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**THE UTILIZATION OF TIME BY INSTRUCTORS OF VOCATIONAL
AGRICULTURE IN SOUTH DAKOTA**

BY

ARTHUR L. BRUNING

**A thesis submitted
in partial fulfillment of the requirements for the
degree Master of Science, Department of
Education, South Dakota State
College of Agriculture
and Mechanic Arts**

December, 1959

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This thesis is approved as a creditable, independent investigation by a candidate for the degree, Master of Science, and acceptable as meeting the thesis requirements for this degree; but without implying that the conclusions reached by the candidate are necessarily the conclusions of the major department.

Thesis Adviser

Head of the Major Department

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A. L. B.

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INTRODUCTION

Increased technology in the field of agriculture has created an emphatic demand for a better educated farm populace. The federal government, as early as 1917, recognized this need and passed the Smith Hughes Act which provided federal aid for vocational education in agriculture. Since that date vocational agriculture has been operating under Smith Hughes and subsequent legislation.

The vocational agriculture program in modern secondary schools is designed to train present and prospective farmers for proficiency in agriculture. In accordance with this theme the comprehensive department offers instruction to secondary school students who are planning to enter the occupation of farming, to post-graduate young farmers, and to adults established in the field. While training geared to the needs of school pupils is the mainstay of instruction it can by no means be considered the extent of vocational agriculture's educational obligation.

Activities designed to meet the needs of the student enrolled in secondary schools in which vocational agriculture departments exist are generally termed all-day class activities. They consist of shop and classroom instruction, supervised farming practices, and activities in connection with the Future Farmers of America. Each of these areas of instruction is designed to develop specific abilities needed to succeed in farming. Practical farming theory is taught in the classroom, mechanical skills developed through shop experience, practical farming experience obtained through supervised farming programs, and leadership, character, and citizenship qualities gained by active participation in

the Future Farmers of America.

The young farmer program consists of instruction designed to meet the needs of out of school farm youth who are becoming established in farming. This normally includes part-time classroom instruction and on-farm supervision and assistance for the students. Many young farmers have previously taken vocational agriculture in high school and instruction is frequently a continuation and expansion of the education they received in all-day classes.

A third phase of vocational agriculture is the adult farmer program which is organized for the purpose of educating and informing farmers who are fully established as farm operators, either as owners or tenants. Adult farmer instruction consists primarily of introducing new developments in the field of agriculture and interpreting their application to the community. This is accomplished through regularly scheduled classes as well as on-farm supervision by the instructor of vocational agriculture.

A complete and comprehensive program of instruction places great demands upon the time of the instructor of vocational agriculture. In recognition of these demands the program has been organized in such a manner that the instructor is employed on a 12 month basis. In this manner he is enabled to devote two months beyond the regular nine months school term to his duties. Much of the on-farm supervision is done during this period. Many departments of vocational agriculture throughout the United States are multiple-teacher units wherein the instructional duties are divided between two or more instructors. It is generally understood that departments of this type are more active in adult and

young farmer activities than are departments staffed with but one instructor each.

A working association with the vocational agriculture program in South Dakota has enabled the writer to learn that all departments in the state are single teacher units at the present time. The writer further understands that many vocational agriculture instructors in this state are being required to perform various time consuming school duties other than those related to their vocational agriculture programs.

This study attempts to ascertain how instructors of vocational agriculture utilize their time. Further, it attempts to determine the factors contributing to the manner in which time is being utilized and the overall effect of time utilization upon the vocational agriculture program in South Dakota. The study concerns only the instructors who were teaching during the 1958-1959 school term and who were employed in state accredited departments of vocational agriculture.

PURPOSE

This thesis purports to investigate the utilization of time by instructors of vocational agriculture in South Dakota. How much time do instructors of vocational agriculture devote to various areas of their programs? What activities other than those directly related to vocational agriculture do instructors participate in and how much time do they devote to these activities? What effect does the manner in which instructors utilize their time have upon vocational agriculture instruction?

The foregoing questions prompted the writer to conduct a study with the following purposes:

1. To determine the manner in which vocational agriculture instructors utilize their time.
2. To ascertain the circumstances affecting various patterns of time utilization.
3. To evaluate the general effectiveness of the manner in which time is being utilized by instructors of vocational agriculture.
4. To formulate recommendations designed to improve the utilization of time by instructors of vocational agriculture.

The writer, having had experience in the vocational agriculture teaching field, believes that a study of this nature would be of value to instructors in the field. Data of this type would allow instructors to gain insight into the practices of others and help them to re-evaluate their instructional programs of work. Beginning teachers of vocational agriculture would be able to use this information in the establishment of their teaching routines and in the determination of emphases to be

placed upon various areas of the program in terms of time allocation. It would be of benefit to the writer in improving his own program of vocational agriculture instruction to be acquainted with various patterns of time allocation and the factors which contribute to their establishment. Increased efficiency in the utilization of available time should ultimately lead to an improved program of instruction and benefit both the instructor and his pupils.

