PROGRAM OF ALL DAY BOYS.

Range in days reported	Teachers reporting		Number of teachers reporting each month.							
			May		June		July		August	
	No	%	No	%	No	%	No	%	No	%
1 to 5	0	0	11	55	7	35	10	50	12	60
6 to 10	1	5	7	35	5	25	7	35	4	20
11 to 15	1	5	0	0	5	25	2	10	1	5
16 to 20	4	20	2	10	1	5	1	5	0	0
21 to 25	1	5	0	0	1	5	0	0	0	0
26 to 30	8	40	0	0	0	0	0	0	0	0
31 to 35	3	15	0	0	0	0	0	0	0	0
36 to 40	2	10	0	0	0	0	0	0	0	0
Teachers Reporting	20	100	20	100	19	95	20	100	17	85

FIGURE 17

RANGE IN NUMBER OF DAYS DEVOTED TO SUPERVISION
OF INDIVIDUAL FARM TRAINING PROGRAM OF
ALL DAY BOYS.

Range in days reported	Per cent of teachers in various ranges	Per cent *
1. 26 to 30.....	40	XXXXXXXXXXXXXXXXXXXXX
2. 16 to 20.....	20	XXXXXXXXXX
3. 31 to 35.....	15	XXXXXXX
4. 36 to 40.....	10	XXXXX
5. 6 to 10.....	5	XX
6. 11 to 15.....	5	XX
7. 21 to 25.....	5	XX
8. 1 to 5.....	0	

* Each (X) represents 2% of the teachers.

TABLE NO. XVIII

RANGE IN NUMBER OF HOURS DEVOTED TO HELPING
BOYS SELECT PROJECTS.

Range in hours reported	Teachers reporting		Number of teachers reporting each month							
			May		June		July		August	
	No.	%	No.	%	No.	%	No.	%	No.	%
1 to 5	0	0	4	20	4	20	3	15	4	20
6 to 10	0	0	6	30	3	15	8	40	6	30
11 to 15	0	0	0	0	0	0	1	5	2	10
16 to 20	2	10	4	20	4	20	1	5	3	15
21 to 25	1	5	2	10	0	0	1	5	1	5
26 to 30	2	10	0	0	3	15	1	5	1	5
31 to 35	1	5	0	0	0	0	0	0	0	0
36 to 40	2	10	2	10	0	0	1	5	0	0
41 to 50	1	5	0	0	0	0	0	0	0	0
51 to 60	2	10	0	0	1	5	0	0	0	0
61 to 70	2	10	1	5	0	0	0	0	0	0
71 to 75	0	0	0	0	0	0	0	0	0	0
76 to 100	4	20	0	0	2	10	0	0	0	0
101 to 125	3	15	0	0	0	0	0	0	0	0
Teachers Reporting	20	100	19	95	17	85	16	80	17	85

FIGURE 18

RANGE IN NUMBER OF HOURS DEVOTED TO HELPING
BOYS SELECT PROJECTS.

Range in hours reported	Per cent of teachers in various ranges	Per cent *
1. 76 to 100.....	20	XXXXXXXXXX
2. 101 to 125.....	15	XXXXXXX
3. 16 to 20.....	10	XXXXX
4. 26 to 30.....	10	XXXXX
5. 36 to 40.....	10	XXXXX
6. 51 to 60.....	10	XXXXX
7. 61 to 70.....	10	XXXXX
8. 21 to 25.....	5	XX
9. 31 to 35.....	5	XX
10. 41 to 50	5	XX
11. 71 to 75.....	0	
12. 1 to 5.....	0	
13. 6 to 10.....	0	
14. 11 to 15.....	0	

*
Each (X) represents 2% of the teachers

TABLE NO. XIX

RANGE IN NUMBER OF HOURS DEVOTED TO HELPING
BOYS KEEP RECORDS.

Range in hours reported	Number of teachers reporting each month.									
	Teachers reporting		May		June		July		August	
	No	%	No	%	No	%	No	%	No	%
1 to 5	0	0	6	30	5	25	7	35	6	30
6 to 10	2	10	9	45	7	35	7	35	6	30
11 to 15	1	5	1	5	1	5	1	5	2	10
16 to 20	5	25	0	0	1	5	3	15	0	0
21 to 30	5	25	0	0	2	10	0	0	0	0
31 to 40	3	15	0	0	0	0	0	0	0	0
41 to 50	4	20	0	0	0	0	0	0	0	0
Teachers Reporting	20	100	16	80	16	80	18	90	14	70

FIGURE 19

RANGE IN NUMBER OF HOURS DEVOTED TO HELPING
BOYS KEEP RECORDS.

Range in hours reported	Per cent of teachers in various ranges	Per cent *
1. 16 to 20.....	25	XXXXXXXXXXXX
2. 21 to 30.....	25	XXXXXXXXXXXX
3. 41 to 50.....	20	XXXXXXXXXX
4. 31 to 40.....	15	XXXXXXX
5. 6 to 10.....	10	XXXXX
6. 11 to 15.....	5	XX
7. 1 to 5.....	0	

* Each (X) represents 2% of the teachers

TABLE NO. XX

RANGE IN NUMBER OF HOURS DEVOTED TO AIDING
BOYS IN DOING SKILLED JOBS.

Range in hours reported	: Teachers		: Number of teachers reporting							
	: reporting		: each month.							
			: May		: June		: July		: August	
	: No	: %	: No	: %	: No	: %	: No	: %	: No	: %
1 to 10	: 2	: 10	: 11	: 55	: 8	: 40	: 8	: 40	: 8	: 40
11 to 20	: 3	: 15	: 1	: 5	: 4	: 20	: 5	: 25	: 1	: 5
21 to 30	: 4	: 20	: 0	: 0	: 2	: 10	: 0	: 0	: 1	: 5
31 to 40	: 2	: 10	: 2	: 10	: 1	: 5	: 3	: 15	: 1	: 5
41 to 50	: 1	: 5	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 0
51 to 75	: 4	: 20	: 0	: 0	: 1	: 5	: 1	: 5	: 0	: 0
76 to 100	: 1	: 5	: 0	: 0	: 1	: 5	: 0	: 0	: 1	: 5
100 to 125	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 0
126 to 150	: 1	: 5	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 0
151 to 175	: 0	: 0	: 1	: 5	: 0	: 0	: 0	: 0	: 0	: 0
176 to 200	: 2	: 10	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 0
Teachers Reporting	: 20	: 100	: 15	: 75	: 17	: 85	: 17	: 85	: 12	: 60

FIGURE 20

RANGE IN NUMBER OF HOURS DEVOTED TO AIDING
BOYS IN DOING SKILLED JOBS.

Range in hours reported	Per cent of teachers in various ranges	Per cent*
1. 21 to 30.....	20	XXXXXXXXXX
2. 51 to 75.....	20	XXXXXXXXXX
3. 11 to 20.....	15	XXXXXXX
4. 1 to 10.	10	XXXXX
5. 31 to 40.....	10	XXXXX
6. 176 to 200.....	10	XXXXX
7. 41 to 50.....	5	XX
8. 76 to 100.....	5	XX
9. 126 to 150.....	5	XX
10. 100 to 125.....	0	
11. 151 to 175.....	0	

* Each (X) represents 2% of the teachers.

TABLE NO. XXI

RANGE IN NUMBER OF HOURS DEVOTED TO SURVEYING
NEEDS OF F.F.A. BOYS AND ADULTS.

Range in hours reported	Teachers : Number of teachers reporting : reporting : each month.									
	May		June		July		August			
	No.:	%	No:	%	No:	%	No:	%	No:	%
1 to 5	4	20	4	20	0	0	2	10	3	15
6 to 10	3	15	3	15	5	25	4	20	3	15
11 to 20	3	15	1	5	3	15	1	5	2	10
21 to 30	2	10	1	5	0	0	1	5	1	5
31 to 40	2	10	0	0	0	0	0	0	0	0
41 to 50	2	10	0	0	0	0	0	0	0	0
Teachers Reporting	16	80	9	45	8	40	8	40	9	45

FIGURE 21

RANGE IN NUMBER OF HOURS DEVOTED TO SURVEYING
NEEDS OF F.F.A. BOYS AND ADULTS.

Range in hours reported	Per cent of teachers in various ranges	Per cent *
1. 1 to 5.....	20	XXXXXXXXXX
2. 6 to 10.....	15	XXXXXX
3. 11 to 20.....	15	XXXXXX
4. 21 to 30.....	10	XXXXX
5. 31 to 40.....	10	XXXXX
6. 41 to 50.....	10	XXXXX

* Each (X) represents 2% of the teachers.

TABLE NO. XXII

RANGE IN NUMBER OF HOURS DEVOTED TO CONTACT
CALLS FOR ALL DAY BOYS.

Range in hours reported	: Teachers :		: Number of teachers reporting							
	: reporting :		: each month.							
	:		: May		: June		: July		: August	
	: No :	: % :	: No :	: % :	: No :	: % :	: No :	: % :	: No :	: % :
1 to 5	: 0 :	: 0 :	: 2 :	: 10 :	: 2 :	: 10 :	: 4 :	: 20 :	: 1 :	: 5 :
6 to 10	: 1 :	: 5 :	: 4 :	: 20 :	: 6 :	: 30 :	: 3 :	: 15 :	: 4 :	: 20 :
11 to 20	: 0 :	: 0 :	: 4 :	: 20 :	: 0 :	: 0 :	: 4 :	: 20 :	: 3 :	: 15 :
21 to 30	: 3 :	: 15 :	: 2 :	: 10 :	: 3 :	: 15 :	: 0 :	: 0 :	: 4 :	: 20 :
31 to 40	: 3 :	: 15 :	: 2 :	: 10 :	: 3 :	: 15 :	: 3 :	: 15 :	: 3 :	: 15 :
41 to 50	: 1 :	: 5 :	: 1 :	: 5 :	: 0 :	: 0 :	: 1 :	: 5 :	: 0 :	: 0 :
51 to 75	: 1 :	: 5 :	: 0 :	: 0 :	: 0 :	: 0 :	: 1 :	: 5 :	: 0 :	: 0 :
76 to 100	: 3 :	: 15 :	: 1 :	: 5 :	: 1 :	: 5 :	: 0 :	: 0 :	: 0 :	: 0 :
101 to 125	: 1 :	: 5 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :
126 to 150	: 2 :	: 10 :	: 0 :	: 0 :	: 1 :	: 5 :	: 1 :	: 5 :	: 0 :	: 0 :
151 to 175	: 1 :	: 5 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :
176 to 200	: 0 :	: 0 :	: 0 :	: 0 :	: 1 :	: 5 :	: 0 :	: 0 :	: 0 :	: 0 :
201 to 225	: 1 :	: 5 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :
226 to 250	: 2 :	: 10 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :
Teachers Reporting	: 19 :	: 95 :	: 16 :	: 80 :	: 17 :	: 85 :	: 17 :	: 85 :	: 15 :	: 75 :

FIGURE 22

RANGE IN NUMBER OF HOURS DEVOTED TO CONTACT CALLS
FOR ALL DAY BOYS.

Range in hours reported	Per cent of teachers in various ranges	Per cent *
1. 21 to 30.....	15	XXXXXXXX
2. 31 to 40.....	15	XXXXXXXX
3. 76 to 100.....	15	XXXXXXXX
4. 126 to 150.....	10	XXXXX
5. 225 to 250.....	10	XXXXX
6. 6 to 10.....	5	XX
7. 41 to 50.....	5	XX
8. 51 to 75.....	5	XX
9. 101 to 125.....	5	XX
10. 151 to 175.....	5	XX
11. 201 to 225.....	5	XX
12. 1 to 5.....	0	
13. 11 to 20.....	0	
14. 176 to 200.....	0	

* Each (X) represents 2% of the teachers.

