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To the Graduate Council:

I am submitting herewith a thesis written by Silas Jasper Taylor entitled "Summer Programs of Tennessee Vocational Agriculture Teachers." I recommend that it be accepted for nine quarter hours of credit in partial fulfillment of the requirements for the degree of Master of Science, with a major in Agricultural Education.

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SUMMER PROGRAMS OF TENNESSEE VOCATIONAL AGRICULTURE TEACHERS

CRANES CREST

A THESIS

Submitted to
The Graduate Council
of
The University of Tennessee
in
Partial Fulfillment of the Requirements
for the degree of
Master of Science

by
Silas Jasper Taylor
August 1957

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CHAPTER I

THE PROBLEM AND ITS DEFINITION

Purpose

The purposes of the study were:

1. To determine the planned summer activities of Tennessee vocational agriculture teachers for 1956 and 1957.
2. To determine what summer activities should be included in a summer program of vocational agriculture teachers.
3. To propose a guide to be used by vocational agriculture teachers in planning summer programs.

The further analysis of the problem would well include the following questions in terms of the above purposes:

1. What proposed summer activities are to take the most time of Tennessee vocational agriculture teachers?
2. What was the length of time allotted for summer activities?
3. How do Tennessee vocational agriculture teachers value the present summer program planning procedure?
4. Could vocational agriculture teachers use a guide in planning their summer program?

Limitations of the Study

The study is limited to the 1956 and 1957 Tennessee teachers of vocational agriculture. The tabulation of proposed programs was limited to the programs on file in State Supervisor's office in Nashville. The information drawn from the information blanks was limited to the blanks completed by personal interview and those returned from Tennessee vocational agriculture teachers who were mailed blanks.

Definition of Terms

The term "summer program" applies to all the activities of the vocational agriculture teacher which transpire between school terms. This includes the cotton picking vacation of some West Tennessee schools. It does not apply to other school holidays.

The terms "teacher" or "teachers" apply to vocational agriculture teachers unless otherwise stated.

The "proposed summer program" is a means designed by the State Supervisor for Tennessee vocational agriculture teachers to plan and report their proposed summer activities.

The term "State Supervisor" refers to the Tennessee Supervisor of Vocational Agriculture whose office is located in the Cordell Hull Building in Nashville.

The "information blank" is a form designed to acquire specific information concerning the opinions and ideas of Tennessee vocational agriculture teachers on summer programs.

The "annual program of work" is a working plan of action for all activities concerned with the teaching of vocational agriculture in the department and service area of the high school.

A "personal interview" is where the investigator or a designated representative administers the information blank to a teacher and remains in his presence while it is being completed.

"Professional improvement" refers to the improvement of oneself professionally by studying the methods of teaching and the subject matter he is to teach.

"Supervising farming programs" means the on-farm supervision of any class member's farming operation or job.

"Out-of-school classes" or "evening classes" refer to classes for adults and young farmers composed of people who are not enrolled in high school classes.

"All-day boys" are boys enrolled in vocational agriculture classes in high school.

"Departmental work" is any work done in the vocational agriculture department including classrooms, shop, and other facilities directly attached to the classroom and shop area.

A "community service" is any service performed by the vocational agriculture teacher for the benefit of members of a community, other than teaching in the classroom and on farms.

"Community surveys" are surveys completed on some topic related to agriculture in a community.

"Future Farmers of America" refers to the organization of farm boys enrolled in vocational agriculture.

"Records and reports" refer to those records and reports which are deemed necessary to compile by the vocational agriculture teacher and his administrators and supervisors.

"Public relations work" is improving the relationships with those people inside and outside of the teacher's service area with him and his program.

"Local fairs" are those expositions containing agricultural exhibits on community, county, and state levels.

"Graduate study" includes all post college graduate study done by vocational agriculture teachers through an educational institution.

"Conference" refers to the Tennessee Vocational Agriculture Teacher's Annual Conference held at a time and place designated by the State Supervisor.

"Local in-service training" is the meetings on the local school system level called by administrators for all school teachers in that system.

"Shopwork" in this study refers to out-of-school classes in the area of farm mechanics.

"Non-professional work" refers to the jobs which are not directly connected with the vocational agriculture program.

"Campus" in this study refers to the educational facilities of the University of Tennessee at Knoxville.

"Field," in connection with courses, means that these courses are taught in areas apart from the facilities of the University of Tennessee at Knoxville, for the convenience of teachers in that area who attend.

Need for Study

Vocational agriculture teachers are paid during the summer months while school is not in session. It is then reasonable that they should plan and execute a summer program. This program should be well planned as the remainder of the annual program of work and be included in some way in this program of work. Some people do not know the vocational agriculture teacher has a summer program of work.

There are no present recommendations to guide Tennessee vocational agriculture teachers in planning a summer program. This study should help vocational agricultural teachers in planning and improving their summer programs and thereby strengthen their over-all program of vocational agriculture.

A planned summer program would be invaluable in improving public relations during the summer months. A copy of this program in the hands of school administrators, supervisors, and other interested persons would improve their understanding of the vocational agriculture teachers' summer program.

Method of Procedure

Related studies were reviewed to determine what other investigators had found concerning planning and executing summer programs. The investigator found no recommendations for summer program development from other studies published by the United States Office of Education. Other literature was then studied to find possible recommendations concerning summer programs of vocational agriculture.

Permission was granted for the investigator to use the returned proposed summer programs in the State Supervisors office in determining how teachers planned to use their summer time in 1956 and 1957. A trip to Nashville was made each of these years and the returned programs were studied and tabulated. From this information the investigator summarized the proposed activities of these teachers for the summers of 1956 and 1957.

These findings were summarized in two tables for each year. The first table depicts the activities and the number of weeks to be devoted to each. The second table deals with the proposed number of weeks to be spent for each activity as preferred by the individual teacher. These tables are explained in Chapter II.

A detailed information blank was then constructed and completed by personal interview with Tennessee vocational agriculture teachers who: (1) were enrolled in summer school at Knoxville the last summer term in 1957, (2) attended the fifth and sixth weeks of the Future Farmers of America Camp in 1957, (3) were enrolled in the

agricultural education field course at Jonesboro in 1957, and (4) taught in the Knoxville area and were available this period of time in July, 1957.

Information blanks were then mailed to every third teacher in a list of Tennessee vocational agriculture teachers. If the teacher had already been interviewed, the next teacher on the list would receive the blank. The completed blanks returned and those taken by personal interview were tabulated and the results are presented in Chapter II in both textual and tabular form dealing with each question of the information blank.

Chapter III is concerned with the summary and recommendations for planning and executing an effective summer program. These recommendations are based on the findings in related studies, the 1956 and 1957 proposed summer programs on file in the State Supervisor's office, and the completed information blanks.