Vocational agriculture education is of such a nature that large quantities of time are required in order to properly plan and execute a comprehensive program of instruction. It is the belief of the writer that many departments of vocational agriculture are operating at sub-standard levels largely because instructors either lack sufficient time or are unable to properly utilize the time at their disposal. The information collected in this study helps to define acceptable patterns of time utilization which will be of constructive value in this regard.

REVIEW OF LITERATURE

Devising a comprehensive program of vocational agriculture and finding the time to properly implement it are problems which many instructors and members of state staffs are facing today. Many agricultural educators have written and conducted research concerning the desirable components of vocational agriculture, but little has been done in assisting the instructor to utilize his time in such a manner as to most effectively facilitate this program.

Simmons¹ made a study to determine how much of the vocational agriculture instructor's time was devoted to non-agricultural and community activities in Nebraska and how this affected the vocational agriculture program. He writes:

In comparing the amounts of time utilized by vocational agriculture instructors in non-agricultural activities of the school, civic organizations and the amount of time utilized in school affiliated agricultural organizations it is found that on an average they spend 110 hours or 40.6 per cent of the total time within civic organizations.

School affiliated agricultural organizations came second with a total of 96 hours or 35.2 per cent. It is these organizations which when added to the day school classes make up the complete program for vocational agriculture. The vocational agriculture instructors of this study annually devote 67 hours to non-agricultural activities of the school. School activities both agricultural and non-agricultural take up 59.4 per cent of the time devoted to organizations.

Simmons pointed out in his study that the large amount of time spent on non-agricultural activities of the school and civic organizations

¹Carl W. Simmons, School Non-agricultural and Community Activities of Vocational Agricultural Instructors in Nebraska, Thesis, M.S., p. 56, University of Nebraska, Lincoln, Nebraska, 1954.

seemed to adversely affect the vocational agriculture program of Nebraska. He recommended that the vocational agriculture instructor should critically evaluate these activities and budget his time so as to best meet the educational needs of the community.

Tolbert², in his doctoral dissertation conducted in 1954 in Georgia, concludes:

An analysis was made of the utilization of professional time by the 35 teachers in single-teacher departments during the nine months when school was in session. The data revealed that the teachers, on the average, devoted twice as much time to activities outside the classroom as they did to activities inside the classroom. This means that the work-load of a teacher of vocational agriculture cannot be adequately judged on the basis of the number of hours he is spending on in-school class activities. Approximately one-fourth of his time was devoted to on-farm supervision of farming programs. Almost 10 per cent of the teacher's time, on the average, was devoted to individual instruction and supervision in the canning plant, school shop, and other community projects. Five per cent of the teacher's time was devoted to FFA activities. About a third of the teacher's time was devoted to all other activities including preparation for teaching, regular school duties other than teaching, professional improvement, working with county agricultural organizations, and supervising the Veterans Farm Training Program.

In addition to computing the amount of time spent on the various phases of the vocational agriculture instructor's routine, Tolbert devised a set of criteria for selecting the eight teachers included in the survey which made the best use of their professional time and the eight teachers who made the poorest use of their time. These criteria included a thorough analysis of the vocational agriculture program of each of the teachers in regard to classroom, shop, organizational, and

²Ralph Harmon Tolbert, The Use of Professional Time by Teachers of Vocational Agriculture in Georgia, Dissertation, Ph.D., p. 150-151, Ohio State University, Columbus, Ohio, 1954.

farm supervision activities. From this analysis he selected what he called "top" and "bottom" teachers, drew correlations between the two groups, and proposed guides for the planning and development of teaching loads for teachers. Tolbert's recommendations emphasized the need for vocational agriculture teachers to critically examine the amount of time and the percentage of time spent in the various activities for which they are responsible, and make a replan of their time in order to best meet the most desirable educational objectives. Those individuals who are responsible for the planning of state and local programs of vocational agriculture should more carefully take into consideration the amount of work that an instructor can do well.

Mostowski³ determined that the lack of time and excessive extra duties were significant problems of vocational agriculture departments in Maryland. Scheduling problems, inadequate physical facilities, lack of teacher-administration understanding, and lack of sufficient funds were also found to interfere with the development and functioning of the vocational agriculture program. Mostowski recommended that teachers and administration officials should work together to recognize and resolve these problems in the best interests of all concerned.

In a study made at Washington State College by Loreen⁴, a selected group of vocational agriculture instructors was found to devote an

³ John J. Mostowski, Problems of Vocational Agriculture Departments in Maryland, Special Problem, University of Maryland, College Park, Maryland, 1955.

⁴ Oscar C. Loreen, Time Devoted to Professional Duties by Teachers of Vocational Agriculture in the State of Washington, Non-thesis study, State College of Washington, Pullman, Washington, 1955.

average of 57.4 hours per week to professional duties. Approximately one-half of their time was devoted to classroom instruction, including preparation and closely associated activities, and one-half was devoted to activities other than classroom teaching.