RANGE IN NUMBER OF DAYS DEVOTED TO SUPERVISION OF AN INDIVIDUAL FARM TRAINING PROGRAM OF ALL DAY BOYS. According to fifteen teachers this is the most important activity of the summer program of work. Table XVII and Figure 17 indicate that one hundred per cent of the teachers allocated a maximum of forty days for the supervision of the all day boys. Of the specific activities the most important activity was contact calls, Table XXII and Figure 22; ninety-five per cent of the teachers report a maximum of two hundred and fifty hours. The second most important activity, Table XX and Figure 20, was aiding boys in doing skilled jobs, according to one hundred per cent of the teachers. The third most important activity, considering the number of hours allocated for it was helping boys select projects, Table XVIII and Figure 18. All the teachers reported such work and one spent one hundred and twenty-five hours. One hundred per cent of teachers reported that the activity of fourth importance, Table XIX and Figure 19, was helping boys keep records. The maximum reported by any one teacher was fifty hours. The least important activity was surveying the needs of F.F.A. boys and adults. Eighty per cent report on the item the maximum of hours by any one teacher was fifty.

TABLE NO. XXIII

RANGE IN NUMBER OF DAYS DEVOTED TO SUPERVISION
OF YOUNG FARMERS.

Range in days reported.	Teachers reporting		Number of teachers reporting each month.							
			May		June		July		August	
	No.:	%	No.:	%	No.:	%	No.:	%	No.:	%
0 to 1	0	0	8	40	10	50	9	45	7	35
1 to 3	4	20	4	20	5	25	6	30	9	45
4 to 6	10	50	0	0	0	0	1	5	1	5
7 to 10	5	25	0	0	1	5	0	0	0	0
Teachers Reporting	19	95	12	60	16	80	16	80	17	85

FIGURE 23

RANGE IN NUMBER OF DAYS DEVOTED TO SUPERVISION
OF YOUNG FARMERS.

Range in days reported.	Per cent of teachers in various ranges.	Per cent *
1. 4 to 6.....	50	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
2. 7 to 10.....	25	XXXXXXXXXXXXXX
3. 1 to 3.....	20	XXXXXXXXXX
4. 0 to 1.....	0	

*

Each (X) represents 2% of the teachers.

TABLE NO. XXIV

RANGE IN NUMBER OF HOURS DEVOTED FOR CONTACT
CALLS TO YOUNG FARMERS.

Range in hours reported	Teachers		Number of teachers reporting each month.							
	reporting		May		June		July		August	
	No	%	No	%	No	%	No	%	No	%
1 to 5	4	20	6	30	6	30	8	40	7	35
6 to 10	3	15	3	15	3	15	5	25	3	15
11 to 15	2	10	0	0	0	0	0	0	0	0
16 to 20	3	15	1	5	0	0	0	0	3	15
21 to 30	2	10	0	0	0	0	0	0	0	0
31 to 40	2	10	0	0	0	0	0	0	0	0
41 to 50	1	5	0	0	0	0	0	0	0	0
Teachers Reporting	17	85	10	50	9	45	13	65	13	65

FIGURE 24

RANGE IN NUMBER OF HOURS DEVOTED FOR
CONTACT CALLS TO YOUNG FARMERS.

Range in hours reported.	Per cent of teachers in various ranges	Per cent *
1. 1 to 5.....	20	XXXXXXXXXX
2. 6 to 10.....	15	XXXXXXXX
3. 16 to 20.....	15	XXXXXXXX
4. 11 to 15.....	10	XXXXXX
5. 21 to 30.....	10	XXXXXX
6. 31 to 40.....	10	XXXXXX
7. 41 to 50.....	5	XX

* Each (X) represents 2% of the teachers.

TABLE NO. XXV

RANGE IN NUMBER OF HOURS DEVOTED TO
HELPING YOUNG FARMERS SELECT ANIMALS.

Range in hours: reported	Teachers		Number of teachers reporting each month.							
	reporting		May		June		July		August	
	No	%	No	%	No	%	No	%	No	%
1 to 3	0	0	1	5	2	10	2	10	1	5
3 to 5	2	10	2	10	4	20	5	25	3	15
6 to 10	7	35	0	0	0	0	1	5	2	10
11 to 15	1	5	0	0	0	0	1	5	0	0
16 to 20	2	10	0	0	0	0	0	0	0	0
Teachers Reporting	12	60	3	15	6	30	9	45	6	30

FIGURE 25

RANGE IN NUMBER OF HOURS DEVOTED TO
HELPING YOUNG FARMERS SELECT ANIMALS.

Range in hours reported	Per cent of teachers in various ranges	Per cent *
1. 5 to 10.....	35	XXXXXXXXXXXXXXXXXXXX
2. 3 to 5.....	10	XXXXX
3. 16 to 20.....	10	XXXXX
4. 11 to 15.....	5	XX
5. 1 to 3.....	0	

*

Each (X) represents 2% of the hours

TABLE NO. XXVI

RANGE IN NUMBER OF HOURS DEVOTED TO AIDING
YOUNG FARMERS IN DOING SKILLED JOBS.

Range in hours reported.	Teachers reporting		Number of teachers reporting each month							
			May		June		July		August	
	No	%	No	%	No	%	No	%	No	%
1 to 10	5	25	8	40	7	35	9	45	12	60
11 to 20	6	30	1	5	2	10	0	0	1	5
21 to 30	2	10	0	0	1	5	0	0	0	0
31 to 40	2	10	0	0	0	0	0	0	0	0
41 to 50	0	0	0	0	0	0	1	5	0	0
51 to 75	0	0	0	0	0	0	0	0	0	0
76 to 100	2	10	0	0	1	5	0	0	0	0
Teachers Reporting	17	85	9	45	11	55	10	50	13	65

FIGURE 26

RANGE IN NUMBER OF HOURS DEVOTED TO
AIDING YOUNG FARMERS IN DOING SKILLED JOBS.

Range in hours reported	Per cent of teachers in various ranges	Per cent *
1. 11 to 20.....	30	XXXXXXXXXXXXXXXXXX
2. 1 to 10.....	25	XXXXXXXXXXXXXXXXXX
3. 21 to 30.....	10	XXXXXX
4. 31 to 40.....	10	XXXXXX
5. 76 to 100.....	10	XXXXXX
6. 41 to 50.....	0	
7. 51 to 75.....	0	

* Each (X) represents 2% of the teachers.

TABLE NO. XXVII

RANGE IN NUMBER OF HOURS DEVOTED TO
SUPERVISION OF SUPPLEMENTARY FARM JOBS AND IMPROVEMENT
PROJECTS OF YOUNG FARMERS.

Range in hours reported.	Teachers reporting		Number of teachers reporting each month.							
	No	%	May	June	July	August	No	%	No	%
1 to 5	5	25	5	25	8	40	6	30	7	35
6 to 10	3	15	0	0	0	0	0	0	1	5
11 to 15	2	10	0	0	0	0	0	0	0	0
16 to 20	1	5	0	0	0	0	0	0	0	0
Teachers Reporting	11	55	5	25	8	40	6	30	8	40

FIGURE 27

RANGE IN NUMBER OF HOURS DEVOTED TO
SUPERVISION OF SUPPLEMENTARY FARM JOBS AND IMPROVEMENT
PROJECTS OF YOUNG FARMERS.

Range in hours reported.	Per cent of teachers in various ranges	Per cent *
1. 1 to 5.....	25	XXXXXXXXXXXX
2. 6 to 10.....	15	XXXXXX
3. 11 to 15.....	10	XXXXX
4. 16 to 20.....	5	XX

* Each (X) represents 2% of the teachers.

NUMBER OF DAYS SUPERVISION OF YOUNG FARMERS. Table XXIII and Figure 23 indicate that ninety-five per cent of the teachers allocate time for the supervision of young farmers with a maximum reported by one teacher of ten days. Eighty-five per cent of teachers questioned reported that the most important activity was aiding young farmers in doing skilled jobs, Table XXVI and Figure 26.

The activity of second importance according to eighty-five per cent was contact calls, Table XXIV and Figure 24. It is interesting to note that thirty-five per cent of the teachers allotted only ten hours or less for these calls.

The activity of third importance was helping young farmers select animals. Table XXV and Figure 25 indicate that sixty per cent of the teachers reported, with a maximum of twenty hours spent by two teachers. Table XXVII and Figure 27 indicate supervision of supplementary farm jobs and improvement projects to be the activity of least importance in opinion of fifty-five per cent of the teachers. It is interesting that forty per cent of the fifty-five allocated less than ten hours for such supervision.

TABLE NO. XXVIII

RANGE IN NUMBER OF DAYS DEVOTED TO SUPERVISION
OF ADULT FARMERS.

Range in days reported.	Teachers reporting		Number of teachers reporting each month.							
			May		June		July		August	
	No.	%	No.	%	No.	%	No.	%	No.	%
1 to 3	4	20	11	55	12	60	14	70	16	80
4 to 5	4	20	2	10	3	15	2	10	0	0
6 to 10	6	30	1	5	1	5	1	5	3	15
11 to 15	3	15	0	0	0	0	0	0	0	0
16 to 20	2	10	0	0	0	0	0	0	0	0
21 to 30	1	5	0	0	0	0	0	0	0	0
Teachers Reporting	20	100	14	70	16	80	17	85	19	95

FIGURE 28

RANGE IN NUMBER OF DAYS DEVOTED TO SUPERVISION
OF ADULT FARMERS.

Range in days reported.	Per cent of teachers in various ranges.	Per cent *
1. 6 to 10.....	30	XXXXXXXXXXXXXXXXXX
2. 1 to 3.....	20	XXXXXXXXXX
3. 3 to 5.....	20	XXXXXXXXXX
4. 11 to 15.....	15	XXXXXXX
5. 16 to 20.....	10	XXXXX
6. 21 to 30.....	5	XX

*

Each (X) represents 2% of the teachers.

TABLE XXIX

RANGE IN NUMBER OF HOURS DEVOTED TO
CONTACT CALLS FOR ADULT FARMERS.

Range in hours reported.	Teachers		Number of teachers reporting each month.							
	reporting		May		June		July		August	
	No.:	%	No.:	%	No.:	%	No.:	%	No.:	%
1 to 5	1	5	6	30	7	35	6	30	8	40
6 to 10	1	5	2	10	3	15	6	30	2	10
11 to 20	3	40	2	10	3	15	1	5	5	25
21 to 30	2	10	0	0	1	5	0	0	1	5
31 to 40	2	10	0	0	0	0	0	0	0	0
41 to 50	1	5	0	0	1	5	0	0	0	0
51 to 100	1	5	0	0	0	0	1	5	0	0
101 to 150	2	10	0	0	0	0	0	0	0	0
Teachers Reporting	18	90	10	50	15	75	14	70	16	80

FIGURE NO. XXIX

RANGE IN NUMBER OF HOURS DEVOTED TO CONTACT
CALLS FOR ADULT FARMERS.

Range in hours reported	Per cent of teachers in various ranges.	Per cent*
1. 11 to 20.....	40	XXXXXXXXXXXXXXXXXXXXX
2. 21 to 30.....	10	XXXXX
3. 31 to 40.....	10	XXXXX
4. 101 to 150.....	10	XXXXX
5. 1 to 5.....	5	XX
6. 6 to 10.....	5	XX
7. 41 to 50.....	5	XX
8. 51 to 100.....	5	XX

*Each (X) represents 2% of the teachers.

TABLE NO. XXX

RANGE IN NUMBER OF HOURS DEVOTED TO AIDING
ADULT FARMERS IN SELECTING ANIMALS.

Range in hours reported.	: Teachers		: Number of teachers reporting							
	: reporting		: each month							
	:		: May		: June		: July		: August	
	: No. :	% :	: No.:	% :	: No.:	% :	: No.:	% :	: No.:	% :
1 to 5	: 1 :	5 :	: 5:	25:	7 :	35 :	: 5 :	25 :	7 :	35 :
6 to 10	: 5 :	25 :	: 3:	15:	3 :	15 :	: 5 :	25 :	5 :	25 :
11 to 15	: 4 :	20 :	: 0:	0:	0 :	0 :	: 0 :	0 :	0 :	0 :
16 to 20	: 3 :	15 :	: 0:	0:	0 :	0 :	: 0 :	0 :	0 :	0 :
21 to 30	: 2 :	10 :	: 0:	0:	0 :	0 :	: 0 :	0 :	0 :	0 :
31 to 40	: 1 :	5 :	: 0:	0:	0 :	0 :	: 0 :	0 :	0 :	0 :
Teachers Reporting	: 16 :	80 :	: 8:	40:	10 :	50 :	: 10 :	50 :	12 :	60 :

FIGURE 30

RANGE IN NUMBER OF HOURS DEVOTED TO AIDING
ADULT FARMERS IN SELECTING ANIMALS.