Related Studies

Cook¹ found in 1933 that two-thirds of the Nebraska vocational agriculture teachers' summer activities conformed to opinions of good summer programs as set forth by thirteen state supervisors in the North Central Region. This indicates that these teachers' thoughts conformed

¹Allen Cook, "A Study of Summer Activities of the Nebraska Teachers of Vocational Agriculture," Summaries of Studies in Agricultural Education, Supplement 1:160, 1943.

somewhat with the thoughts of these state supervisors concerning summer programs.

In 1938 Richardson² discovered that Idaho vocational agriculture teachers spent 9.1 hours per day in the summer on the job as based on a six-day week. Their largest activity was supervision of project work which ranged from 2.04 to 2.42 hours per day.

During this same year Frasier³ disclosed that Iowa vocational agriculture teachers spent 37 per cent of their summer time on visits while school and shop accounted for 21 per cent of their summer time. Time spent on other major activities was 15 per cent on tours and 9 per cent attending meetings.

The following year, 1939, Floyd⁴ surveyed Louisiana vocational agriculture teachers and pointed out that 28 per cent of their time was for professional study and 19 per cent was spent attending conferences. Other major time areas were 14 per cent for community

²Stanley Solon Richardson, "An Analysis of Reports Covering the Summer Work of Teachers of Vocational Agriculture for the Purposes of Determining Distribution of Time Given to Various Activities and to Improve the Method of Reporting," Summaries of Studies in Agricultural Education, Supplement 1:123-124, 1943.

³Perry Gilbert Frasier, "Summer Activities of Vocational Agriculture Teachers in Iowa," Summaries of Studies in Agricultural Education, Supplement 1:65, 1943.

⁴John Clairborn Floyd, "How Teachers of Vocational Agriculture in Louisiana Spend Their Professional Time During the Summer Months," Summaries of Studies in Agricultural Education, Supplement 1:62-63, 1943.

service, 12 per cent for supervising farming programs, and 7 per cent for Future Farmer work.

Knight⁵ stated 33.5 per cent of the time of Tennessee vocational agriculture teachers that he surveyed was spent for supervisory purposes in 1940.

Two years later this same investigator⁶ implied that Tennessee vocational agriculture teachers were devoting more time in 1942 than in 1940 to evening school classes, office work, and community surveys. Less time was being devoted to part-time classes, Future Farmer work, and professional conferences.

This same year, 1942, Wallace⁷ found summer activities of selected Ohio vocational agriculture teachers to be ranked with professional improvement at the top of the list. The other major activities in their order were supervising farming programs, Future Farmers of America work, physical facilities, preparation for teaching, records and reports, adult farmer activities, and young farmer activities last.

⁵Ewart Broughton Knight, "Summer Activities of Tennessee Teachers of Vocational Agriculture," Summaries of Studies in Agricultural Education, Supplement 1:90, 1943.

⁶Ewart Broughton Knight, "Activities of a Group of Tennessee Teachers of Vocational Agriculture During a War Time Summer," Summaries of Studies in Agricultural Education, Supplement 2:56, 1943.

⁷Marian Weedman Wallace, "A Study of Summer Teaching Load of 27 Teachers of Vocational Agriculture in Southwestern Ohio," Summaries of Studies in Agricultural Education, Supplement 2:105, 1943.

In 1951 Wall⁸ discovered the North Carolina vocational agriculture teachers he surveyed spent most of their summer time in the area of community service.

Also in 1951 Fagan⁹ disclosed that about 70 per cent of vocational agriculture teachers in the Western States had prepared written summer programs.

Knuti¹⁰ found in 1952 that vocational agriculture teachers in eight Western States had spent most of their summer months in four major activities. These were high school classes, 35 per cent; departmental improvement, 20 per cent; and 10 per cent each for program planning and public relations.

Webb¹¹ stated in 1953 that he had spent a third of his summer time on project supervision and nearly a fourth of his time on the county fair. He emphasized planning the summer program in advance.

⁸Harold Blair Wall, "Use of Time During Summer Months by Teachers of Vocational Agriculture in North Carolina," Summaries of Studies in Agricultural Education, Supplement 5:56, 1952.

⁹Dick V. Fagan, "A Study of the Summer Program of Work of 258 Vocational Agriculture Instructors in Eleven Western States," Summaries of Studies in Agricultural Education, Supplement 5:18-19, 1952.

¹⁰Leo L. Knuti, "Use of Time During the Summer Months," The Agricultural Education Magazine, 12:268, June 1953.

¹¹John A. Webb, "How Time is Used," The Agricultural Education Magazine, 12:268, June 1954.

CHAPTER II

PRESENTATION OF DATA

Tennessee teachers of vocational agriculture were to complete and return proposed summer program reports to the State Supervisor's office for the summers of 1956 and 1957. These reports were to cover a period of twelve weeks during the summer. Teachers returned reports with the number of planned weeks ranging from two to fifteen weeks.

Summary of 1956 Proposed Summer Activities

Tabulation of 1956 reports reveal that two hundred and two teachers reported a total of 2,205 weeks of their summer programs. Many of the West Tennessee teachers have shorter mid-summer periods between regular school terms and another period for cotton picking in the fall. These "cotton picking vacations" were not included in the proposed summer program. The average proposed summer program was for 10.9 weeks.

Supervising farming programs required the most attention of the teachers who proposed 56.3 per cent of their summer time to this activity. These values, depicted in Table I, show a significant decrease in proposed time from supervision to the next area of time allotment. This is departmental work with 11.3 per cent of their time allotted for this activity.

TABLE I

PROPOSED 1956 SUMMER ACTIVITIES OF 202 TENNESSEE VOCATIONAL AGRICULTURE TEACHERS BY WEEKS AND PER CENT OF SUMMER TIME

Activities	Number of Weeks	Per Cent of Summer Time
Supervisory visits	1242	56.3
Work in department	249	11.3
Vacation	186	8.4
Graduate study	172	7.8
Teachers' conference	172	7.8
In-service training	61	2.8
Future Farmers of America activities	53	2.4
Local fairs and community activities	23	1.0
Tennessee Valley Authority workshops	18	.8
Other work at school	11	.5
Military duty	5	.2
Tennessee Education Association and National Education Association conventions	5	.2
Shopwork	4	.1
Sickness	2	.1
Forestry Camp	1	.1
Kiwanis Convention	1	.1
Total	2205	100.0

Vacation accounted for 8.4 per cent of teachers' proposed summer time. Graduate study and the State Vocational Agriculture Teachers' Conference tied for the fourth ranking activity with 7.8 per cent of the summer time allotment.

Local in-service training dropped to 2.8 per cent and Future Farmer work accounted for 2.4 per cent of the summer time allotment. Local fairs and community activities rated only 1.0 per cent of the teacher's summer time.

Other minor activities reported which were less than one per cent of the teacher's summer time were Tennessee Valley Authority Workshops, schoolwork, military duty, shopwork, sickness, forestry camp and conventions of the Tennessee Education Association, National Education Association and Kiwanis Club.