Teachers in North Carolina spend an average of 59.26 hours per week on the job according to a study by Spain⁵. The study concluded that this time should be reduced to 40 hours per week. Further recommendations pointed out the need for re-determining emphasis in terms of time allocation within the vocational agriculture program. The time recommended for the different classes was: 61.0 percent for all-day students, 22.6 per cent for young farmers, and 16.4 per cent for adult farmers. It was felt that this would lead to a better balanced instructional program.

Hendricks⁶ conducted a study which revealed that Oregon vocational agriculture instructors were putting in over 500 hours on "overtime" annually. In spite of the long working hours reported, he discovered that most programs were designed to meet the needs of the all-day high school students and that very little emphasis was being placed on supervised farming, young farmer, or adult farmer activities.

According to Dougan⁷, the problem of finding sufficient time to

⁵ Franklin Holloway Spain, Jr., Emphasis Needed in Programs of Vocational Agriculture, Thesis, D.Ed., University of Florida, Gainesville, Florida, 1954.

⁶ Roland Anthony Hendricks, Program Emphasis as Determined by Time Utilization of Oregon Vocational Agriculture Instructors, Thesis, M.Ed., Oregon State College, Corvallis, Oregon, 1958.

⁷ J.D. Dougan, "How Can I Find the Time", Agricultural Education Magazine, Vol. 31, Interstate Publishing Company, Danville, Illinois.

properly conduct a program of vocational agriculture has led leaders in Ohio to conduct an extensive evaluation of the program. This evaluation was made by teachers, state staff members, state advisory committees, and others. After much discussion it was decided by the above groups that better planning and organization on both the state and local levels would bring about improvements in the total program of instruction. Urgent, important achievement goals must be selected and allocated sufficient emphasis in terms of available time.

A study was made by Mumphrey⁸ which determined that teachers of vocational agriculture in Louisiana high schools were not utilizing their teaching activities so as to best facilitate a comprehensive program of instruction. Teachers of vocational agriculture give most of their attention to the conduct of the all-day program and the out-of-school program is seriously lacking in those teaching activities which normally result in a program of functional and systematic instruction for individuals in the young farmer and adult groups. The type and quality of individual coexistent with the teaching of vocational agriculture on a superior merit level was not generally found.

The preceding literature relates some of the work which has been done in the area of time allocation by instructors of vocational agriculture. The problem of insufficient and improperly proportioned time exists in many forms and is prevalent throughout most of the nation, as witnessed

⁸Anthony A. Mumphrey, A Study of Teaching Activities of Teachers of Vocational Agriculture in Louisiana High Schools, Dissertation, Ph.D., Louisiana State University and Agricultural and Mechanical College, Baton Rouge, Louisiana, 1956.

by a review of related studies. Certainly a solution to the problem is not easily devised, yet the author intends to continue this study in South Dakota. A further understanding of the situations and conditions surrounding the allocation of time should allow educators to more effectively define and promote a comprehensive, workable program of vocational agriculture.

PROCEDURE

The information required for this study is such that it must be gathered by questionnaire, personal interview, or similar individual contact. The questionnaire method of research was selected in order that all the vocational agriculture instructors in South Dakota might feasibly be invited to contribute to the study, thus making the data more valid.

A survey questionnaire (Appendix A) and a personal letter (Appendix B) were sent to the 81 vocational agriculture instructors in South Dakota in 1958-59. A second letter was sent to the instructors who did not reply. A final total of 71 questionnaires was returned, representing 87.7 per cent of the inquiries mailed.

Because of the diversification of activities in which vocational agriculture instructors participate, the questionnaire was divided into five major organizational areas: (1) General Information; (2) Vocational Agriculture School-Affiliated Activities; (3) School-Affiliated Activities other than Vocational Agriculture; (4) Non-School Affiliated Activities; and (5) A brief unit of Evaluation. Several of these major areas were also subdivided for purposes of clarity and logical continuity.

The information thus secured was tabulated and analyzed to provide the data interpreted in this study. Tables were formulated to graphically illustrate the findings and to support the data set forth in the interpretations. Recommendations were drawn on the basis of the data contained herein.

FINDINGS

I. ENVIRONMENT OF INSTRUCTORS STUDIED

In order to better understand the environment in which the typical vocational agriculture instructor reporting in this study abides, a minor portion of the study is devoted to ascertaining relative factors including vocational agriculture enrollments, total enrollments of the high schools in which the departments of vocational agriculture are located, and the populations of the municipalities involved. These observations are not intended to be all inclusive but represent an attempt to gain a better insight into the topic under consideration.

Total High School Enrollment

Vocational agriculture departments appear to be an integral part of small high schools as well as larger ones in South Dakota. Two schools reporting departments had a total high school enrollment, as indicated in Table I, of less than 50 students and four departments were reported in schools with enrollments in excess of 400 students.