Range in hours reported.	Per cent of teachers in various ranges.	Per cent *
1. 6 to 10.....	25	XXXXXXXXXXXX
2. 11 to 15.....	20	XXXXXXXXXX
3. 16 to 20.....	15	XXXXXXX
4. 21 to 30.....	10	XXXXX
5. 31 to 40.....	5	XX
6. 1 to 5.....	5	XX

* Each (X) represents 2% of the teachers.

TABLE NO. XXXI

RANGE IN NUMBER OF HOURS DEVOTED TO AIDING ADULT
FARMERS IN DOING SKILLED JOBS.

Range in hours reported.	: Teachers :		: Number of teachers reporting :							
	: reporting :		: each month. :							
	:		: May :		: June :		: July :		: August :	
	: No. :	: % :	: No. :	: % :	: No. :	: % :	: No. :	: % :	: No. :	: % :
1 to 5	: 1 :	: 5 :	: 3 :	: 15 :	: 4 :	: 20 :	: 6 :	: 30 :	: 4 :	: 20 :
6 to 10	: 1 :	: 5 :	: 4 :	: 20 :	: 3 :	: 15 :	: 2 :	: 10 :	: 4 :	: 20 :
11 to 20	: 4 :	: 20 :	: 1 :	: 5 :	: 1 :	: 5 :	: 2 :	: 10 :	: 1 :	: 5 :
21 to 30	: 0 :	: 0 :	: 0 :	: 0 :	: 2 :	: 10 :	: 1 :	: 5 :	: 1 :	: 5 :
31 to 40	: 3 :	: 15 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :
41 to 50	: 0 :	: 0 :	: 1 :	: 5 :	: 1 :	: 5 :	: 0 :	: 0 :	: 1 :	: 5 :
51 to 100	: 4 :	: 20 :	: 0 :	: 0 :	: 0 :	: 0 :	: 1 :	: 5 :	: 1 :	: 5 :
101 to 150	: 1 :	: 5 :	: 0 :	: 0 :	: 0 :	: 0 :	: 1 :	: 5 :	: 1 :	: 5 :
151 to 200	: 1 :	: 5 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :
Teachers Reporting	: 15 :	: 75 :	: 9 :	: 45 :	: 11 :	: 55 :	: 13 :	: 65 :	: 13 :	: 65 :

FIGURE 31

RANGE IN NUMBER OF HOURS DEVOTED TO AIDING
ADULT FARMERS IN DOING SKILLED JOBS.

Range in hours reported	Per cent of teachers in various ranges	Per cent *
1. 11 to 20.....	20	XXXXXXXXXX
2. 51 to 100.....	20	XXXXXXXXXX
3. 31 to 40.....	15	XXXXXXX
4. 1 to 5.....	5	XX
5. 6 to 10.....	5	XX
6. 101 to 150.....	5	XX
7. 151 to 200.....	5	XX
8. 21 to 30.....	0	
9. 41 to 50.....	0	

* Each (X) represents 2% of the teachers.

TABLE NO. XXXII

RANGE IN NUMBER OF HOURS DEVOTED TO SUPERVISING
IMPROVEMENT PROJECTS AND SUPPLEMENTARY FARM JOBS OF ADULT FARMERS.

Range in hours reported.	Number of teachers reporting each month.									
	Teachers reporting		May		June		July		August	
	No.	%	No.	%	No.	%	No.	%	No.	%
1 to 5	2	10	3	15	4	20	2	10	4	20
6 to 10	2	10	1	5	1	5	3	15	2	10
11 to 15	1	5	0	0	1	5	0	0	0	0
16 to 20	1	5	0	0	0	0	0	0	1	5
21 to 25	1	5	0	0	0	0	0	0	0	0
26 to 30	2	10	0	0	0	0	0	0	0	0
Teachers Reporting	9	45	4	20	6	30	5	25	7	35

FIGURE 32

RANGE IN NUMBER OF HOURS DEVOTED TO SUPERVISING
IMPROVEMENT PROJECTS AND SUPPLEMENTARY FARM JOBS OF ADULT FARMERS.

Range in hours reported.	Per cent of teachers in various ranges	Per cent *
1. 1 to 5.....	10	XXXX
2. 6 to 10.....	10	XXXX
3. 26 to 30.....	10	XXXX
4. 11 to 15.....	5	XX
5. 16 to 20.....	5	XX
6. 21 to 25.....	5	XX

* Each (X) represents 2% of the teachers.

RANGE IN NUMBER OF DAYS DEVOTED TO SUPERVISION OF ADULT FARMERS.

Table XLIX indicates that three teachers, fifteen per cent, reported supervision of adult farmers to be the major area covered by their summer programs of work. Table XXVIII and Figure 28 shows that one hundred per cent of the teachers allocated some time to the supervision of adult farmers; the maximum number of days specified was thirty. In the supervision of adult farmers, the activity of first importance was contact calls. Table XXIX and Figure 29 state that of the ninety per cent of the teachers reporting, two devoted one hundred and fifty hours, and sixty per cent gave eleven to forty hours for contact calls.

The activity of second importance was aiding adult farmers in doing skilled jobs, Table XXXI and Figure 31 indicate that seven men spent from eleven to forty hours in this work.

The activity of third importance was aiding adult farmers in selecting good animals. Although one more teacher reported aiding adult farmers in selecting animals than reported aiding them in doing skilled jobs, the teachers gave five times as many hours to assisting in skilled jobs than in selecting animals. Table XXX and Figure 30 indicate that eighty per cent helped adult farmers select animals.

The least important activity was supervising the improvement projects and supplementary farm jobs of adult farmers. Table XXXII and Figure 32 reveal that only nine teachers, forty-five per cent, gave time for the supervision of improvement projects and supplementary farm jobs of adult farmers. The maximum number of hours allocated by anyone was thirty.

TABLE NO. XXXIII

RANGE IN NUMBER OF DAYS DEVOTED TO TEACHING MATERIALS
AND TEACHING AIDS.

Range in days reported	Teachers reporting		Number of teachers reporting each month.							
			May		June		July		August	
	No.	%	No.	%	No.	%	No.	%	No.	%
1 to 3	6	30	7	35	10	50	10	50	13	65
4 to 6	10	50	0	0	1	5	1	5	3	15
7 to 10	2	10	0	0	0	0	1	5	1	5
10 to 12	0	0	0	0	0	0	0	0	1	5
13 to 15	2	10	0	0	0	0	0	0	0	0
Teachers Reporting	20	100	7	35	11	55	12	60	18	90

FIGURE 33

RANGE IN NUMBER OF DAYS DEVOTED TO TEACHING MATERIALS
AND TEACHING AIDS.

Range in days reported.	Per cent of teachers in various ranges.	Per cent *
1. 4 to 6.....	50	XXXXXXXXXXXXXXXXXXXXXXXXXX
2. 1 to 3.....	30	XXXXXXXXXXXXXXXXXX
3. 7 to 10.....	10	XXXXX
4. 13 to 15.....	10	XXXXX
5. 10 to 12.....	0	

* Each (X) represents 2% of the teachers.

TABLE NO. XXXIV

RANGE IN NUMBER OF HOURS DEVOTED TO ORGANIZING
THE ANNUAL TEACHING PLAN.

Range in hours reported.	Teachers reporting		Number of teachers reporting each month.							
			May		June		July		August	
	No.	%	No.	%	No.	%	No.	%	No.	%
1 to 5	10	50	7	35	6	30	5	25	9	45
6 to 10	4	20	0	0	1	5	1	5	4	20
11 to 15	2	10	0	0	0	0	0	0	0	0
16 to 20	2	10	0	0	0	0	0	0	0	0
21 to 25	0	0	0	0	0	0	0	0	0	0
26 to 30	0	0	0	0	0	0	1	5	0	0
31 to 40	2	10	0	0	0	0	0	0	1	5
Teachers Reporting	20	100	7	35	7	35	7	35	14	70

FIGURE 34

RANGE IN NUMBER OF HOURS DEVOTED TO ORGANIZING
THE ANNUAL TEACHING PLAN.

Range in hours reported.	Per cent of teachers in various ranges	Per cent *
1. 1 to 5.....	50	XXXXXXXXXXXXXXXXXXXXXXXXXX
2. 6 to 10.....	20	XXXXXXXXXX
3. 11 to 15.....	10	XXXXX
4. 16 to 20.....	10	XXXXX
5. 31 to 40.....	10	XXXXX
6. 21 to 25.....	0	
7. 26 to 30.....	0	

* Each (X) represents 2% of the teachers

TABLE NO. XXXV

RANGE IN NUMBER OF HOURS DEVOTED TO REVISING
THE LONG TIME PROGRAM.

Range in hours reported.	: Teachers		: Number of teachers reporting							
	: reporting		: each month.							
	:		: May		: June		: July		: August	
	: No.	: %	: No.	: %	: No.	: %	: No.	: %	: No.	: %
1 to 5	: 9	: 45	: 4	: 20	: 4	: 20	: 6	: 30	: 10	: 50
6 to 10	: 7	: 35	: 1	: 5	: 0	: 0	: 2	: 10	: 1	: 5
11 to 15	: 2	: 10	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 0
16 to 20	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 0
21 to 25	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 0
26 to 30	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 0
31 to 40	: 1	: 5	: 0	: 0	: 0	: 0	: 0	: 0	: 1	: 5
Teachers Reporting	: 19	: 95	: 5	: 25	: 4	: 20	: 8	: 40	: 12	: 60

FIGURE 35

RANGE IN NUMBER OF HOURS DEVOTED TO REVISING
THE LONG TIME PROGRAM.

Range in hours reported	Per cent of teachers in various ranges	Per cent *
1. 1 to 5.....	45	XXXXXXXXXXXXXXXXXXXXXX
2. 6 to 10.....	30	XXXXXXXXXXXXXXXXXX
3. 11 to 15.....	10	XXXXX
4. 31 to 40.....	5	XX
5. 16 to 20.....	0	
6. 21 to 25.....	0	
7. 26 to 30.....	0	

* Each (X) represents 2% of the teachers.

TABLE NO. XXXVI

RANGE IN NUMBER OF HOURS DEVOTED TO COLLECTING
SEED AND CROP SAMPLES.

Range in hours reported.	Teachers reporting		Number of teachers reporting each month.							
			May		June		July		August	
	No.	%	No.	%	No.	%	No.	%	No.	%
1 to 5	9	45	2	10	4	20	4	20	8	40
6 to 10	1	5	0	0	0	0	1	5	2	10
11 to 15	2	10	0	0	0	0	1	5	0	0
16 to 20	0	0	0	0	0	0	1	5	1	5
21 to 25	1	5	0	0	0	0	0	0	0	0
26 to 30	2	10	0	0	0	0	0	0	0	0
Teachers Reporting	15	75	2	10	4	20	7	35	11	55

FIGURE 36

RANGE IN NUMBER OF HOURS DEVOTED TO COLLECTING
SEED AND CROP SAMPLES.

Range in hours reported.	Per cent of teachers in various ranges.	Per cent *
1. 1 to 5.....	45	XXXXXXXXXXXXXXXXXXXXXX
2. 11 to 15.....	10	XXXXX
3. 26 to 30.....	10	XXXXX
4. 6 to 10.....	5	XX
5. 21 to 25.....	5	XX
6. 16 to 20.....	0	

* Each (X) represents 2% of the teachers.