The number of weeks teachers proposed for each activity in their 1956 programs is shown in Table II. The range was from no weeks to as many as eleven weeks for a single activity.

Supervising farming programs ranged from one to eleven weeks with most of the teachers allotting four, five, and six weeks for supervision. All reporting teachers allotted some time for supervision. This was the only activity appearing on every summer program.

Departmental work ranged from none to six weeks and one week seemed to be preferred for this activity. More teachers preferred two weeks for vacation in a range of none to two weeks. Three weeks seemed to be preferred in the range of none to six weeks for graduate

study. The State Vocational Agriculture Teachers' Conference was only one week and was included in most of the reports.

One week was most popular for in-service training in the range of none to five weeks. One week was almost unanimous for those reporting none to two weeks for working Future Farmers of America activities. Of the few reporting local fairs and community service, one week seemed to be the favorite in the range of none to two weeks for these activities.

The minor activities which amounted to at least a week or more in some teachers' programs of the summer were Tennessee Valley Authority workshops, school work, military duty, shopwork, sickness, forestry camp, and conventions of the Tennessee Education Association, National Education Association, and Kiwanis Club.

Summary of 1957 Proposed Summer Activities

On July 15, 1957, one hundred and sixty-four Tennessee vocational agriculture teachers had submitted their 1957 summer programs to the State Supervisor's office in Nashville. They proposed a total of 1,788 weeks for summer work or an average of 10.9 weeks per teacher, the same as for 1956. The included activities were almost the same as in 1956. Unless it is brought to the reader's attention, the per cent of time devoted to specific activities was almost the same as devoted in 1956.

Supervising farming programs were to demand 56.2 per cent of the summer time. The time allotted for this and the other summer activities is depicted in Table III.

Time to be devoted to working in the department increased about four per cent over the previous summer to 15.3 per cent. Vacation time proposed increased almost a whole per cent over 1956 to 9.1 per cent.

The State Vocational Agriculture Teachers' Conference was proposed to require 6.9 per cent of the summer time. Graduate study decreased three per cent from 1956 to 4.4 per cent. Activities of the Future Farmers of America were to take 2.7 per cent of the teachers' summer time. Time allotted for local in-service training dropped one per cent to 1.2 per cent of the 1957 proposed summer time.

Other activities which were reported which were to require less than one per cent of the teacher's summer program were local fairs and community activities, adult classes, forestry camp, sickness, senior trips, Tennessee Valley Authority workshops, and Tennessee Farmers Co-operative meetings. Also conventions which were to take less than one per cent of the summer months were those of the National Education Association, National Vocational Agriculture Teachers Association, and the American Vocational Association.

The number of weeks proposed to each activity by the individual teacher was also similar to the preferences shown in 1956. These values are shown in Table IV.

TABLE III

PROPOSED 1957 SUMMER ACTIVITIES OF 164 TENNESSEE VOCATIONAL AGRICULTURE TEACHERS BY WEEKS AND PER CENT OF SUMMER TIME

Activities	Number of Weeks	Per Cent of Summer Time
Supervisory visits	1006	56.2
Work in department	274	15.3
Vacation	162	9.1
Teachers' conference	124	6.9
Graduate study	79	4.4
Future Farmers of America activities	49	2.7
In-service training	34	1.9
Shopwork	22	1.2
Military duty	10	.6
Local fairs and community activities	10	.6
Teach adult classes	3	.2
National Education Association Convention	3	.2
Forestry camp	2	.1
National Vocational Agriculture Teachers Convention	2	.1
Sickness	2	.1
Senior trip	2	.1
Tennessee Valley Authority workshop	2	.1
American Vocation Association Convention	1	.1
Tennessee Farmers Co-operative meeting	1	.1
Total	1788	100.0

Supervising farming programs was again included in all the reporting teacher's planned activities. Teachers preferred five and six weeks for this activity in a range from one to twelve weeks.

Time set aside for departmental work ranged from none to six weeks and two weeks were most preferred, an increase of a week over the 1956 preference for this activity. More teachers chose two weeks for vacation in a range of none to two weeks. Plans to attend the State Vocational Agriculture Teachers' Conference were included in most teachers' reports and it lasted only one week.

Within the range of none to six weeks for graduate study, four weeks were preferred for this summer activity. Teachers preferred one week for Future Farmers of America activities in the range of none to one week. In-service training was mostly proposed to last only one week in the range of none to two weeks for this activity.

Those who propose to teach shopwork in the summer preferred one week in the range of none to four weeks. Military duty was proposed by a few teachers for two weeks.

Local fairs and community activities received a one-week preference in the range of none to two summer weeks.

Other minor activities which were to be allotted some time in the summer were adult classes, forestry camp, sickness, senior trips, Tennessee Valley Authority workshops, and Tennessee Farmer Co-operative meetings. Other conventions included in the teacher's summer plans were those of the National Education Association, National Vocational Agriculture Teachers Association, and the American Vocational Association.

Summary of Information Blanks

Opinions and ideas can be established by studying the tabulation of the one hundred and seventeen completed information blanks which were returned by Tennessee vocational agriculture teachers from all sections of the State.

The present method of planning summer and weekly programs was upheld by seventy-one teachers, as shown in Table V, who stated it contributed to their program. Thirty-nine teachers believed the method to be a waste of time and five stated it handicapped their program. Two teachers did not answer this question. Of the teachers who stated that the present method of planning contributed to their program, forty-seven said it did so by keeping them on schedule because they did plan a program. Table VI also shows that ten teachers believed it helped inform others and improved public relations. Four teachers said it protected or safeguarded them. The six teachers who said the planning handicapped them, indicated it did so by taking up time and being hard to follow, and one of these stated he had no backing in planning his summer program.

From interpreting the facts given in Table VII, the extent can be seen of how close teachers followed their 1956 and 1957 summer programs they proposed. Ninety-four stated they followed it as a guide but changed their plans to fit their needs. Fifteen teachers stated they referred to their summer programs occasionally, and five said they did not use it. Only one teacher stated he followed it to the letter. Two blanks were unanswered.

TABLE V

VALUES OF THE PRESENT SYSTEM OF PROPOSING SUMMER AND WEEKLY PROGRAMS

Values	Number of Teachers
Contributed to the vocational agriculture program	71
A waste of time	39
Handicapped teacher's activities in the vocational agriculture program	5
Unanswered	2
Total	117

TABLE VI

WAYS PRESENT SYSTEM OF PROGRAM PLANNING CONTRIBUTED TO OR HANDICAPPED
THE VOCATIONAL AGRICULTURE PROGRAM

Ways	Number of Times Listed
Contributed by:	
Keeping teachers on schedule by actual planning	47
Informed others and improved public relations	10
Protected or safeguarded teacher	4
Handicapped by:	
Taking up time and being hard to follow	5
Teacher having no backing	1

TABLE VII

EXTENT TEACHERS FOLLOWED THEIR 1956 AND 1957 PROPOSED SUMMER PROGRAMS

Extent	Number of Teachers
Served as a guide, but changed plans to fit teacher's needs	94
Referred to it occasionally	15
Did not use	5
Unanswered	2
Followed it to the letter	1
Total	117

Table VIII indicates the usefulness of a proposed summer program planning guide. While eighty-one teachers said they could use one, twenty-nine stated they could not, and seven teachers indicated no choice.