More than 60 per cent of the vocational agriculture departments were found to be located in secondary schools with enrollments of between 75 and 175 pupils. This can perhaps be explained by the fact that most of these schools are rural in nature and that nearly 46 per cent of the schools in South Dakota fall within this range of enrollment. Nearly 84 per cent of the schools in South Dakota have enrollments of less than 175 students.

TABLE I. ENROLLMENTS IN HIGH SCHOOLS OFFERING VOCATIONAL
AGRICULTURE IN SOUTH DAKOTA, 1958

| Number of Students | Number of Schools | Per Cent |
|--------------------|-------------------|----------|
| Over 399 | 4 | 5.6 |
| 375 to 399 | 2 | 2.8 |
| 350 to 374 | 0 | 0.0 |
| 325 to 349 | 1 | 1.4 |
| 300 to 324 | 1 | 1.4 |
| 275 to 299 | 2 | 2.8 |
| 250 to 274 | 3 | 4.2 |
| 225 to 249 | 4 | 5.6 |
| 200 to 224 | 3 | 4.2 |
| 175 to 199 | 2 | 2.8 |
| 150 to 174 | 10 | 14.2 |
| 125 to 149 | 11 | 15.5 |
| 100 to 124 | 10 | 14.2 |
| 75 to 99 | 12 | 16.9 |
| 50 to 74 | 3 | 4.2 |
| 25 to 49 | 2 | 2.8 |
| Not Indicating | 1 | 1.4 |
| Total | 71 | 100.0 |

Population of Towns

It will be noted from Table II that 24 per cent of the vocational agriculture departments surveyed were located in towns with populations

of less than 500 people and that nearly 71 per cent were located in towns with populations of not more than 1,500. Approximately an additional ~~one-fourth~~ of the departments were located in towns with 1,500 to 5,500 inhabitants. In contrast to these relatively small figures, populations of 15,000, 16,000, and 45,000 were reported by the three largest cities having vocational agriculture in their school systems.

TABLE II. POPULATIONS OF TOWNS WITH VOCATIONAL AGRICULTURE DEPARTMENTS IN SOUTH DAKOTA, 1958

| Populations of Town | Number of Schools Represented | Per Cent |
|---------------------|-------------------------------|----------|
| Over 5,500 | 4 | 5.6 |
| 5,001 to 5,500 | 1 | 1.4 |
| 4,501 to 5,000 | 1 | 1.4 |
| 4,001 to 4,500 | 1 | 1.4 |
| 3,501 to 4,000 | 0 | 0.0 |
| 3,001 to 3,500 | 0 | 0.0 |
| 2,501 to 3,000 | 5 | 7.0 |
| 2,001 to 2,500 | 2 | 2.8 |
| 1,501 to 2,000 | 7 | 9.9 |
| 1,001 to 1,500 | 15 | 21.2 |
| 501 to 1,000 | 18 | 25.3 |
| 0 to 500 | 17 | 24.0 |
| Total | 71 | 100.0 |

In a widespread distribution such as is represented here the mean would be excessively influenced by the extreme population figures of the upper end of the scale and consequently the median would be a more stable measure of central tendency. In this case, the median of the population was found to be 1,017.

TABLE III. ENROLLMENTS IN SOUTH DAKOTA DEPARTMENTS OF VOCATIONAL AGRICULTURE, 1958

| Number of Students | Number of Schools | Per Cent |
|---------------------------|--------------------------|-----------------|
| 70-74 | 2 | 2.8 |
| 65-69 | 3 | 4.2 |
| 60-64 | 1 | 1.4 |
| 55-59 | 1 | 1.4 |
| 50-54 | 5 | 7.1 |
| 45-49 | 12 | 16.9 |
| 40-44 | 14 | 19.7 |
| 35-39 | 12 | 16.9 |
| 30-34 | 9 | 12.7 |
| 25-29 | 1 | 1.4 |
| 20-24 | 5 | 7.1 |
| 15-19 | 3 | 4.2 |
| 10-14 | 2 | 2.8 |
| 5-9 | 1 | 1.4 |
| Total | 71 | 100.0 |

Enrollment in Vocational Agriculture Departments

The average enrollment for the departments of vocational agriculture surveyed was 39.8 pupils. Approximately two-thirds of the departments had enrollments of from 30 to 50 students, as borne out in Table III. Six schools reported enrollments of 65 or more. All of the departments investigated are one-teacher units and this evidence of great variation in enrollment figures is indicative of great variation also in teacher-pupil ratios.

The common pattern in South Dakota vocational agriculture departments is to divide instruction into four classes. Agriculture I is normally designed for freshmen and stresses training related to crops and soils; Agriculture II, a sophomore course, stresses animal husbandry; Agriculture III, for junior students, is a course in farm mechanics; and Agriculture IV, for senior agriculture students, emphasizes farm and ranch management and marketing. The mean enrollments for 1958 were 13.1 for Agriculture I, 11.3 for Agriculture II, 8.3 for Agriculture III, and 7.0 for Agriculture IV.