TABLE NO. XXXVII

RANGE IN NUMBER OF HOURS DEVOTED TO ORDERING BOOKS,
BULLETINS, CHARTS AND OTHER READING MATERIAL.

Range in hours reported.	Teachers reporting		Number of teachers reporting each month.							
	No.:	%	May		June		July		August	
1 to 5	10	50	3	15	5	25	4	20	8	40
6 to 10	5	25	0	0	1	5	1	5	2	10
11 to 15	2	10	0	0	0	0	0	0	0	0
Teachers Reporting	17	85	3	15	6	30	5	25	10	50

FIGURE 37

RANGE IN NUMBER OF HOURS DEVOTED TO ORDERING BOOKS,
BULLETINS, CHARTS AND OTHER READING MATERIAL.

Range in hours reported	Per cent of teachers in various ranges.	Per cent*
1. 1 to 5.....	50	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
2. 6 to 10.....	25	XXXXXXXXXXXX
3. 11 to 15.....	10	XXXXX

*

Each (X) represents 2% of the teachers.

TABLE NO. XXXVIII

RANGE IN NUMBER OF HOURS DEVOTED TO IMPROVING
THE CLASSROOM ARRANGEMENT.

Range in hours reported.	Teachers reporting		Number of teachers reporting each month.							
			May		June		July		August	
	No.	%	No.	%	No.	%	No.	%	No.	%
1 to 5	8	40	2	10	2	10	5	25	6	30
6 to 10	3	15	0	0	3	15	4	20	3	15
11 to 20	4	20	0	0	0	0	0	0	3	15
21 to 30	2	10	0	0	0	0	0	0	0	0
31 to 40	1	5	0	0	0	0	0	0	0	0
41 to 50	0	0	0	0	0	0	0	0	0	0
Teachers Reporting	19	95	2	10	5	25	9	45	13	65

FIGURE 38

RANGE IN NUMBER OF HOURS DEVOTED TO IMPROVING
THE CLASSROOM ARRANGEMENT.

Range in hours reported.	Per cent of teachers in various ranges.	Per cent *
1. 1 to 5.....	40	XXXXXXXXXXXXXXXXXXXX
2. 11 to 20.....	20	XXXXXXXXXX
3. 6 to 10.....	15	XXXXXXX
4. 21 to 30.....	10	XXXXX
5. 31 to 40.....	5	XX
6. 51 to 60.....	5	XX
7. 41 to 50.....	0	

* Each (X) represents 2% of the teachers.

TABLE NO. XXXIX

RANGE IN NUMBER OF HOURS DEVOTED TO GATHERING
TEACHING MATERIAL FOR FARM SHOP.

Range in hours reported.	: Teachers :		: Number of teachers reporting							
	: reporting :		: each month.							
	:		: May		: June		: July		: August	
	: No.:	%	: No.:	%	: No.:	%	: No.:	%	: No.:	%
1 to 5	: 6 :	: 30	: 2 :	: 10 :	: 2 :	: 10 :	: 2 :	: 10 :	: 2 :	: 10 :
6 to 10	: 1 :	: 5	: 0 :	: 0 :	: 0 :	: 0 :	: 2 :	: 10 :	: 0 :	: 0 :
11 to 15	: 1 :	: 5	: 0 :	: 0 :	: 0 :	: 0 :	: 1 :	: 5 :	: 0 :	: 0 :
16 to 20	: 0 :	: 0	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 1 :	: 5 :
21 to 30	: 2 :	: 10	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 1 :	: 5 :
Teachers Reporting	: 10 :	: 50	: 2 :	: 10 :	: 2 :	: 10 :	: 5 :	: 25 :	: 4 :	: 20 :

FIGURE 39

RANGE IN NUMBER OF HOURS DEVOTED TO GATHERING
TEACHING MATERIAL FOR FARM SHOP.

Range in hours reported.	Per cent of teachers in various ranges.	Per cent *
1. 1 to 5.....	30	XXXXXXXXXXXXXXXXXX
2. 21 to 30.....	10	XXXXX
3. 6 to 10.....	5	XX
4. 11 to 15.....	5	XX
5. 16 to 20.....	0	

* Each (X) represents 2% of the teachers.

RANGE IN NUMBER OF DAYS ALLOCATED FOR TEACHING MATERIAL AND TEACHING AIDS. Table XXXIII and Figure 33 indicate that one hundred per cent of the teachers allocated time for teaching materials and teaching aids, with fifteen the maximum number of days set apart. Eighty per cent of the teachers allocated six or less days.

In the teaching materials and teaching aids, the most important relative activity was improving the classroom arrangement, Table XXXVIII and Figure 38 indicate that more hours were devoted to improving the classroom arrangement than to any other relative activity. Of the ninety-five per cent of the teachers who reported sixty per cent assigned twenty hours or less to this form of work.

Table XXXIV and Figure 34 would seem to indicate that teacher spend fewer hours organizing the annual teaching plan than they devote to classroom arrangement. The most hours that any teacher spent was forty, but seventy per cent were allocated ten hours or less.

Table XXXV and Figure 35 indicate that ninety-five per cent of the teachers allotted time for revising the long time program. One teacher reported that he set aside no time for revising the long time program of work, and twenty-five per cent assigned ten hours or less.

Table XXXVII and Figure 37 shows that only eighty-five per cent of the teachers thought should be allocated for ordering books, bulletins, charts and other reading material, and they gave a maximum of fifteen hours, while seventy-five per cent allocated ten hours or less for this purpose.

Seventy-five per cent of the teachers devoted a maximum of thirty hours for collecting seed and crop samples, Table XXXVI and

Figure 36, fifty-five per cent fifteen hours or less.

The relative activity of least importance was gathering teaching material for farm shop. Fifty per cent of the teachers reported and some gave as much as thirty hours. It is significant that the teachers considered the organization of the annual teaching plan the most important relative activity.

TABLE XL

RANGE IN NUMBER OF DAYS DEVOTED TO EVENING CLASS
OR YOUNG FARMER ORGANIZATION.

Range in days reported.	Teachers reporting		Number of teachers reporting each month.							
	No.	%	May		June		July		August	
1 to 3	9	45	2	10	5	25	7	35	11	55
4 to 6	4	20	0	0	1	5	1	5	1	5
7 to 8	0	0	0	0	0	0	0	0	0	0
9 to 10	1	5	0	0	0	0	0	0	0	0
Teachers Reporting	14	70	2	10	6	30	8	40	12	60

FIGURE 40

RANGE IN NUMBER OF DAYS DEVOTED TO EVENING
CLASS OF YOUNG FARMER ORGANIZATION.

Range in days reported.	Per cent of teachers in various ranges.	Per cent *
1. 1 to 3.....	45	XXXXXXXXXXXXXXXXXXXXXXX
2. 4 to 6.....	20	XXXXXXXXXX
3. 9 to 10.....	5	XX
4. 7 to 8.....	0	

*
Each (X) represents 2% of the teachers.

TABLE NO. XII

RANGE IN NUMBER OF HOURS DEVOTED TO SURVEYING
POSSIBILITIES FOR EVENING OR YOUNG FARMER CLASSES.

Range in hours reported.	Teachers		Number of teachers reporting each month.							
	reporting		May		June		July		August	
	No.:	%	No.:	%	No.:	%	No.:	%	No.:	%
1 to 5	4	20	3	15	5	25	6	30	7	35
6 to 10	4	20	0	0	0	0	1	5	0	0
11 to 20	3	15	0	0	1	5	1	5	2	10
21 to 30	0	0	0	0	0	0	0	0	0	0
31 to 40	0	0	0	0	0	0	0	0	0	0
41 to 50	1	5	0	0	0	0	0	0	0	0
Teachers Reporting	12	60	3	15	6	30	8	40	9	45

FIGURE 41

RANGE IN NUMBER OF HOURS DEVOTED TO SURVEYING
POSSIBILITIES FOR EVENING OR YOUNG FARMER CLASSES.

Range in hours reported.	Per cent of teachers in various ranges.	Per cent *
1. 1 to 5.....	20	XXXXXXXXXX
2. 6 to 10.....	20	XXXXXXXXXX
3. 11 to 20.....	15	XXXXXXX
4. 41 to 50.....	5	XX
5. 21 to 30.....	0	
6. 31 to 40.....	0	

* Each (X) represents 2% of the teachers.

TABLE NO. XLII

RANGE IN NUMBER OF HOURS DEVOTED TO ORGANIZING
EVENING OR YOUNG FARMER CLASS MATERIAL.

Range in hours reported.	Teachers reporting		Number of teachers reporting each month.							
			May		June		July		August	
	No.	%	No.	%	No.	%	No.	%	No.	%
1 to 5	3	15	2	10	5	25	8	40	5	25
6 to 10	4	20	0	0	0	0	1	5	3	15
11 to 15	2	10	0	0	0	0	0	0	2	10
16 to 20	1	5	1	5	1	5	0	0	1	5
21 to 30	3	15	0	0	0	0	0	0	0	0
Teachers Reporting	13	65	3	15	6	30	9	45	11	55

FIGURE 42

RANGE IN NUMBER OF HOURS DEVOTED TO ORGANIZING
EVENING OR YOUNG FARMER CLASS MATERIAL.

Range in hours reported.	Per cent of teachers in various ranges.	Per cent *
1. 6 to 10.....	20	XXXXXXXXXX
2. 1 to 5.....	15	XXXXXX
3. 21 to 30.....	15	XXXXXX
4. 11 to 15.....	10	XXXXX
5. 16 to 20.....	5	XX

*
Each (X) represents 2% of the teachers.

TABLE NO. XLIII

RANGE IN NUMBER OF HOURS DEVOTED TO CONDUCTING
EVENING OR YOUNG FARMER CLASSES.

Range in hours reported.	Number of teachers reporting each month.									
	Teachers reporting		May		June		July		August	
	No.:	%	No.:	%	No.:	%	No.:	%	No.:	%
1 to 5	2	10	1	5	1	5	4	20	5	25
6 to 10	5	25	1	5	4	20	3	15	3	15
11 to 15	1	5	0	0	0	0	1	5	4	20
16 to 20	1	5	0	0	2	10	0	0	0	0
21 to 30	2	10	0	0	0	0	0	0	0	0
31 to 40	1	5	0	0	0	0	0	0	0	0
41 to 50	2	10	0	0	0	0	0	0	0	0
Teachers Reporting	14	70	2	10	7	35	8	40	12	60

FIGURE 43

RANGE IN NUMBER OF HOURS DEVOTED TO CONDUCTING
EVENING OR YOUNG FARMER CLASSES.

Range in hours reported.	Per cent of teachers in various ranges	Per cent *
1. 6 to 10.....	25	XXXXXXXXXX
2. 1 to 5.....	10	XXXXX
3. 21 to 30.....	10	XXXXX
4. 41 to 50.....	10	XXXXX
5. 11 to 15.....	5	XX
6. 16 to 20.....	5	XX
7. 31 to 40.....	5	XX

* Each (X) represents 2% of the teachers.

RANGE IN NUMBER OF DAYS DEVOTED TO EVENING CLASS OR YOUNG FARMER ORGANIZATION. Only seventy per cent of the teachers allocated time for evening class or young farmer organization, with ten as the maximum number of days allocated, Table XL and Figure 40. Sixty-five per cent of the teachers gave six days or less.

The most important relative activity reported was conducting evening or young farmer classes, and two men gave fifty hours for this responsibility.

Sixty-five per cent of the teachers allocated time for organizing evening or young farmer class material, Table XLII and Figure 42, while only sixty per cent of the teachers reported they surveyed the possibilities for those classes, Table XLI and Figure 41. It is interesting to note that although one teacher reported allocating thirty hours for organizing evening or young farmer class material another teacher reported fifty hours spent for surveying the possibilities for these classes.

TABLE NO. XLIV

RANGE IN NUMBER OF DAYS DEVOTED TO PROMOTION
AND GOODWILL.