Information is furnished in Table IX that shows what the relation of the proposed summer program should be to the annual program of work. Sixty-four teachers thought the proposed summer program should be included in the annual program of work and forty-eight believed it should be a separate plan. Five blanks were not answered.

An analysis of Table X shows the opinions of teachers as to who should be given a copy of the summer program. One hundred teachers thought the superintendent of schools should have a copy. Seventy believed the State Supervisor should get a copy and sixty-seven indicated the district supervisor should also receive one. Fifty teachers believed the school principal should have a copy, and thirty-three indicated the wife should get a copy. The local school board member should have a copy, according to nineteen teachers, and seventeen indicated their advisory council members should have possession of the summer program. Twelve indicated they would profit by giving a copy to the local newspaper editor.

Table XI summarizes information in relation to the summer activities and the amount of time which should be devoted to that activity. Co-operative programs with other agricultural agencies should be allotted less than a week according to fifty-one teachers. Fifty-two

TABLE VIII

USEFULNESS OF A PROPOSED SUMMER PLANNING GUIDE BY TEACHERS

Usefulness	Number of Teachers
Could use a guide	81
Could not use a guide	29
Unanswered	7
Total	117

TABLE IX

RELATIONS OF PROPOSED SUMMER PROGRAM TO ANNUAL PROGRAM OF WORK

Relations	Number of Teachers
Be included in annual program of work	64
Be a separate plan	48
Unanswered	5
Total	117

TABLE X

PEOPLE TO WHOM SUMMER PROGRAMS SHOULD BE SENT

People	Number of Times Listed
Superintendent of schools	100
State supervisor	70
District supervisor	67
School principal	50
Wife	33
School board member	19
Advisory council member	17
Local newspaper editor	12

stated they should allot one week and eleven believed two weeks should be designated for these activities.

Forty-eight teachers believed one week should be proposed for Future Farmers of America activities. Forty-six indicated two weeks should be set aside for this work and seven believed it should take less than a week. Six others indicated three weeks for their choice and two set four weeks aside for these activities.

Seventy-seven teachers said non-professional work in civic clubs should take less than a week of the summer program. Twenty-five indicated a week should be devoted to this work and two suggested two weeks for these activities.

Professional improvement should require a week according to forty-seven teachers and thirty-one stated two weeks should be devoted for this activity. Thirteen recommended less than one week and twelve said three weeks should be devoted to professional improvement. Two indicated a choice of two weeks for this activity.

Supervision of class members should require four summer weeks according to twenty-five teachers. Twenty-six stated it will take over six weeks for supervision. Five weeks were to be set aside by nineteen teachers and sixteen were to use three weeks for this activity. Twelve teachers were to devote six weeks to this work while ten said two weeks were enough. Four teachers indicated they would spend only a week on supervision.

A two-week vacation was recommended by eighty-seven teachers and six said one week was enough. Three teachers indicated that vaca-

TABLE XI

SUMMER ACTIVITIES AND THE TIME WHICH SHOULD BE DEVOTED TO EACH

Activities	Number of Teachers Who Think This is the Correct Time Allotment								
	Weeks Required								Over
	Less Than	1	2	3	4	5	6	6	
Co-operative programs with other agricultural agencies	51	52	11	1					
Supervision of Future Farmers of America activities	7	48	46	6	2				
Non-professional work in civic clubs	77	25	2	1	1				
Professional improvement	13	47	31	12	2	1			
Supervision of adults, young farmers, and all day boys		4	10	16	25	19	12	26	
Vacation	1	6	87	3	1				
Work in department	10	34	46	12	4	1	1		
Work in community fairs and/or other community activities	51	38	10						
Working with out-of-school classes ^a	45	29	10	3		1			
Church		1							
Marketing crops of adults				1					
Travel		1							

^aTwo teachers reported teaching out-of-school classes at night and did not include in summer program.

tion should be three weeks.

Work in the department should take two summer weeks according to forty-six teachers. Thirty-four stated one week was enough and twelve recommended three weeks. Ten indicated it should be confined to less than a week and four teachers said four weeks were the best amount of time for departmental work.

Work in community fairs and similar community activities should take less than a week of the summer program according to fifty-one teachers. Thirty-eight said a week should be devoted and ten indicated two weeks for this type of work.

Forty-five teachers stated less than a week in the summer should be devoted to out-of-school class work. Twenty-nine believed one week to be the right amount of time and ten said they would select two weeks for these classes. Three teachers indicated three weeks should be used for these classes. Two teachers said since their classes were at night, they did not consider them to be a part of the proposed summer program.

Table XII states the co-operative activities in which teachers should participate with other agricultural agencies. Thirty-two liked local conferences or councils where problems were discussed. Thirty recommended attending Tennessee Valley Authority workshops. Twenty-nine believed that field days, trips, and tours were helpful. Nine liked to co-operate in junior livestock shows and sales. Seven suggested attending off-campus extension training schools and programs.

TABLE XII

CO-OPERATIVE ACTIVITIES IN WHICH TEACHERS SHOULD PARTICIPATE WITH OTHER
AGRICULTURAL AGENCIES IN THE SUMMER

Activities	Number of Times Listed
Local conferences of councils to discuss problems	32
Tennessee Valley Authority workshops	30
Field days, trips, and tours	29
Junior livestock shows and sales	9
Off-campus extension training schools and programs	7
Soil Conservation Service helps in out-of-school classes	3
Pest control campaigns	1
Spend time with Pet Milk fieldmen	1
Work in breed associations	1
Co-operate in June, Dairy Month, programs	1
Sponsor boys to National Future Farmers of America Convention	1

Three teachers have asked Soil Conservation Service representatives to aid in adult classes.

Table XIII supplements information as to what the role of the teacher should be in co-operating with these agricultural agencies. Forty-nine teachers believed the teacher should help plan and execute these activities with greater or equal responsibilities. Fifteen stated he should attend meetings as an observer and fourteen indicated he should co-operate and assist. Five believed the teacher's role should be restricted to educational work in the department.

Table XIV presents in summary the beneficial Future Farmer of America summer activities. Fifty teachers recommend camps and thirty-six like regular summer meetings. Twenty suggest social and recreational meetings and nineteen advisors like to take trips and tours. Eighteen have officer training and program planning meetings and three have livestock improvement activities. Two teachers recommend summer shop skills practice.