Age of Instructors

The modal age of instructors was 27.0, as revealed in Table IV. Of the men reporting, nearly 44 per cent were under 30 years of age and 93 per cent were under the age of 45. The mean age was calculated to be 32.2 years.

There appears to be a fairly significant correlation between the population of the town wherein a school is located and the age of the instructor employed in that school. It is interesting to observe from Table V that as the average population of the towns increases there is

TABLE IV. AGE OF INSTRUCTORS

| Age of Instructors | Number of Instructors | Per Cent |
|--------------------|-----------------------|----------|
| 50-54 | 1 | 1.4 |
| 45-49 | 3 | 4.2 |
| 40-44 | 10 | 14.1 |
| 35-39 | 13 | 18.3 |
| 30-34 | 12 | 16.9 |
| 25-29 | 19 | 26.8 |
| 20-24 | 12 | 16.9 |
| Not Indicating | 1 | 1.4 |
| Total | 71 | 100.0 |

a tendency for the mean age of the instructors employed in them to increase as well. The mean age of instructors employed in departments located in towns of 500 or less population is 28.2, whereas the mean age for instructors in departments located in towns with populations over 5,000 is 37.0. This information would tend to confirm the frequently suspected fact that teachers begin their careers in small towns and progress professionally to cities and towns with larger populations.

The statistical analysis of these data wherein the coefficient of correlation (r) is computed by means of the formula

$$r = \frac{\frac{\sum X'Y'}{N} - C_x C_y}{\sigma_x \sigma_y}$$

to be .44 proves a substantial

or marked relationship between these two factors.

TABLE V. AGE OF INSTRUCTOR COMPARED TO SIZE OF TOWN

| Population of Town | Age of Instructors | | | | | | Mean Age | |
|--------------------|--------------------|-------|-------|-------|-------|-------|----------|-------|
| | 20-24 | 25-29 | 30-34 | 35-39 | 40-44 | 45-49 | | 50-54 |
| Over 5,000 | 0 | 0 | 1 | 1 | 1 | 1 | 0 | 37.0 |
| 4,501-5,000 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 37.0 |
| 4,001-4,500 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 42.0 |
| 3,501-4,000 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| 3,001-3,500 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.0 |
| 2,501-3,000 | 0 | 1 | 0 | 2 | 0 | 1 | 1 | 40.1 |
| 2,001-2,500 | 0 | 0 | 1 | 0 | 0 | 1 | 0 | 39.5 |
| 1,501-2,000 | 0 | 3 | 1 | 0 | 3 | 0 | 0 | 34.1 |
| 1,001-1,500 | 5 | 0 | 5 | 3 | 2 | 0 | 0 | 32.0 |
| 501-1,000 | 4 | 5 | 4 | 3 | 2 | 0 | 0 | 30.4 |
| 1-500 | 4 | 9 | 1 | 2 | 1 | 0 | 0 | 28.2 |

One instructor did not indicate his age.

It should be explained here that the unwieldy population figures of Watertown, Huron, and Rapid City with populations of 15,000, 16,000, and 45,000, respectively, caused the author to omit these data from his calculations. A cursory analysis of the ages of the men employed in these cities reveals the same general pattern as indicated above. The author believes, in justification of the omission, that the error of measurement would be greater as a result of the extreme diversity of these particular data than it would be if they were omitted from the statistical treatment.

Experience and Tenure

More than 35 per cent of the instructors surveyed had taught vocational agriculture for three or less years, and 76 per cent had taught less than 10 years. One instructor reported more than 25 years experience in his field as is disclosed in Table VI.

Over one-half of the instructors reporting indicated that they had taught at their present location for three or less years. Nearly 86 per cent of them, as revealed in Table VII, had less than 10 years of tenure in one location. Four instructors, or seven per cent of those reporting, had taught in the same school system more than 12 years.

The typical instructor had taught a total of 7.2 years and had remained in his present position for a period of 5.2 years. These figures are averages and tend to be higher than they possibly should be, due to the abnormal distribution of the tenure and experience figures involved. In an attempt to check this fact, the author found the medians to be 5.9 years of total experience and 3.4 years of tenure. Perhaps the latter represents a more acceptable measure of central tendency.

**TABLE VI. NUMBER OF YEARS TEACHING EXPERIENCE
IN VOCATIONAL AGRICULTURE**

| Number of Years Teaching Experience | Number of Instructors | Per Cent |
|------------------------------------------------|------------------------------|-----------------|
| 25-27 | 1 | 1.4 |
| 22-24 | 2 | 2.8 |
| 19-21 | 2 | 2.8 |
| 16-18 | 2 | 2.8 |
| 13-15 | 3 | 4.2 |
| 10-12 | 7 | 9.9 |
| 7-9 | 16 | 22.6 |
| 4-6 | 13 | 18.3 |
| 1-3 | 25 | 35.2 |
| Total | 71 | 100.0 |