Range in days reported.	Teachers reporting		Number of teachers reporting each month.							
			May		June		July		August	
	No.	%	No.	%	No.	%	No.	%	No.	%
$\frac{1}{4}$ to 0.9	0	0	5	25	6	30	6	30	8	40
1 to 1.9	3	15	7	35	10	50	7	35	8	40
2 to 2.9	7	35	3	15	1	5	3	15	2	10
3 to 3.9	1	5	0	0	0	0	0	0	0	0
4 to 5	9	45	0	0	0	0	0	0	0	0
Teachers Reporting	20	100	15	75	17	85	16	80	18	90

FIGURE 44

RANGE IN NUMBER OF DAYS DEVOTED TO PROMOTION
AND GOODWILL.

Range in days reported.	Per cent of teachers in various ranges.	Per cent *
1. $\frac{1}{4}$ to 5.....	45	XXXXXXXXXXXXXXXXXXXXXX
2. 2 to 2.9.....	35	XXXXXXXXXXXXXXXXXXXX
3. 1 to 1.9.....	15	XXXXXXX
4. 3 to 3.9.....	5	XX
5. $\frac{1}{4}$ to 0.9.....	0	

*

Each (X) represents 2% of the teachers.

TABLE NO. XLV

RANGE IN NUMBER OF HOURS DEVOTED TO SUBMITTING F.F.A.
ARTICLES TO LOCAL AND COUNTY NEWSPAPERS, RADIO AND
TELEVISION REPRESENTATIVES.

Range in hours reported.	Teachers		Number of teachers reporting each month.							
	reporting		May		June		July		August	
	No.	%	No.	%	No.	%	No.	%	No.	%
1 or less	1	5	1	5	1	5	1	5	2	10
2 to 3	0	0	8	40	9	45	9	45	9	45
4 to 6	3	15	1	5	3	15	1	5	4	20
7 to 9	6	30	0	0	0	0	0	0	0	0
10 to 12	5	25	0	0	0	0	2	10	0	0
13 to 15	2	10	0	0	0	0	0	0	0	0
Teachers Reporting	17	85	10	50	13	65	13	65	15	75

FIGURE 45

RANGE IN NUMBER OF HOURS DEVOTED TO SUBMITTING F.F.A.
ARTICLES TO LOCAL AND COUNTY NEWSPAPERS, RADIO AND
TELEVISION REPRESENTATIVES.

Range in hours reported.	Per cent of teachers in various ranges.	Per cent *
1. 7 to 9.....	30	XXXXXXXXXXXXXXXXXX
2. 10 to 12.....	25	XXXXXXXXXXXXXX
3. 4 to 6.....	15	XXXXXXXX
4. 13 to 15.....	10	XXXXXX
5. 1 or less.....	5	XX
6. 2 to 3.....	0	

*
Each (X) represents 2% of the teachers.

TABLE NO. XLVI

RANGE IN NUMBER OF HOURS DEVOTED TO ERECTING
WELCOME SIGNS.

Range in hours reported.	Teachers reporting		Number of teachers reporting each month.							
			May		June		July		August	
	No.:	%	No.:	%	No.:	%	No.:	%	No.:	%
1 to 5	1	5	1	5	1	5	2	10	1	5
6 to 10	2	10	3	15	0	0	0	0	0	0
11 to 15	0	0	0	0	0	0	0	0	0	0
16 to 20	0	0	0	0	1	5	0	0	0	0
21 to 30	1	5	0	0	0	0	0	0	0	0
Teachers Reporting	4	20	4	20	2	10	2	10	1	5

FIGURE 46

RANGE IN NUMBER OF HOURS DEVOTED TO ERECTING
WELCOME SIGNS.

Range in hours reported.	Per cent of teachers in various ranges.	Per cent *
1. 6 to 10.....	10	XXXXX
2. 1 to 5.....	5	XX
3. 21 to 30.....	5	XX
4. 11 to 15.....	0	
5. 16 to 20.....	0	

*

Each (X) represents 2% of the teachers.

TABLE NO. XLVII

RANGE IN NUMBER OF HOURS DEVOTED TO PREPARING
AND ENTERING FLOATS IN LOCAL PARADES.

Range in hours reported.	Teachers		Number of teachers reporting each month.							
	reporting		May		June		July		August	
	No.	%	No.	%	No.	%	No.	%	No.	%
1 to 5-	0	0	0	0	0	0	0	0	0	0
6 to 10	1	5	0	0	0	0	0	0	1	5
Teachers Reporting	1	5	0	0	0	0	0	0	1	5

FIGURE 47

RANGE IN NUMBER OF HOURS DEVOTED TO PREPARING
AND ENTERING FLOATS IN LOCAL PARADES.

Range in hours reported.	Per cent of teachers in various ranges.	Per cent*
1. 6 to 10.....	5	XXXXX
2. 1 to 5.....	0	

*

Each (X) represents 1% of the teachers.

TABLE NO. XLVIII

RANGE IN NUMBER OF HOURS DEVOTED TO PLACING
F.F.A. BOOTHS IN LOCAL STORE WINDOWS.

Range in hours reported.	Teachers reporting		Number of teachers reporting each month.							
			May		June		July		August	
	No.	%	No.	%	No.	%	No.	%	No.	%
1 to 5	1	5	0	0	1	5	1	5	1	5
6 to 10	2	10	2	10	0	0	0	0	1	5
11 to 15	1	5	0	0	0	0	0	0	0	0
Teachers Reporting	4	20	2	10	1	5	1	5	2	10

FIGURE 48

RANGE IN NUMBER OF HOURS DEVOTED TO PLACING
F.F.A. BOOTHS IN LOCAL STORE WINDOWS.

Range in hours reported.	Per cent of teachers in various ranges.	Per cent*
1. 6 to 10.....	10	XXXXXXXXXX
2. 1 to 5.....	5	XXXXX
3. 11 to 15.....	5	XXXXX

* Each (X) represents 1% of the teachers.

TABLE NO. XLIX

RANGE IN NUMBER OF HOURS DEVOTED TO INVITING
PROMINENT CITIZENS, BUSINESSMEN AND FACULTY MEMBERS
TO SPECIAL F.F.A. EVENTS.

Range in hours reported.	:Teachers :reporting		: Number of teachers reporting : each month.							
	: No.:	%	:No.:	%:	No.:	%	:No.:	%	No.:	%
1 or less	: 2 :	10	:2 :	10:	1 :	5	: 2 :	10	1 :	5
2 to 5	: 2 :	10	:1 :	5:	1 :	5	: 1 :	5	2 :	10
6 to 10	: 1 :	5	:0 :	0:	0 :	0	: 0 :	0	1 :	5
Teachers Reporting	: 5 :	25	:3 :	15:	2 :	10	: 3 :	15	4 :	20

FIGURE 49

RANGE IN NUMBER OF HOURS DEVOTED TO INVITING
PROMINENT CITIZENS, BUSINESSMEN AND FACULTY MEMBERS
TO SPECIAL F.F.A. EVENTS.

Range in hours reported.	Per cent of teachers in various ranges	Per cent *
1. 1 or less.....	10	XXXXXXXXXX
2. 2 to 5.....	10	XXXXXXXXXX
3. 6 to 10.....	5	XXXXX

* Each (X) represents 1% of the teachers.

TABLE L

RANGE IN NUMBER OF HOURS DEVOTED TO WORKING
WITH OTHER AGRICULTURAL AGENCIES WITHIN THE AREA.

Range in hours reported.	Teachers reporting		Number of teachers reporting each month.							
			May		June		July		August	
	No.:	%	No.:	%	No.:	%	No.:	%	No.:	%
1 to 5	0	0	7	35	12	60	9	45	12	60
6 to 10	11	55	1	5	2	10	2	10	6	30
11 to 15	3	15	1	5	1	5	1	5	0	0
16 to 20	1	5	0	0	0	0	1	5	0	0
21 to 30	3	15	0	0	0	0	0	0	0	0
31 to 40	1	5	0	0	0	0	0	0	0	0
Teachers Reporting	19	95	9	45	15	75	13	65	18	90

FIGURE 50
RANGE IN NUMBER OF HOURS DEVOTED TO WORKING
WITH OTHER AGRICULTURAL AGENCIES WITHIN THE AREA.

Range in hours reported	Per cent of teachers in various ranges.	Per cent*
1. 6 to 10.....	55	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
2. 11 to 15.....	15	XXXXXXX
3. 21 to 30.....	15	XXXXXXX
4. 16 to 20.....	5	XX
5. 31 to 40.....	5	XX
6. 1 to 5.....	0	

* Each (X) represents 2% of the teachers.

TABLE NO. LI

RANGE IN NUMBER OF HOURS DEVOTED TO FURNISHING
PROGRAMS FOR CIVIC CLUBS.

Range in hours reported.	: Teachers		: Number of teachers reporting each month.							
	: reporting		: May		: June		: July		: August	
	: No.:	%	: No.:	%	: No.:	%	: No.:	%	: No.:	%
1 to 3	: 2	: 10	: 0	: 0	: 1	: 5	: 0	: 0	: 1	: 5
4 to 5	: 1	: 5	: 1	: 5	: 0	: 0	: 0	: 0	: 0	: 0
Teachers Reporting	: 3	: 15	: 1	: 5	: 1	: 5	: 0	: 0	: 1	: 5

FIGURE 51

RANGE IN NUMBER OF HOURS DEVOTED TO FURNISHING
PROGRAMS FOR CIVIC CLUBS.

Range in hours reported.	Per cent of teachers in various ranges.	Per cent *
1. 1 to 3.....	10	XXXXXXXX
2. 4 to 5.....	5	XXXXX

* Each (X) represents 1% of the teachers.

RANGE IN NUMBER OF DAYS DEVOTED TO PROMOTION AND GOOD WILL.

Table XLIV and Figure 44 reveal that one hundred per cent of the teachers allotted time for promotion and good will. Nine of them gave four to five days therefor. Ninety-five per cent of the teachers allocated time for working with other agricultural agencies.

The activity in this area of second importance is submitting F.F.A. articles to local and county newspapers, planning for programs with radio and television representatives.

TABLE NO. LII

RANGE IN NUMBER OF DAYS DEVOTED TO PREPARING OR ATTENDING FAIRS.

Range in days reported.	: Teachers reporting		: Number of teachers reporting each month.							
	: reporting		: May		: June		: July		: August	
	: No.:	%	: No.:	%	: No.:	%	: No.:	%	: No.:	%
1 to 3	: 10 :	50	: 6 :	30	: 9 :	45	: 14 :	70	: 18 :	90
4 to 6	: 8 :	40	: 0 :	0	: 4 :	20	: 4 :	20	: 0 :	0
7 to 9	: 1 :	5	: 0 :	0	: 0 :	0	: 0 :	0	: 1 :	5
Teachers Reporting	: 19 :	95	: 6 :	30	: 13 :	65	: 18 :	90	: 19 :	95

FIGURE 52

RANGE IN NUMBER OF DAYS DEVOTED TO PREPARING OR ATTENDING FAIRS.

Range in days reported.	Per cent of teachers in various ranges .	Per cent *
1. 1 to 3.....	50	XXXXXXXXXXXXXXXXXXXXXXXXXX
2. 4 to 6.....	40	XXXXXXXXXXXXXXXXXXXXXXXXXX
3. 7 to 9.....	5	XX

* Each (X) represents 2% of the teachers.

TABLE NO. LIII

RANGE IN NUMBER OF HOURS DEVOTED TO
ATTENDING FAIR BOARD MEETINGS.

Range in hours reported.	Teachers		Number of teachers reporting each month.							
	reporting		May		June		July		August	
	No.	%	No.	%	No.	%	No.	%	No.	%
1 to 3	2	10	2	10	5	25	3	15	2	10
4 to 6	7	35	3	15	0	0	2	10	5	25
7 to 10	4	20	1	5	0	0	0	0	2	10
11 to 13	1	5	0	0	1	5	1	5	0	0
14 to 20	2	10	0	0	0	0	2	10	0	0
Teachers Reporting	16	80	6	30	6	30	8	40	9	45

FIGURE 53

RANGE IN NUMBER OF HOURS DEVOTED
TO ATTENDING FAIR BOARD MEETINGS.