Table XV compares the non-professional summer activities in civic clubs by teachers. Sixty-two teachers indicated they took part in activities, especially those to improve the agriculture program, school program, and the community. Twelve teachers stated that they attended meetings to improve public relations.

The replies are summarized in Table XVI as to the recommended summer professional improvement activities. One hundred and fourteen teachers suggested attending the annual teachers conference. One hundred and seven suggested reading literature and attending summer

TABLE XIII

ROLES OF THE TEACHER IN CONDUCTING CO-OPERATIVE PROGRAMS WITH OTHER
AGRICULTURAL AGENCIES IN THE SUMMER

Roles	Number of Times Listed
Plan and execute meetings with equal responsibilities	49
Attend meetings and participate as an observer	15
Co-operate and assist other agencies	14
Be restricted to education in the department	5

TABLE XIV

BENEFICIAL FUTURE FARMERS OF AMERICA SUMMER ACTIVITIES

Activities	Number of Times Listed
Camps	50
Regular meetings	36
Social and recreational meetings	20
Trips and tours	19
Officer training and program planning meetings	18
Livestock improvement	3
Shop skills work	2
Community improvement	1
Reorganizing chapter	1
Practice judging	1
Influence officer selection	1





TABLE XV

NON-PROFESSIONAL SUMMER ACTIVITIES IN CIVIC CLUBS

Activities	Number of Times Listed
Take part in activities, especially those to improve the agriculture program, school program, and community	62
Attend to improve public relations	12
Attend club convention	1
Help with sponsored Little League Ball	1

TABLE XVI

RECOMMENDED SUMMER PROFESSIONAL IMPROVEMENT ACTIVITIES

Activities	Number of Times Listed
Attend vocational agriculture teacher's conference	114
Read literature	107
Attend summer courses	104
Attend local in-service training	97
Go on tours	93
Attend conferences of other professional organizations	92
Attend workshops	1
Study crop specimens	1
Watch television	1

courses was recommended by one hundred and four teachers. Ninety-seven recommended local in-service training and ninety-three teachers suggested going on tours. Ninety-two believed attending the conferences of other professional organizations was helpful.

In interpreting Table XVII assessments are given in evaluation of the present planning and conducting of the teachers' conference. Seventy-five teachers believed it to be moderately helpful and thirty-one indicated it was very helpful. Four teachers believed it to be a waste of time and seven indicated no answer.

According to Table XVIII, nine teachers believed there should be more technical specialists on the conference program and eight believed the conference should be more intensive and last fewer days. Five said teachers should have a greater part in the program. Three suggested following the 1957 conference pattern and three others suggested more committee work. Two stated it would help if less speakers were on the conference program.

According to Table XIX, sixty-nine teachers approved the ruling concerning the earning of six approved hours of credit every four years. Forty-three indicated they did not approve the ruling and five did not answer this question.

Table XX gives the suggested ways the six-hour rule might be improved. Ten teachers said they should have non-credit courses in the field dealing with problems of local service areas. Four suggested short courses in the field each year for one and one-half hours credit. Three said the law should be abolished and three stated when six hours



TABLE XVII

VALUES OF THE PRESENT PLANNING AND CONDUCTING OF THE ANNUAL VOCATIONAL
AGRICULTURE TEACHERS CONFERENCE

Values	Number of Teachers
Moderately helpful	75
Very helpful	31
Unanswered	7
Waste of time	4
Total	117

TABLE XVIII

SUGGESTIONS FOR IMPROVING VOCATIONAL AGRICULTURE TEACHERS' CONFERENCE

Suggestions	Number of Times Listed
Have more technical specialists	9
Be more intensive and last fewer days	8
Teachers have more part in conference	5
Follow 1957 pattern	3
Have more committee work	3
Have less speakers	2
Have more inspirational talks	1
Last five days	1
Have backing of state board	1
Stress supervised farming program	1
Have in a more desirable meeting place	1
Improve approach	1
Have more panel discussion	1
Be more specific for departments	1
Discontinue long reports, mimeograph and send out instead	1
Treat teachers as adult professional men instead of like hired hands	1
More commendation and less condemnation	1
Have no teachers on panels	1
Have business session separate	1
Have reasonably priced dinner	1
Have all teachers attend	1

TABLE XIX

APPROVAL OF RULING CONCERNING THE EARNING OF SIX HOURS OF APPROVED
CREDIT EVERY FOUR YEARS

Approval	Number of Teachers
Approved	69
Disapproved	43
Unanswered	5
Total	117

TABLE XX

WAYS SIX-HOUR RULING MIGHT BE IMPROVED

Ways	Number of Times Listed
Have non-credit courses in the field dealing with problems of local service areas	10
Have short courses in field for one and one-half hours credit	4
Have courses taught during local in-service training	3
Should include all teachers or none	3
Should bring about a raise in pay	3
Should abolish	3
Should be on a voluntary basis	2
Should get training before starting to teach	1
Have night classes	1
Limit to on-campus work	1
Have permission from local authority for any amount of credit	1
Should not count after receiving Master's Degree	1
Should be only three hours	1



of approved credit was received, the teachers should get a raise in salary. Three teachers believed the ruling should affect all school teachers or none, and two stated attending courses should be on a voluntary basis.

The fact that more teachers prefer taking courses in the field is indicated in Table XXI. Eighty-nine indicated their choice of field courses while twenty-one teachers would rather attend courses at the University campus. Four said they liked both field and campus courses, and three indicated no answer.

Table XXII represents the reasons for preferring the campus for courses. Nine teachers stated they would have better resources, materials, and facilities. Six said it was more economical and closer, and three stated the campus had a more educational atmosphere. Two preferred the campus because they had a greater choice of the courses they could take.

The preferences for the method of planning field courses are found in Table XXIII. Sixty-two teachers said it should be planned in a long time sequence. Fifty teachers suggested the courses should be worked out each year by them and the University. Five teachers left this question unanswered.

Table XXIV affords evidence concerning whether courses other than agricultural education methods and agricultural subject matter should be approved for six hours credit. Eighty-two teachers thought only agricultural education and agriculture courses should be approved.

TABLE XXI

PREFERENCES OF TAKING COURSES ON THE CAMPUS AND IN THE FIELD

Preferences	Number of Teachers
Field courses	89
Campus courses	21
Both field and campus courses	4
Unanswered	3
Total	117

TABLE XXII

REASONS FOR PREFERRING CAMPUS FOR COURSES

Reasons	Number of Times Listed
Better resources, materials, and facilities	9
More economical and closer	6
More of an educational atmosphere	3
Greater choice of courses	2
Work on Master's Degree	1
Only experience in courses	1
Local work will not interfere with studies	1

TABLE XXIII

PREFERENCES OF LONG TIME SEQUENCE PLANNING TO YEARLY PLANNING OF FIELD COURSES

Preferences	Number of Teachers
Long time sequence planning	62
Yearly planning	50
Unanswered	5
Total	117



TABLE XXIV

WHETHER COURSES OTHER THAN AGRICULTURAL EDUCATION METHODS AND AGRICULTURAL SUBJECT MATTER SHOULD BE INCLUDED IN APPROVED STUDY

Opinions	Number of Teachers
Should not be included	82
Should be included	30
Unanswered	5
Total	117

Thirty believed other courses should be approved and offered. Five teachers offered no opinion.