TABLE VII. TENURE OF VOCATIONAL AGRICULTURE INSTRUCTORS

| Number of Years at Present Location | Number of Instructors | Per Cent |
|------------------------------------------------|------------------------------|-----------------|
| 22-24 | 1 | 1.4 |
| 19-21 | 1 | 1.4 |
| 16-18 | 2 | 2.8 |
| 13-15 | 1 | 1.4 |
| 10-12 | 5 | 7.1 |
| 7-9 | 9 | 12.7 |
| 4-6 | 15 | 21.1 |
| 0-3 | 37 | 52.1 |
| Total | 71 | 100.0 |

II. VOCATIONAL AGRICULTURE SCHOOL-AFFILIATED ACTIVITIES

Shop and Classroom Activities

Vocational agriculture instructors included in this study indicated that they spent an average of 41.9 hours per week on shop and classroom instruction. Of this total, 29.3 hours were spent in classroom instruction not related specifically to shop activities.

In order to best evaluate the time spent on classroom activities, the duties of the instructor were divided into three major categories: (1) Time spent conducting class; (2) Time spent in preparation for teaching; and (3) Time spent in grading and evaluating classroom activities.

It was found that of the 29.3 hours per week spent on classroom activities, approximately one-half, or 14.5 hours per week were spent in actually conducting the classes themselves, as is disclosed in Table VIII.

TABLE VIII. TIME SPENT PER WEEK ON VOCATIONAL AGRICULTURE CLASS ACTIVITIES BY INSTRUCTORS OF VOCATIONAL AGRICULTURE

| Activity | Average Hours per Week | | Total |
|--------------------------|------------------------|-------------|-------------|
| | Classroom | Shop | |
| Conducting Class | 14.5 | 7.2 | 21.8 |
| Preparation for Teaching | 10.2 | 3.7 | 13.9 |
| Grading and Evaluating | 4.6 | 1.6 | 6.2 |
| Total Hours | 29.3 | 12.5 | 41.9 |

An additional 10.2 hours were utilized by activities related to preparation for teaching, and 4.6 hours per week spent in grading and evaluating classroom activities.

It was discovered that of the 12.6 hours per week spent in shop activities by the average instructor, 7.2 hours were spent in actually conducting the shop classes, 3.7 hours per week were spent in preparation for shop classes, and 1.6 hours per week were spent in grading and evaluating shop activities. The foregoing facts and figures indicate that for each hour the typical instructor spends in shop or class he spends approximately an additional hour in efforts such as preparation or evaluation which are related specifically to conducting the class.

In an attempt to draw a correlation between total time spent on shop and classroom instruction as compared to the age and teaching experience of the instructors, Table IX was compiled indicating the average hours per week devoted to shop and classroom instruction and the age and teaching experience of the instructors within the various time designations. The table indicates no appreciable relationship between the factors involved. The average age of instructors who indicated devoting as little as 16 to 20 hours per week to shop and classroom instruction was not noticeably higher or lower than those devoting 50 hours or more. Average tenure followed the same unrelated pattern. The author can only conclude from a cursory analysis that there is no significant correlation between the amount of time devoted to shop and classroom instruction and the average age or the average years of experience of the instructors surveyed.

TABLE IX. TOTAL TIME SPENT ON SHOP AND CLASSROOM INSTRUCTION COMPARED TO AGE AND TEACHING EXPERIENCE OF INSTRUCTORS

| Average Hours per week | Number of Instructors | Per Cent of Instructors | Average Age of Instructors | Average years Experience Per Instructor |
|-------------------------------|------------------------------|--------------------------------|-----------------------------------|------------------------------------------------|
| Over 75 | 1 | 1.4 | 44.0 | 22.0 |
| 71-75 | 2 | 2.8 | 26.0 | 3.0 |
| 66-70 | 2 | 2.8 | 32.0 | 8.0 |
| 61-65 | 1 | 1.4 | 27.0 | 1.0 |
| 56-60 | 3 | 4.2 | 36.0 | 7.7 |
| 51-55 | 4 | 5.6 | 35.3 | 6.0 |
| 46-50 | 12 | 16.9 | 29.8 | 4.9 |
| 41-45 | 11 | 15.5 | 32.5 | 7.2 |
| 36-40 | 12 | 16.9 | 33.1 | 5.8 |
| 31-35 | 8 | 11.3 | 32.3 | 6.5 |
| 26-30 | 10 | 14.1 | 36.1 | 10.4 |
| 21-25 | 2 | 2.8 | 31.5 | 6.5 |
| 16-20 | 3 | 4.2 | 35.0 | 8.3 |

FFA Activities

It is interesting to note that the memberships of Future Farmers of America chapters included in the study ranged from less than 10 to more than 70 members. The modal chapter had 42.0 members and the mean membership was 39.5. There were 57.4 per cent of the chapters with memberships which fell within the 35 to 39 member range. Nearly 17 per cent of the chapter had 50 or more members, as is revealed in Table X,