Range in hours reported.	Per cent of teachers in various ranges.	Per cent *
1. 4 to 6.....	35	XXXXXXXXXXXXXXXXXX
2. 7 to 10.....	20	XXXXXXXXXX
3. 1 to 3.....	10	XXXXX
4. 14 to 20.....	10	XXXXX
5. 11 to 13.....	5	XX

*
Each (X) represents 2% of the teachers.

TABLE NO. LIV

RANGE IN NUMBER OF HOURS DEVOTED TO CONTACTING COUNTY COMMISSIONERS AND OFFICIALS DIRECTLY IN CHARGE OF FAIRS.

Range in hours reported.	Teachers reporting		Number of teachers reporting each month.							
			May		June		July		August	
	No.	%	No.	%	No.	%	No.	%	No.	%
1 to 5	2	10	0	0	2	10	0	0	2	10
6 to 10	1	5	0	0	0	0	2	10	1	5
11 to 15	1	5	0	0	0	0	0	0	0	0
16 to 20	0	0	0	0	0	0	0	0	0	0
21 to 30	0	0	0	0	0	0	0	0	1	5
31 to 40	1	5	0	0	0	0	0	0	0	0
Teachers Reporting	5	25	0	0	2	10	2	10	4	20

FIGURE 54

RANGE IN NUMBER OF HOURS DEVOTED TO CONTACTING COUNTY COMMISSIONERS AND OFFICIALS DIRECTLY IN CHARGE FAIRS.

Range in hours reported.	Per cent of teachers in various ranges.	Per cent *
1. 1 to 5.....	10	XXXXXXXXXX
2. 6 to 10.....	5	XXXXX
3. 11 to 15.....	5	XXXXX
4. 31 to 40.....	5	XXXXX
5. 16 to 20.....	0	
6. 21 to 30.....	0	

*

Each (X) represents 1% of the teachers.

TABLE NO. LV

RANGE IN NUMBER OF HOURS DEVOTED TO HELPING SELECT
EXHIBITS FOR BOYS AND ADULTS.

Range in hours reported.	Teachers reporting		Number of teachers reporting each month.							
			May		June		July		August	
	No.:	%	No.:	%	No.:	%	No.:	%	No.:	%
1 to 5	2	10	4	20	4	20	5	25	4	20
6 to 10	4	20	2	10	5	25	2	25	6	30
11 to 15	0	0	0	0	0	0	0	0	0	0
16 to 20	5	25	0	0	1	5	2	10	5	25
21 to 30	3	15	0	0	0	0	0	0	2	10
31 to 40	3	15	0	0	0	0	0	0	0	0
41 to 50	2	10	0	0	0	0	0	0	0	0
Teachers Reporting	19	95	6	30	10	50	12	60	17	85

FIGURE 55

RANGE IN NUMBER OF HOURS DEVOTED TO HELPING
SELECT EXHIBITS FOR BOYS AND ADULTS.

Range in hours reported.	Per cent of teachers in various ranges.	Per cent *
1. 16 to 20.....	25	XXXXXXXXXXXXXXXXXXXXXXXXXX
2. 6 to 10.....	20	XXXXXXXXXXXXXXXXXXXXXX
3. 21 to 30.....	15	XXXXXXXXXXXXXXXXXX
4. 31 to 40.....	15	XXXXXXXXXXXXXXXXXX
5. 1 to 5.....	10	XXXXXXXXXX
6. 41 to 50.....	10	XXXXXXXXXX
7. 11 to 15.....	0	

* Each (X) represents 1% of the teachers.

TABLE NO. LVI

RANGE IN NUMBER OF HOURS DEVOTED TO ORGANIZING
A LOCAL COMMUNITY FAIR.

Range in hours reported.	Teachers		Number of teachers reporting each month.							
	reporting		May		June		July		August	
	No.:	%	No.:	%	No.:	%	No.:	%	No.:	%
1 to 5	0	0	0	0	2	10	2	10	1	5
6 to 10	4	20	0	0	0	0	0	0	2	10
Teachers Reporting	4	20	0	0	2	10	2	10	3	15

FIGURE 56

RANGE IN NUMBER OF HOURS DEVOTED TO ORGANIZING
A LOCAL COMMUNITY FAIR.

Range in hours reported.	Per cent of teachers in various ranges.	Per cent *
1. 6 to 10	20	XXXXXXXXXXXXXXXXXXXX
2. 1 to 5.....	0	

* Each (X) represents 1% of the teachers.

TABLE NO. LVII

RANGE IN NUMBER OF HOURS DEVOTED TO AIDING IN
ORGANIZING THE COUNTY FAIR.

Range in hours reported.	Teachers		Number of teachers reporting each month.							
	reporting		May		June		July		August	
	No.:	%	No.:	%	No.:	%	No.:	%	No.:	%
1 to 3	1	5	1	5	1	5	1	5	0	0
4 to 6	6	30	0	0	1	5	1	5	6	30
7 to 10	4	20	0	0	0	0	0	0	3	15
Teachers Reporting	11	55	1	5	2	10	2	10	9	45

FIGURE 57

RANGE IN NUMBER OF HOURS DEVOTED TO AIDING IN
ORGANIZING THE COUNTY FAIR.

Range in hours reported.	Per cent of teachers in various ranges.	Per cent *
1. 4 to 6.....	30	XXXXXXXXXXXXXXXX
2. 7 to 10.....	20	XXXXXXXXXX
3. 1 to 3.....	5	XX

* Each (X) represents 2% of the teachers.

RANGE IN NUMBER OF DAYS DEVOTED TO PREPARING OR ATTENDING FAIRS. Table LII and Figure 52 indicate that ninety-five per cent of the teachers assigned definite time for preparing or attending fairs.

The most important relative activity was helping select exhibits for boys and adults. According to Table LV and Figure 55 ninety-five per cent of teachers engaged in this activity and spent from one to fifty hours.

Eighty per cent of the men agreed that the relative activity of next importance was attending fair board meetings, Table LIII and Figure 53.

The relative activity of organizing a county fair was thought to be of less importance than either of the two mentioned, Table LVII and Figure 57, by the eleven men who reported.

Table LIV and Figure 54 show that only twenty-five per cent of the teachers gave time for contacting county commissioners but one teacher gave forty hours.

Four teachers, twenty per cent, gave from six to ten hours for organizing a county fair, Table LVI and Figure 56.

TABLE NO. LVIII

RANGE IN NUMBER OF DAYS DEVOTED TO RECORDS
AND REPORTS.

Range in days reported.	: Teachers :		Number of teachers reporting each month.							
	: Reporting :		: May :		: June :		: July :		: August :	
	: No.:	%	: No.:	%:	: No.:	%	: No.:	%	: No.:	%:
$\frac{1}{4}$ to 1	: 5 :	25	: 14 :	70:	16 :	80	: 14 :	70	: 16 :	80
2	: 11 :	55	: 2 :	10:	1 :	5	: 0 :	0	: 1 :	5
3	: 2 :	10	: 0 :	0:	0 :	0	: 0 :	0	: 0 :	0
4	: 1 :	5	: 0 :	0:	0 :	0	: 1 :	5	: 0 :	0
5	: 0 :	0	: 0 :	0:	0 :	0	: 0 :	0	: 0 :	0
6	: 1 :	5	: 0 :	0:	0 :	0	: 0 :	0	: 0 :	0
Teachers Reporting	: 20 :	100	: 16 :	80:	17 :	85	: 15 :	75	: 17 :	85

FIGURE 58

RANGE IN NUMBER OF DAYS DEVOTED TO RECORDS
AND REPORTS.

Range in days reported.	Per cent of teachers in various ranges.	Per cent*
1. 2.....	55	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
2. 1.....	25	XXXXXXXXXXXX
3. 3.....	10	XXXXX
4. 4.....	5	XX
5. 6.....	5	XX
6. 5.....	0	

* Each (X) represents 2% of the teachers.

TABLE NO. LIX

RANGE IN NUMBER OF HOURS DEVOTED TO KEEPING
REPORTS UP TO DATE.

Range in hours reported.	Teachers		Number of teachers reporting each month.							
	reporting		May		June		July		August	
	No.	%	No.	%	No.	%	No.	%	No.	%
1 to 3	0	0	7	35	8	40	9	45	9	45
4 to 7	1	5	6	30	7	35	5	25	4	20
8 to 10	6	30	2	10	3	15	2	10	3	15
11 to 15	2	10	1	5	0	0	0	0	0	0
16 to 20	7	35	0	0	0	0	0	0	1	5
21 to 30	4	20	0	0	0	0	0	0	1	5
Teachers Reporting	20	100	16	80	18	90	16	80	18	90

FIGURE 59

RANGE IN NUMBER OF HOURS DEVOTED TO KEEPING
REPORTS UP TO DATE.

Range in hours reported.	Per cent of teachers in various ranges.	Per cent *
1. 16 to 20.....	35	XXXXXXXXXXXXXXXXXX
2. 8 to 10.....	30	XXXXXXXXXXXXXXXXXX
3. 21 to 30.....	20	XXXXXXXXXX
4. 11 to 15.....	10	XXXXX
5. 4 to 7	5	XX
6. 1 to 3	0	

* Each (X) represents 2% of the teachers.

TABLE NO. LX

RANGE IN NUMBER OF HOURS DEVOTED TO MAKING
INVENTORY AND ALL SCHOOL RECORDS.

Range in hours reported.	: Teachers		: Number of teachers reporting							
	: reporting		: each month.							
	:		: May		: June		: July		: August	
	: No.:	%	:No.:	%	:No.:	%	:No.:	%	:No.:	%
1 to 3	: 6	: 30	: 6	: 30	: 4	: 20	: 2	: 10	: 2	: 10
4 to 6	: 3	: 15	: 1	: 5	: 2	: 10	: 0	: 0	: 0	: 0
7 to 10	: 4	: 20	: 2	: 10	: 1	: 5	: 0	: 0	: 0	: 0
11 to 15	: 1	: 5	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 0
Teachers Reporting	: 14	: 70	: 9	: 45	: 7	: 35	: 2	: 10	: 2	: 10

FIGURE 60

RANGE IN NUMBER OF HOURS DEVOTED TO MAKING
INVENTORY AND ALL SCHOOL RECORDS.

Range in hours reported.	Per cent of teachers in various ranges.	Per cent*
1. 1 to 3.....	30	XXXXXXXXXXXXXXX
2. 7 to 10.....	20	XXXXXXXXXX
3. 4 to 6.....	15	XXXXXX
4. 11 to 15.....	5	XX

* Each (X) represents 2% of the teachers.

TABLE LXI

RANGE IN NUMBER OF DAYS DEVOTED TO F.F.A.
ACTIVITIES AND MEETINGS.

Range in days reported.	Teachers reporting:		Number of teachers reporting each month.							
	No.	%	May	June	July	August	No.	%	No.	%
1/4 to 1	9	45	13	65	14	70	15	75	14	70
2	9	45	0	0	1	5	1	5	1	5
3	2	10	0	0	0	0	0	0	0	0
Teachers Reporting	20	100	13	65	15	75	16	80	15	75

FIGURE 61

RANGE IN NUMBER OF DAYS DEVOTED TO F.F.A.
ACTIVITIES AND MEETINGS.

Range in days reported.	Per cent of teachers in various ranges.	Per cent *
1. 1/4 to 1.....	45	XXXXXXXXXXXX XXXXXXXXX
2. 2.....	45	XXXXXXXXXXXX XXXXXXXXXXXX
3. 3.....	10	XXXXX

* Each (X) represents 2% of the teachers.