A study of Table XXV reveals the other courses which teachers think should be offered for approved study. Nine recommended administration and supervision courses. Three teachers suggested sciences and three others stated that anything should be approved. Two teachers indicated they would like to have visual aids courses and two others think public relations courses should be approved. Two teachers indicated a need for guidance courses and two others wanted general education courses approved.

The values that teachers place on in-service training are justified in Table XXVI. Moderately helpful was the way fifty-one teachers valued in-service training and thirty-two indicated it was very helpful. Twenty-eight teachers declared it was a waste of time and six did not answer the question.

A study of Table XXVII presents the explanation of values placed on in-service training. Ten teachers stated it helped by bettering the co-understanding of all the school programs. Ten others stated it was related to agriculture and five believed it contained beneficial programs. Five others said it improved faculty relationships. Nineteen declared the programs were not related to agriculture and were not helpful. Nine teachers stated it needed better planning in order to solve any problems. Two said the teachers were not serious in these programs.

TABLE XXV

COURSES OTHER THAN AGRICULTURAL EDUCATION METHODS AND AGRICULTURAL
SUBJECT MATTER WHICH MAY BE INCLUDED FOR APPROVED STUDY

Courses	Number of Times Listed
Administration and supervision	9
Sciences	3
Anything	3
Visual aids	2
Public relations	2
Guidance	2
General education	2
Conservation and wildlife	1
Health	1
Advising the Future Farmers of America chapter	1
English	1
Finance	1
Community living	1
Radio and television	1
Business administration	1
Getting along with children	1
High school subjects other than agriculture	1

TABLE XXVI

VALUES OF LOCAL IN-SERVICE TRAINING

Values	Number of Teachers
Moderately helpful	51
Very helpful	32
Waste of time	28
Unanswered	6
Total	117

TABLE XXVII

EXPLANATIONS OF VALUES PLACED ON IN-SERVICE TRAINING

Explanations	Number of Times Listed
Helpful:	
Co-understanding all school programs	10
Related to agriculture	10
Beneficial programs	5
Improved faculty relationships	5
Motivated teachers	1
Unhelpful:	
Not related to agriculture	19
Needs better planning to solve problems	9
Teachers are not serious	2
Results are not used	1

Table XXVIII furnishes the activities in which teachers engage when doing summer on-farm supervision of adult, young farmer and all-day boys. Eighty-eight teachers stated they observed and counseled adult farmers in carrying out present practices and planning future farming programs. Fifteen teachers said they like to visit adults and talk about anything in general. Completion of surveys for future classes was the purpose of three teachers in visiting adult farmers.

Observing and counseling young farmers in carrying out and planning future programs was the purpose of visitations of fifty-two teachers. Four teachers indicated they just like to visit and talk to young farmers.

Stress was placed on visiting and counseling all-day boys by ninety-six teachers. Thirty-five teachers emphasized checking record books and twelve said they like to talk to the boy's parents. Eight teachers said they like to talk about anything to the boys on visits. Four stated they completed surveys while visiting boys.

An examination of Table XXIX presents the methods by which teachers take their vacations. Eighty-one indicated they traveled and spent part of their vacation time at home. Fifteen teachers stated they stayed at home and fourteen said they took trips during their vacation. Seven teachers indicated no answer.

It is apparent from Table XXX that teachers engage in many activities when working in their departments. Sixty-eight said they filed materials and forty-nine stated they prepared lesson materials. Completing records and reports were activities given by forty-two

TABLE XXVIII

WHAT TEACHERS DO ON SUMMER ON-FARM SUPERVISION OF ADULTS, YOUNG FARMERS, AND ALL-DAY BOYS

Activities	Number of Times Listed		
	Adults	Young Farmers	All-Day Boys
Observe and counsel in carrying out practices and future plans	88	52	96
Visit and talk	15	4	8
Complete surveys	3	1	4
Do service work	1	1	1
Invite to class	1		
Visit country store	1		
Check record book			35
Visit and talk with parents			12
Find shop jobs			1
Fish with member			1

TABLE XXIX

METHODS OF TAKING VACATION

Methods	Number of Teachers
Staying at home and taking trips	81
Staying at home	15
Taking trips	14
Unanswered	7
Total	117

TABLE XXX

WHAT TEACHERS DO WHEN WORKING IN THEIR DEPARTMENT IN THE SUMMER

Activities	Number of Times Listed
File materials	68
Prepare lesson materials	49
Complete records and reports	42
Work in shop	35
General clean-up work	28
Secure materials	19
Answer mail	17
Read materials	10
Take inventory	8
Maintain cannery	1
Register hogs	1

teachers and twenty-eight said they did general clean up work. Nineteen stated they secured materials and seventeen said they answered their mail in the department. Ten said they did professional reading and eight stated they took inventory during the summer months.

A study of Table XXXI shows the recommended activities concerning local fairs and community service. Helping students in preparing exhibits and exhibiting was suggested by fifty-one teachers. Thirteen stated they helped plan the fair program and twelve stated they helped in publicity. Four teachers stressed working in local community clubs. Four teachers stated they did judging and three said they supervised the fairs. Two stated they had fair booths and two others said they used fairs to promote public relations.

From Table XXXII one can ascertain the number of out-of-school summer classes taught by the surveyed teachers. Thirty-one stated they taught adults, seven taught shopwork, and three taught young farmer classes in the summer.

A study of Table XXXIII presents the ways in which summer out-of-school classes differ from classes taught the other times of the year. Five teachers stated they had more field studies and four said they had more summer shopwork. Four said they were more specific to individual needs and two stated they had more socials during the summer classes.

No two teachers agreed that any activity had been omitted from the information blank. Some activities which some teachers thought had been omitted are shown in Table XXXIV.