**TABLE X. MEMBERSHIP IN FUTURE FARMERS OF AMERICA
CHAPTERS IN SOUTH DAKOTA, 1958**

| FFA Membership | Number of Schools | Per Cent |
|-----------------------|--------------------------|-----------------|
| 70-74 | 3 | 4.2 |
| 65-69 | 2 | 2.8 |
| 60-64 | 0 | 0.0 |
| 55-59 | 2 | 2.8 |
| 50-54 | 5 | 7.1 |
| 45-49 | 10 | 14.1 |
| 40-44 | 16 | 22.5 |
| 35-39 | 14 | 19.7 |
| 30-34 | 5 | 7.1 |
| 25-29 | 2 | 2.8 |
| 20-24 | 5 | 7.1 |
| 15-19 | 4 | 5.6 |
| 10-14 | 2 | 2.8 |
| 5-9 | 1 | 1.4 |
| Total | 71 | 100.0 |

and nearly five per cent had a membership of less than 15 boys. These data reveal a range of some magnitude in the sizes of FFA chapters surveyed.

A variation of from less than six to a maximum of 27 hours per month was reported to be spent in FFA activities by instructors participating in the study as is shown in Table XI. It is interesting to note

that the average time per instructor is five hours. These figures in themselves indicate the abnormal curve projected by the data and serve to emphasize a rather ~~extreme~~ range in the number of hours devoted to FFA activities.

TABLE XI. TIME PER MONTH SPENT ON FUTURE FARMERS OF AMERICA ACTIVITIES BY VOCATIONAL AGRICULTURE INSTRUCTORS

| Hours per Month | Number of Instructors | Per Cent |
|-----------------|-----------------------|----------|
| 25-27 | 1 | 1.4 |
| 22-24 | 3 | 4.2 |
| 19-21 | 3 | 4.2 |
| 16-18 | 4 | 5.6 |
| 13-15 | 8 | 11.3 |
| 10-12 | 17 | 24.0 |
| 7-9 | 16 | 22.6 |
| 4-6 | 19 | 26.7 |
| Total | 71 | 100.0 |

This study is not designed in such a manner that conclusions can be drawn concerning the relative effectiveness of the chapters surveyed, and therefore it is not possible to determine the effect of the varying amounts of time being spent in FFA activities. It is not possible to know if the instructor allocating 27 hours of his time per month is accomplishing significantly more than the instructor allocating six hours or less. However, in an attempt to better visualize and understand the

manner in which the time spent on FFA activities was utilized, an analysis including (1) time spent organizing and planning meetings; (2) time spent conducting meetings; and (3) time spent on all other FFA activities was made.

TABLE XII. AN ANALYSIS OF TIME SPENT ON FUTURE FARMERS OF AMERICA ACTIVITIES BY INSTRUCTORS OF VOCATIONAL AGRICULTURE

| Activity | Average Hours per Month | Per Cent of Total Time Spent on FFA Activities |
|-----------------------------------------|--------------------------------|-------------------------------------------------------|
| Organizing and Planning Meetings | 2.3 | 22.1 |
| Conducting Meetings | 2.5 | 24.1 |
| Other FFA Activities | 5.6 | 53.8 |
| Total | 10.4 | 100.0 |

It was found that approximately as much time was utilized in organizing and planning FFA meetings as was actually being spent in the meetings themselves. Another significant finding was that instructors spent less time organizing, planning, and conducting meetings than they did in various other activities which were sponsored by the FFA. Instructors devoted an average of 2.3 hours per month to conducting meetings, and 5.6 hours per month to other FFA activities, as is borne out in Table XII.

Supervised Farming Activities

One of the prime factors concerned with all vocational agriculture programs is the aspect of supervised farming, and as a result,

supervised farming programs in terms of enrollment data as well as the amount of time devoted to this important phase of instruction must necessarily be a part of the professional activities of the instructor included in this study. Forty-two of the 71 schools surveyed reported a range of 31 to 50 students carrying on supervised farming programs in each local FFA chapter. One school reported less than ten boys engaged in this practice and another reported more than 70, as is indicated in Table XIII. The modal number of students with supervised farming projects per vocational agriculture department was 40.5 and the mean number was 38.8.

It is interesting to note that, in comparing the numbers of boys enrolled in supervised farming programs with the memberships of FFA

TABLE XIII. NUMBER OF BOYS HAVING SUPERVISED FARMING PROGRAMS PER VOCATIONAL AGRICULTURE DEPARTMENT

| Number of Boys | Number of Schools | Per Cent |
|-----------------------|--------------------------|-----------------|
| 71-80 | 1 | 1.4 |
| 61-70 | 6 | 8.5 |
| 51-60 | 5 | 7.1 |
| 41-50 | 21 | 29.5 |
| 31-40 | 21 | 29.5 |
| 21-30 | 9 | 12.7 |
| 11-20 | 7 | 9.9 |
| 1-10 | 1 | 1.4 |
| Total | 71 | 100.0 |

chapters, there are chapters with members who are not participating in the supervised farming phase of vocational agriculture. The mean enrollment in FFA chapters was 39.8 and the mode enrollment was 42.0 while the mean and mode of the number of students conducting supervised farming programs were 38.8 and 40.5, respectively. These data tend to indicate that the typical FFA chapter has one or more members who do not conduct a supervised farming program. This discrepancy could be the result of the presence in some departments of the phase of supervised farming regarded as "placement for farm experience".