TABLE NO. LXII

RANGE IN NUMBER OF HOURS DEVOTED TO HOLDING
F.F.A. MEETINGS

Range in hours reported.	Number of teachers reporting each month.									
	Teachers reporting		May		June		July		August	
	No.:	%	No.:	%	No.:	%	No.:	%	No.:	%
1 to 3	2	10	10	50	10	50	10	50	10	50
4 to 6	2	10	3	15	5	25	4	20	4	20
7 to 10	10	50	0	0	0	0	0	0	0	0
11 to 15	2	10	0	0	0	0	0	0	0	0
16 to 20	2	10	0	0	0	0	0	0	0	0
Teachers Reporting	18	90	13	65	15	75	14	70	14	70

FIGURE 62

RANGE IN NUMBER OF HOURS DEVOTED TO HOLDING
F.F.A. MEETINGS

Range in hours reported.	Per cent of teachers in various ranges.	Per cent *
1. 7 to 10.....	50	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
2. 1 to 3.....	10	XXXXX
3. 4 to 6.....	10	XXXXX
4. 11 to 15.....	10	XXXXX
5. 16 to 20.....	10	XXXXX

*

Each (X) represents 2% of the teachers.

TABLE LXIII

RANGE IN NUMBER OF HOURS DEVOTED TO F.F.A.
PICNICS OR SIMILAR ACTIVITIES.

Range in hours reported.	Teachers reporting		Number of teachers reporting each month.							
			May		June		July		August	
	No.	%	No.	%	No.	%	No.	%	No.	%
1 to 3	5	25	6	30	3	15	3	15	4	20
4 to 6	5	25	2	10	2	10	1	5	4	20
7 to 10	4	20	1	5	1	5	0	0	0	0
11 to 15	3	15	1	5	0	0	0	0	1	5
16 to 20	1	5	0	0	0	0	0	0	0	0
Teachers Reporting	18	90	10	50	6	30	4	20	9	45

FIGURE 63

RANGE IN NUMBER OF HOURS DEVOTED TO F.F.A.
PICNICS OR SIMILAR ACTIVITIES.

Range in hours reported.	Per cent of teachers in various ranges.	Per cent *
1. 1 to 3	25	XXXXXXXXXXXXXXXXXXXXXXXXXX
2. 4 to 6.....	25	XXXXXXXXXXXXXXXXXXXXXXXXXX
3. 7 to 10.....	20	XXXXXXXXXXXXXXXXXXXXXX
4. 11 to 15.....	15	XXXXXXXXXXXXXXXXXX
5. 16 to 20.....	5	XXXXX

* Each (X) represents 1% of the teachers.

TABLE NO. LXIV

RANGE IN NUMBER OF HOURS DEVOTED TO CONDUCTING
LOCAL F.F.A. PROJECT TOURS.

Range in hours reported.	: Teachers		: Number of teachers reporting							
	: reporting		: each month.							
	:		: May		: June		: July		: August	
	: No.:	: %	: No.:	: %	: No.:	: %	: No.:	: %	: No.:	: %
1 to 5	: 3	: 15	: 0	: 0	: 2	: 10	: 2	: 10	: 5	: 25
6 to 9	: 3	: 15	: 0	: 0	: 0	: 0	: 1	: 5	: 1	: 5
10 to 12	: 1	: 5	: 0	: 0	: 0	: 0	: 0	: 0	: 0	: 0
Teachers Reporting	: 7	: 35	: 0	: 0	: 2	: 10	: 3	: 15	: 6	: 30

FIGURE 64

RANGE IN NUMBER OF HOURS DEVOTED TO CONDUCTING
LOCAL F.F.A. PROJECT TOURS.

Range in hours reported.	Per cent of teachers in various ranges.	Per cent *
1. 1 to 5.....	15	XXXXXXXXXXXXXXXXXX
2. 6 to 9.....	15	XXXXXXXXXXXXXXXXXX
3. 10 to 12.....	5	XXXXX

* Each (X) represents 1% of the teachers.

TABLE NO. LXV

RANGE IN NUMBER OF DAYS DEVOTED TO CONTEST
AND FIELD DAYS.

Range in days reported.	: Teachers :		: Number of teachers reporting :							
	: reporting :		: each month. :							
	: No.: % :		: May :		: June :		: July :		: August :	
$\frac{1}{4}$ to 1	: 1 :	: 5 :	: 6 :	: 30 :	: 8 :	: 40 :	: 11 :	: 55 :	: 6 :	: 30 :
2	: 2 :	: 10 :	: 0 :	: 0 :	: 6 :	: 30 :	: 3 :	: 15 :	: 2 :	: 10 :
3	: 6 :	: 30 :	: 0 :	: 0 :	: 1 :	: 5 :	: 1 :	: 5 :	: 0 :	: 0 :
4	: 4 :	: 20 :	: 0 :	: 0 :	: 1 :	: 5 :	: 1 :	: 5 :	: 0 :	: 0 :
5	: 2 :	: 10 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :
6	: 2 :	: 10 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :	: 0 :
Teachers Reporting	: 17 :	: 85 :	: 6 :	: 30 :	: 16 :	: 80 :	: 15 :	: 75 :	: 8 :	: 40 :

FIGURE 65

RANGE IN NUMBER OF DAYS DEVOTED TO CONTEST
AND FIELD DAYS.

Range in days reported.	Per cent of teachers in various ranges.	Per cent *
1. 3.....	30	XXXXXXXXXXXXXXXXXX
2. 4.....	20	XXXXXXXXXX
3. 5.....	10	XXXXX
4. 6.....	10	XXXXX
5. 2.....	10	XXXXX
6. 1.....	5	XX

* Each (X) represents 2% of the teachers.

TABLE NO. LXVI

RANGE IN NUMBER OF HOURS DEVOTED TO PARTICIPATING IN LIVESTOCK AND CROP FIELD DAYS, AND HAVING BOYS IN COMPETITION.

Range in hours reported.	Teachers reporting		Number of teachers reporting each month.							
			May		June		July		August	
	No.	%	No.	%	No.	%	No.	%	No.	%
1 to 5	0	0	1	5	1	5	1	5	1	5
6 to 10	1	5	5	25	7	35	10	50	5	25
11 to 20	2	10	0	0	6	30	3	15	2	10
21 to 30	6	30	0	0	1	5	0	0	0	0
31 to 40	4	20	0	0	1	5	1	5	0	0
41 to 50	2	10	0	0	0	0	0	0	0	0
51 to 60	2	10	0	0	0	0	0	0	0	0
Teachers Reporting	17	85	6	30	16	80	15	75	8	40

FIGURE 66

RANGE IN NUMBER OF HOURS DEVOTED TO PARTICIPATING IN LIVESTOCK AND CROP FIELD DAYS, AND HAVING BOYS IN COMPETITION.

Range in hours reported.	Per cent of teachers in various ranges.	Per cent *
1. 21 to 30.....	30	XXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXXX
2. 31 to 40.....	20	XXXXXXXXXXXXXXXXXXXXXXXXXXXX
3. 41 to 50.....	10	XXXXXXXXXX
4. 51 to 60.....	10	XXXXXXXXXX
5. 11 to 20.....	10	XXXXXXXXXX
6. 6 to 10.....	5	XXXXX
7. 1 to 5.....	0	

* Each (X) represents 1% of the teachers.

RANGE IN NUMBER OF DAYS DEVOTED TO RECORDS AND REPORTS. Even though the total number of days allocated is as low as one-fourth of a day, one hundred per cent of the teachers assigned time for records and reports, Table LVIII and Figure 58. One hundred per cent of the teachers allotted time for keeping records up to date, but only seventy per cent set aside time for making school inventory and all school records, Table LIX and Figure 59 and Table LX and Figure 60, respectively.

RANGE IN NUMBER OF DAYS DEVOTED TO F.F.A. ACTIVITIES AND MEETINGS. One hundred per cent of the teachers allocated for F.F.A. activities and meetings from one-fourth of a day to as high as three days, Table LXI and Figure 61.

Ninety per cent of the teachers assigned time for holding F.F.A. meetings, Table LXII and Figure 62, and another ninety per cent gave time for F.F.A. picnics and other activities. A mere thirty-five per cent of the teachers allocated time for conducting local F.F.A. project tours, Table LXIV and Figure 64.

RANGE IN NUMBER OF DAYS ALLOCATED TO CONTEST AND FIELD DAYS. Eighty-five per cent of the teachers arranged time for contest and field days, Table LXV and Figure 65. It is very interesting to note from Table LXVI and Figure 66 that the range in the number of hours allocated varies for contest and field days from six to sixty hours.

TABLE NO. LXVII

RANGE IN NUMBER OF DAYS DEVOTED TO THE ADVISORY COMMITTEE

Range in days reported.	Teachers reporting		Number of teachers reporting each month.							
			May		June		July		August	
	No.:	%	No.:	%	No.:	%	No.:	%	No.:	%
$\frac{1}{4}$ to 1	8	40	8	40	7	35	7	35	7	35
2	4	20	0	0	0	0	0	0	0	0
Teachers Reporting	12	60	8	40	7	35	7	35	7	35

FIGURE 67

RANGE IN NUMBER OF DAYS DEVOTED TO THE ADVISORY COMMITTEE

Range in days reported.	Per cent of teachers in various ranges.	Per cent *
1. $\frac{1}{4}$ to 1.....	40	XXXXXXXXXXXXXXXXXXXXX
2. 2.....	20	XXXXXXXXXX

* Each (X) represents 2% of the teachers.

TABLE NO. LXVIII

THE PERCENTAGE OF AFFIRMATIVE REPLIES ON THE FOUR DESIGNATED QUESTIONS RELATIVE TO THE SUMMER PROGRAM OF WORK.

Item	Frequency Reported	Per cent
1. Was the summer program of work signed by the vocational agriculture teacher?.....	20	100
2. Was the summer program of work a signed by the superintendent or principal?.....	17	85
3. Was the summer program of work signed by a local school board member?.....	3	15
4. Were you ever ask by local school officials "What do you do in the summer?".....		

FIGURE 68

THE PERCENTAGE OF AFFIRMATIVE REPLIES ON THE FOUR DESIGNATED QUESTIONS RELATIVE TO THE SUMMER PROGRAM OF WORK.

Item	Teachers Replying		
	No.	Per cent	Per cent*
1. Was the summer program of work signed by the vocational agricultural teacher?.....	25	100	XXXXXXXXXXXXXXXXXXXXX
2. Was the summer program of work signed by the superintendent?.....	17	85	XXXXXXXXXXXXXXXXXXXXX
3. Were you ever ask by local school officials "What do you do in the Summer?".....	9	45	XXXXXXXXXX
4. Was the summer program of work signed by a local school member?.....	3	15	XXX

* Each (X) represents 5% of the teachers.

TABLE NO. LXVIII *

THE PERCENTAGE OF AFFIRMATIVE REPLIES ON THE FOUR DESIGNATED QUESTIONS RELATIVE TO THE SUMMER PROGRAM OF WORK.

Item	:Frequency:	
	:Reported	:Per cent :
1. Was the summer program of work signed by the vocational agriculture teacher?.....	20	100
2. Was the summer program of work signed by the superintendent or principal?.....	17	85
3. Was the summer program of work signed by a local board member?.....	3	15
4. Were you ever ask by local school officials "What do you do in the summer?":	9	45

FIGURE 68

THE PERCENTAGE OF AFFIRMATIVE REPLIES ON THE FOUR DESIGNATED QUESTIONS RELATIVE TO THE SUMMER PROGRAM OF WORK.

	: Teacher's Replying		
	:No.	Percent	:Per cent*
1. Was the summer program of work signed by the vocational agricultural teacher?.....	20	100	:XXXXXXXXXXXXXXXXXXXXX
2. Was the summer program of work signed by the superintendent?.....	17	85	:XXXXXXXXXXXXXXXXXXXXX
3. Were you ever ask by local school officials " What do you do in the Summer?".....	9	45	:XXXXXXXXXX
4. Was the summer program of work signed by a local school member?.....	3	15	:XXX

* Each (X) represents 5% of the teachers.

TABLE NO. LXIX

THE PERCENTAGE OF REPLIES ON THE MAJOR AREAS COVERED
BY THE SUMMER PROGRAM OF WORK.