TABLE XXXI

RECOMMENDED SUMMER ACTIVITIES CONCERNING LOCAL FAIRS AND COMMUNITY SERVICE

Activities	Number of Times Listed
Assist boys in preparing exhibits and exhibiting	51
Plan fair program	13
Publicize fair	12
Community club work	4
Fair judging	4
Supervise fair	3
Improve relations	2
Have booths	2
Solicit financing	1
Improve fairgrounds	1
Fair follow-up work	1
Do as little as possible	1

TABLE XXXII

SUMMER OUT-OF-SCHOOL CLASSES TAUGHT

Classes	Number of Teachers
Adult	31
Shopwork	7
Young farmer	3

TABLE XXXIII

WAYS IN WHICH SUMMER OUT-OF-SCHOOL CLASSES DIFFER FROM THOSE OF OTHER
TIMES OF THE YEAR

Ways	Number of Times Listed
More field studies	5
More specific for individuals	4
More shopwork	4
More social meetings	2
More flexible	1
Shorter meetings	1
More general	1
Less frequent	1
Have called meetings	1

TABLE XXXIV

ACTIVITIES NOT ALREADY MENTIONED WHICH SHOULD BE INCLUDED IN THE
TEACHER'S SUMMER PROGRAM

Activities	Number of Times Listed
Filling out surveys for graduate students	1
Writing articles for community news	1
Marketing produce of adult class members	1
Having advisory council meetings	1
Having small group conferences	1
Attending church camp	1
Pray for each other	1
Fish	1



CHAPTER III

SUMMARY AND GUIDE FOR PLANNING

Summary

From tabulating the proposed summer reports for the two years, the writer presents the average summer program of twelve weeks in 1956 and 1957 were to be spent in the following manner:

a. supervision	6.8 weeks
b. professional improvement	2.0 weeks
c. departmental work	1.6 weeks
d. vacation	1.0 weeks
e. Future Farmer of America activities	.3 week
f. minor activities	.3 week.

Tabulation of the information blanks indicate the majority of the surveyed teachers thought the present method of planning summer and weekly programs contributed to their programs. They reported it did so by keeping them on schedule because they did plan a program.

Nearly all teachers followed their programs to some extent but made changes to fit their needs as they progressed in their programs. More teachers stated they could use a guide for planning their summer programs than those who stated they could not use one.

More teachers believe the summer program should be a part of the annual program of work instead of being a separate plan.

Over half of the teachers believed their summer programs should be sent to the State Supervisor, district supervisor, and superintendent of schools. Nearly half of the teachers stated the school principal should also be given a copy of the program.

Teachers indicated the following number of weeks should be devoted to the designated summer activities as based on a twelve-week summer program:

a. supervision of adults, young farmers, and all-day boys	four weeks
b. work in the department	two weeks
c. vacation	two weeks
d. co-operative programs with other agricultural agencies	one week
e. supervising Future Farmers of America activities	one week
f. professional improvement	one week
g. non-professional improvement, work in local fairs and community activities, and working with out-of-school classes	one week.

The most suggested activity concerned with working with agricultural agencies in co-operative programs was local conferences or councils to discuss local problems. Teachers also recommended field trips, tours, and trips along with attending Tennessee Valley Authority workshops. The role of the teacher should be equal to other agricultural workers in planning and executing these activities.

Teachers listed camp as being the most beneficial Future Farmers of America summer activity. Nearly one-third of the teachers recommended summer chapter meetings as a profitable activity.

Around half of the surveyed teachers said they took part in non-professional civic club activities, especially those which were to improve the agriculture program, school program, and the community.

The professional improvement activities recommended by most of the teachers were attending the vocational agriculture and other professional conferences, attending summer courses, reading literature, going on tours, and attending local in-service training.

Nearly all teachers believed the present planning and conducting of the annual conference was helpful. The recommended suggestions for improvement were principally to speed it up and have more technical specialists on the program.

Over one-half of the teachers approved the ruling concerning the earning of six hours of approved credit every four years for vocational agriculture teachers. Those who offered ways of improving the rule suggested mainly that there should be non-credit courses conducted in the field dealing with the problems of local service areas.

Three-fourths of the teachers preferred field courses instead of attending the University campus. Those who preferred the campus stated it had better resources, materials, and facilities. Others said it was closer and more economical for them to attend the campus.

Over one-half of the teachers believe that the field courses should be planned in a long time sequence instead of working out a

course each year by the teachers and the University.

Seventy per cent of the teachers agreed that only agricultural education methods and agriculture subject matter should be approved for the six-hour study. Those who disagreed stated courses should be approved in the areas of administration and supervision, sciences, and a few other subjects not directly related to agriculture.

Seventy per cent of the teachers indicated local in-service training was helpful to them. Those who gave reasons why it helped them said it did so by improving the understanding of all the programs in the high school. Those who said the in-service training was unhelpful gave as their main reason it was totally unrelated to agriculture.

Teachers reported that observing and counseling students was the activity most used in on-farm supervision of adults, young farmers, and all-day boys. Some teachers stated they just like to visit and talk to adults. Supervision of all-day boys should include the checking of record books and the meeting of their parents according to many teachers.

Most teachers take trips and spend their vacations at home instead of doing one or the other of the two alternatives.

Filing materials was the job most listed by teachers when working in their departments. Others suggested preparing lesson materials and completing records and reports as their main department activities.

Helping boys to prepare exhibits and exhibiting was the activity most recommended in connection with work with fairs in the summer months.

Thirty-five per cent of the teachers taught out-of-school classes in the summer months. They indicated the main differences in these summer classes from those of other times of the year was in the summer more shopwork and individual help was provided.

Guide for Planning

The following guide was based entirely on the preceding findings of this study.

The summer program should be a carefully planned written guide for the teacher to follow to the best of his ability. It should be a portion of the annual program of work and planned as accurately as possible in advance.

Copies should be sent to the State Supervisor, district supervisor, superintendent of schools, and the school principal. If a teacher has an advisory council, a copy should be available for any member who wishes to see it. If a teacher's school board member or wife requests a copy, they should also have one. When a teacher wishes to have portions or all of the summer program before the public, the local newspaper editor should be given a copy.

The allocation of time to specific activities requires careful thought because different teachers lean more toward special activities. A general recommendation would be to allot two weeks for vacation, one to two weeks for departmental work, one to two weeks for professional improvement, and one week for Future Farmers of America activities.

The remainder of the summer program should be devoted to supervision of adults, young farmers, and all-day boys with any other activities to be included as the teacher sees necessary.

Teachers should enter into co-operative programs with other agricultural agencies unless these activities detract from his own program to the extent that it hinders his students from proper supervision and help. Conferences or councils with other agencies in the teacher's area would be very helpful in successfully confronting local agricultural problems. The teacher should help plan and execute any meetings, field days, or demonstrations that would be an outcome of such a council for the benefit of the teacher's students.

All Future Farmers of America chapters should attend camp or some other social or recreational activity during the summer months. Regular chapter meetings should be continued through the summer. Special meetings should be planned in advance for officer training, program of work study, and other Future Farmers of America activities.

Teachers should take part in civic clubs in order to improve the agriculture program, school program, and the community. The work should not conflict with any activities directly connected with his agricultural program in the summer months.

The teacher should improve professionally during the summer by attending professional conferences, reading literature, taking tours, and attending summer courses periodically. Under the present ruling he must take six hours of approved credit every four years in courses that should help him to do a more effective job of teaching

vocational agriculture. If the courses offered in the field do not suit his needs, he can easily attend the campus and take advantage of its wider selection of courses and facilities.

Field courses should be planned in a long time sequence from surveying the needs of the teachers in the area in which the course will be taught.

Teachers can receive greater values from in-service training if they can convince the administrators who plan the program that agriculture should be included in a way that would help him to do a more effective job of teaching. Not only should he try to correlate agriculture to other courses, but he should try to understand the programs of other high school teachers and improve his public relations.

When visiting adults and young farmers, teachers should observe and counsel the carrying out and the planning of the student's farming program. The visit can even be a sort of social visit with the older students to show interest in their work. Ideas can also be procured for planning future out-of-school classes.

In addition to counseling all-day boys, the teacher should help the boy understand the record book and its functions and talk to his parents. The teacher can obtain a better understanding of his program by parents and improve his public relations.

Summer work in the department should include the jobs of filing materials, preparing lesson materials, completing records and reports,

shop maintenance, taking inventory and ordering materials, answering mail, general reading, and cleaning up the department.

If the teacher plans to be in contact with a local fair he should help his students prepare their exhibits in the summer months. If the fair should come during the summer months he should help plan and execute the agricultural exhibits. He should publicize the fair and his exhibits.

Where they have comfortable meeting places and student interest, teachers can advantageously conduct out-of-school summer classes. Classes should not be discontinued just because it is summer. More individual help can be given in the shop and on the students' farms in the summer when the teacher does not have scheduled all-day classes.

Write a well-planned summer program and follow it to the best of your ability.



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APPENDIX

VOCATIONAL TEACHER'S PROPOSED
SUMMER PROGRAM OF WORK
1956

VOCATIONAL _____
(service)

City _____
County _____
School _____
Teacher _____

Week - Date	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
1st						
2nd						
3rd						
4th						
5th						
6th						

File one copy. Send three copies to your superintendent (one for his files and two for the State office). In the event that a change is proposed, submit revised copies as above. Complete and forward during last week of school.

July 20, 1957

Dear Vocational Agriculture Teacher:

Mr. Jasper Taylor is completing his thesis this summer term on "Summer Programs of Vocational Agriculture Teachers." Jasper, as many of you know, graduated from the University in 1952, and has taught Vocational Agriculture at Halls High School for the past five years.

To complete his thesis this term, it is imperative that he receive the information from the enclosed blank this week for tabulation in his study. I hope you will find time to complete the information blank and return it at your earliest convenience in the enclosed stamped envelope. You will not need to sign your name. All information will be kept confidential.

We thank you for your time and promptness.

Sincerely yours,

George W. Wieggers, Jr.
Professor and
Head of Department

GWW/fw

Enclosure

SUMMER PROGRAM INFORMATION BLANK

Please check the most suitable answer where blanks are provided

- 1a. How do you value the present state program of planning summer and weekly programs for superintendents and the state office?

☐ Contributed to the Vo Ag Program. How? _____
☐ A waste of time
☐ Handicapped teacher's activities in the Vo Ag Program. How? _____

- 1b. To what extent did you follow the 1956 and 1957 summer programs you proposed?

☐ Followed it to the letter
☐ Served as a guide, but changed plans to fit my needs
☐ Referred to it occasionally
☐ Did not use

- 2a. Do you think you could use a summer program planning guide or handbook which could be developed from the findings of this blank? ☐ Yes ☐ No

- 2b. Do you think the planned summer program should be: (☐) part of the regular program of work, or (☐) a separate plan.

- 2c. To whom should copies of your summer program be given? (Check all who should get one).

☐ State supervisor
☐ District supervisor
☐ Superintendent of schools
☐ School principal
☐ Local school board member
☐ Advisory council member
☐ Local newspaper editor
☐ Wife
 Others, please specify below: _____

3. Please place a check by each activity which should be included in the Vocational Agriculture Teacher's Summer Program under the amount of summer time you think should be devoted to that activity.

Activity	Less than one week	weeks required						Over six weeks
		1	2	3	4	5	6	
Cooperative programs with other Agricultural agencies, TVA, Extension, SCS, Farm Bureau, etc.								
Supervision of FFA activities including camp, tours, meetings, etc.								
Non-professional work in civic clubs and other similar organizations								

Activity	Less than one week	Weeks required						Over six weeks
		1	2	3	4	5	6	
Professional improvement including Vo Ag conferences, local teachers meetings, TEA and NEA meetings, etc.								
Supervision of adults, young farmers and all day boys								
Vacation								
Work in department, filing, planning program, making teaching plans, etc.								
Work in local fairs and/or other community activities								
Working with out of school classes at meetings, and field trips other than on-farm supervision								
Other activities (Please specify):								
1.								
2.								
3.								

4. In what cooperative summer activities should Vo Ag Teachers participate with other agricultural agencies like Tennessee Valley Authority, Extension, Soil Conservation Service, Farm Bureau, and others?

What should be the role of the Vo Ag Teacher in conducting these activities?

5. What summer FFA activities do you find most profitable?

6. What non-professional work in civic clubs and other similar organizations should be done during the summer months?

- 7a. What are some professional improvement activities which can be done by the Vo Ag Teacher during the summer months? (Check as many as apply)

___ Attend Vo Ag Conference

___ Attend summer courses

___ Read literature

Others, please specify below:

___ Go on tours

___ Attend local in-service training

___ Attend professional conferences like TEA, NEA, AVA, NVATA, etc.

- 7b. How do you value the present planning and conducting of the annual
Vo Ag conference? How could it be made more profitable?
 ___ Very helpful _____
 ___ Moderately helpful _____
 ___ Waste of time _____
- 7c. Do you approve the ruling concerning the earning of six hours of
approved study every four years? ___ Yes ___ No
 If not, how could it be changed? _____
- 7d. Would you rather take courses: (___) at the campus or (___) in the
field? If you prefer the campus, why? _____
- 7e. If courses are to be taught in the field, should they be offered:
(___) as a long time planned sequence or (___) as to what the
teachers and university can work out for that year.
- 7f. Should these courses consist of only Ag Ed Methods and Agricultural
subject matter? ___ Yes ___ No
 If not, what other areas should be included? _____
- 7g. What value do you place on local in-service training?
 ___ Very helpful Please explain your answer: _____
 ___ Moderately helpful _____
 ___ Waste of time _____
8. What do you do on on-farm supervision?
 Adults _____

 Young farmers _____

 All day boys _____

9. Do you spend your vacation: (___) at home, (___) on trips, or
(___) both.
10. What do you do when you work in your department? _____

11. What activities concerning local fairs and community do you believe are most profitable in the summer months? _____

12. What organized out of school summer classes do you teach? _____

How are they different from classes taught the other times of the year? _____

13. List any other activities not already mentioned which should be included in the Vo Ag Teacher's Summer Program. _____