Item	Frequency :Reported	Per cent*
1. Supervision of the Supervised farm training program of all day boys.....	15	75
2. Supervision of Adult Farmers.....	3	15
3. Professional Improvement	2	10

FIGURE 69

THE PERCENTAGE OF REPLIES ON THE MAJOR AREAS COVERED
BY THE SUMMER PROGRAM OF WORK.

Item	Teachers Replying		
	No.	Percent	Per cent *
1. Supervision of the super- vised farm training program of all day boys.....	15	75	XXXXXXXXXXXXXXXXXX
2. Supervision of Adult Farmers	3	15	XXX
3. Professional Improvement	2	10	XX

* Each (X) represents 5% of the teachers.

TABLE NO. LXX

THE PERCENTAGE OF AFFIRMATIVE REPLIES ON THE NINE DESIGNATED QUESTIONS RELATIVE TO NON-PROFESSIONAL ACTIVITIES.

Item	Teachers reporting	
	Number	Per cent
1. Do you attend church?.....	20	100
Frequently?.....	19	95
Are you a deacon or board member?..	9	45
Time other than Sunday?.....	4	20
2. Are you a Boy Scout leader?.....	0	0
Assistant leader?.....	0	0
Help occasionally?.....	5	25
Does it take from your pro- fessional activities?.....	0	0
How much time?.....	0	0
3. Do you belong to civic organization?13		65
Serve on Committies?.....	12	60
Does it take from your pro- fessional activities?.....	4	20
Howmuch time?.....	4	20
	Average 4 days	
4. Are you a member of a Veterans organization?.....	6	30
Serve on committies?.....	0	0
Does it take from your pro- fessional activities?.....	0	0
5. Do you attend non-school summer gatherings?.....	14	70
Assist with gatherings?.....	11	55
Does it take from your pro- fessional activities?.....	1	5
How much time?.....	0	0
6. Are you a member of a farm organ- ization?.....	16	80
Serve on committies?	5	25
Does it take from your pro- fessional activities?.....	0	0
How much time?.....	0	0
7. Do you think that an active part in non-professional activities is important in developing a well rounded summer program of work?...	20	100

TABLE LXX (Continued)

THE PERCENTAGE OF AFFIRMATIVE REPLIES ON THE NINE
DESIGNATED QUESTIONS RELATIVE TO NON-PROFESSIONAL ACTIVITIES

Item	Teachers reporting	
	Number	Percent
8. Other non-professional activities in which you participate in summer.		
a. Organized army reserve?	1	5
b. City Treasurer?	1	5

FIGURE 70

THE PERCENTAGE OF AFFIRMATIVE REPLIES ON THE NINE QUESTIONS
RELATIVE TO NON-PROFESSIONAL ACTIVITIES

Item	No.	Percent	Teachers Replying
			Percent*
1. Do you attend church?.....	20	100	XXXXXXXXXXXXXXXXXXXX
2. Do you think that an active part in non-professional activities is important in developing a well rounded summer program of work?	20	100	XXXXXXXXXXXXXXXXXXXX
3. Do you attend church frequently?	19	95	XXXXXXXXXXXXXXXXXXXX
4. Are you a member of farm organization?	16	80	XXXXXXXXXXXXXXXXXXXX
5. Do you attend non-school summer gatherings?	14	70	XXXXXXXXXXXXXXXXXXXX
6. Do you belong to civic organizations?	13	65	XXXXXXXXXXXXXXXXXXXX
7. Serve on civic committees? ..	12	60	XXXXXXXXXXXXXXXXXXXX
8. Assist with non-school summer gatherings?	11	55	XXXXXXXXXXXXXXXXXXXX
9. Are you a deacon or church board member?	9	45	XXXXXXXXXXXXXXXXXXXX
10. Are you a member of a Veteran's organization?	6	30	XXXXXXXXXXXXXXXXXXXX
11. Do you help occasionally with Boy Scouts?	5	25	XXXXXXXXXXXXXXXXXXXX

*Each (x) represents 5% of the teachers.

RANGE IN NUMBER OF DAYS DEVOTED TO ADVISORY COMMITTEE. Table LXVII and Figure 67 indicate that only sixty per cent of the teachers reported spending from one-fourth day to two days with the advisory committee.

RANGE IN AFFIRMATIVE REPLIES ON FOUR DESIGNATED QUESTIONS RELATIVE TO THE SUMMER PROGRAM OF WORK. Figure 68 contains in order of importance information indicating the percentage of teachers replying to questions asked.

Table LXIX and Figure 69, in order of importance, clearly indicate the major areas covered by the summer program of work.

PERCENTAGE OF AFFIRMATIVE REPLIES ON NINE DESIGNATED QUESTIONS RELATIVE TO NON-PROFESSIONAL ACTIVITIES. Table LXX contains the list of questions relative to the non-professional activities engaged in by teachers of vocational agriculture; the table also shows the number of teachers reporting, the right hand column indicating the percentage.

Figure 70 contains information concerning the non-professional activities engaged in by teachers of vocational agriculture. The units listed are the same as those in Table LXX and are arranged in this figure in order of their importance, as indicated by the teacher. It is very interesting to note that one hundred per cent of the teachers attend church and ninety-five per cent attend regularly.

Chapter IV

SUMMARY AND CONCLUSIONS

This study attempts to present an analysis of how a certain group of vocational agriculture teachers in Oklahoma used their time during the summer months of 1951. During the major part of their time they were found to be serving the community in some fashion. This schedule as presented by the preceding tables, indicates that the teachers do not lack in variety of activities. It is shown by the study that the activity of greater importance, considering time devoted, is the supervision of the supervised farm training program of all day boys. Next in importance, is the supervision of adult farmers, and in third place, professional improvement. These three areas are the major areas in which the study was divided. Certainly it can be agreed that these activities fall completely within the intent of the framers of the Smith-Hughes and supplementary Acts.

Listing more completely the fifteen activities in the order of their importance, considering the average time allotted by the twenty teachers, the activity of the first consequence is the supervision of individual farm training programs of all day boys, with an average allocation by teachers of twenty-five days. Rated second place in importance was supervision of adult farmers with an average of ten days allocated; third place of consequence was professional improvement with ten days average allotment. Rated in fourth place was enrollment and interest creating activities with an average allocation by teachers of 5.8 days; fifth place was preparation and revision of and securing of teaching aids with the teachers on the average allotting 5.5 days. Appearing in sixth place was the supervision of young farmers with the teachers allocating an average of five days; seventh place was vacation,

with the teachers setting aside an average of 4.8 days. Rated in eighth place was preparing for or attending fairs with the teachers allocating an average of 3.6 days; ninth place was working with the local administration. Teachers report this activity an average of 3.3 days. Ranked in tenth place was preparing for or entering contest or field days with the teachers allotting an average of 3.1 days; given an eleventh place rating was promotional and public relations activities which were reported as accounting for an average of 2.8 days. Classed in twelfth place was evening class or young farmer class organization with the teachers allotting an average of 2.6 days; thirteenth place was keeping records and reports up to date with the teachers reporting an average of 2.1 days consumed by this activity. In fourteenth place was F.F.A. activities and meetings with the teachers allotting an average of 1.7 days; in fifteenth place was time devoted to advisory council with .75 days allotted by the average teacher.

It is perhaps significant to note that sixty per cent of the teachers have taught five years or less, seventy-five per cent have been in their present departments five years or less. One hundred per cent of the superintendents or principals signed the summer program of work, only three teachers had their summer programs of work signed by a school board member.

One hundred per cent of the teachers attend church, ninety-five per cent regularly and forty-five per cent are deacons or board members. Listing the teachers opinion regarding non-professional activities in order of their consequence we find first, church, second, member of a farm organization, eighty per cent. Rated in third place was non-school summer gatherings with seventy per cent of the teachers reporting and

in fourth place was civic organizations with sixty-five per cent of the teachers reporting. In fifth place we find, member of a farm organization with thirty per cent reporting and last was helping occasionally with Boy Scouts.

Under the Smith-Hughes Act the intent was to train teachers and place them primarily in rural schools to conduct a program of vocational agriculture in these areas. However, we can conclude both from observation and from the data presented in this study that the agriculture teacher has gone far beyond this expectation and has become a powerful factor in the cultural life of the community. His leadership in the civic, religious and moral life of the community has tended to make him a valuable asset. However, his division of time indicates that he is not neglectful of his assigned duties, that of providing assistance and training for those who have entered upon or are preparing to enter upon the business of farming.

Chapter V

RECOMMENDATIONS

On the basis of this survey, certain conclusions have been drawn. There is perhaps some evidence of a need of some general re-evaluation of the vocational agriculture teacher's duties as they relate to his life and influence in the community.

If teachers set aside forty days for supervision, or approximately one-half of the total days allotted for the summer months, it will probably be necessary for the teacher to deduct time from other important professional duties. The teacher then becomes a community servant and may possibly lose his identity as an educator. An essential element of good teaching is the ability to stimulate students through ideas and example. Therefore perhaps it would be well that summer months should be lighter work periods than they are at present so that vocational agriculture teachers will have the time for reflection and study. This will be of benefit to the students, the program and the community.

There seems to be evidence that it would be wise for teachers to set aside more time for preparing teaching material and teaching aids. The teaching of vocational agriculture demands the organizing of a program of instruction adapted to the local community and these programs are as versatile as several type of farming areas of the state. A teacher must have the appropriate references, bulletins, charts and other teaching aids to challenge the thinking of his students.

Another recommendation presented is that the teacher devote a little more time to preparing for entering contest or participation in field days. An inactive chapter will have difficulty in keeping

the interest of a boy four years. Contest and field days provide excellent places to create and nurture a love for good crops, pastures, and livestock. They may be considered a laboratory that would be impossible for the individual teacher to reproduce.

Summer time should be planning time and a teacher should devote a few more days to the organization of evening class or young farmer material. Plan the course content, gather the material, motivate interest among the members and be prepared to conduct the classes in the fall after the "busy" season is over.

Another recommendation would be for each teacher to devote more time for F.F.A. activities and meetings. The chapter should be kept "alive" during summer with monthly meetings, tours, picnics and other similar activities to retain the interest of the boys.

It is further recommended that the teacher set aside more time for advisory committee activities. The opinion of well established farmers and school officials should not be taken lightly. They will be of great value by assisting in the making of important decisions and policies and greatly aid the teacher in planning and carrying out his program.

The recommendations presented regarding non-professional activities would be that teachers take a more active part in the activities of farm organizations. Through these organizations a teacher may become familiar with the farmers and farm problems of the area as well as contributing toward helping achieve the worth while aims of the particular organization.

For final consideration the recommendation presented that teachers present the summer program of work to a representative of the school board for his approval and signature. The local school board is the employer

of the vocational agriculture teacher and by all means they should know what the teacher is supposed to be doing.

In summation the following suggestions are made regarding possible changes in summer activities.

1. Slightly less time devoted to supervision.
2. Considerable more time given to preparation of teaching material and teaching aids.
3. Slightly more time for preparing or entering contest or field days.
4. More time for organizing evening classes or young farmer class material.
5. More time for F.F.A. activities and meetings.
6. More time for advisory committee.
7. Take a more active part in farm organizations.
8. Have the summer program signed by a representative of the school board.

These recommendations are based largely upon the findings of the study but also in part upon the authors experiences and observations. It is hoped that they are valid and are worthy of consideration. Desirable changes are possible and probable if teachers will pause to consider the duties for which they are particularly responsible, and to occasionally evaluate accomplishments. It is with this faith that this study was made and these recommendations presented for possible changes in the teachers program of summer activities.

APPENDIX A.

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VITA

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Thesis: A STUDY OF THE SUMMER ACTIVITIES ENGAGED IN BY TEACHERS
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**THESIS TITLE: A STUDY OF THE SUMMER ACTIVITIES ENGAGED
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IN 20 DEPARTMENTS IN NORTHEASTERN OKLAHOMA**

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The content and form have been checked and approved by the author and thesis adviser. Changes or corrections in the thesis are not made by the Graduate School office or by any committee. The copies are sent to the bindery just as they are approved by the author and faculty adviser.

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