Recent literature in the field of vocational agriculture has lauded the importance of supervised farming and the values of on-farm supervision. In an attempt to determine the amount of time being allocated to supervised farming activities by the instructors surveyed, the instructors were asked to indicate the total number of hours per month allocated to this phase of their educational program. It was found that instructors devoted an average of 15.5 hours per month to supervised farming activities. While approximately 11 per cent of the instructors surveyed averaged over 25 hours per month in supervised farming activities, as is shown in Table XIV, more than seven per cent spent 10 hours per month or less. No adjustment has been made in these data to differentiate between the amount of time per month allocated to supervised farming activities during the regular school term and the amount of time allocated during the summer months. The data are in terms of the entire year. It is a common practice of vocational agriculture instructors, however, to make the majority of their on-farm visits during the summer months and it should be generally understood

TABLE XIV. AVERAGE TOTAL TIME PER MONTH SPENT ON SUPERVISED FARMING ACTIVITIES BY VOCATIONAL AGRICULTURE INSTRUCTORS

| Hours per Month | Number of Instructors | Per Cent |
|------------------------|------------------------------|-----------------|
| 31-35 | 2 | 2.8 |
| 26-30 | 6 | 8.5 |
| 21-25 | 12 | 16.9 |
| 16-20 | 8 | 11.3 |
| 11-15 | 25 | 35.1 |
| 6-10 | 13 | 18.3 |
| 1-5 | 5 | 7.1 |
| Total | 71 | 100.0 |

that the foregoing average time designations are realized largely through the instructor's summer program of work.

There was considerable variation in the amount of time that instructors devoted to each farm visitation. Variations of from less than one-half hour to more than two and one-half hours per visit were reported, as revealed in Table XV. The most frequent distributions indicated were from one-half hour to one hour and from one and one-half to two hours with nearly one-third of those surveyed reporting each of these distributions. More than ten per cent of the instructors indicated spending one-half hour or less per farm visitation while nearly an additional ten per cent indicated spending two hours or more. This research does not include facilities to determine whether instructors devote more time per farm visitation during the summer months than

TABLE XV. AVERAGE TIME SPENT PER SUPERVISED FARMING VISITATION

| Hours per Visit | Number of Instructors | Per Cent |
|-----------------|-----------------------|----------|
| 2:31-3:00 | 5 | 7.0 |
| 2:01-2:30 | 2 | 2.8 |
| 1:31-2:00 | 23 | 32.4 |
| 1:01-1:30 | 10 | 14.1 |
| 0:31-1:00 | 23 | 32.4 |
| 0:00-0:30 | 8 | 11.3 |
| Total | 71 | 100.0 |

during the regular academic year and consequently no concrete conclusion can be made concerning this effect upon the average length of visitation.

A number of closely related factors are involved in an attempt to understand conditions pertaining to the supervised farming phase of vocational agriculture. It has previously been pointed out that all of the departments included in this survey are single-teacher units and that teacher load and teacher-pupil relationships vary greatly among the various instructors. In order to determine the effect of these circumstances on the supervised farming program, Table XVI was formulated to compare the department enrollment, number and length of on-farm visitation per boy by the instructor, and to compute the total amount of time spent on each boy by the instructor.

The following table illustrates several very important characteristics. First, it reveals a definite trend indicating that the greater the number of students in a department the lesser the average amount of

TABLE XVI. NUMBER OF BOYS CONDUCTING SUPERVISED FARMING PROGRAMS IN COMPARISON WITH THE NUMBER AND LENGTH OF VISITS AND TOTAL TIME SPENT PER BOY

| Number of Boys | Number of Schools | Visits per Boy | Hours per Visit | Total Hours per Boy |
|-----------------------|--------------------------|-----------------------|------------------------|----------------------------|
| 71-80 | 1 | 2.0 | 0:30 | 1:00 |
| 61-70 | 6 | 1.5 | 1:50 | 2:45 |
| 51-60 | 5 | 1.8 | 1:30 | 2:42 |
| 41-50 | 21 | 2.2 | 1:33 | 3:25 |
| 31-40 | 21 | 2.7 | 1:30 | 4:03 |
| 21-30 | 9 | 2.4 | 1:27 | 3:29 |
| 11-20 | 7 | 3.0 | 1:22 | 4:06 |
| 1-10 | 1 | 3.0 | 1:00 | 3:00 |

time devoted to each pupil by the instructor concerning his supervised farming activities. Secondly, greater pupil numbers per instructor tended to reduce the average number of instructor on-farm visits per student during the year. The average number of visitations per year was 2.4 for the entire group surveyed. The largest number of visits per boy was made by instructors with less than 20 boys engaged in supervised farming activities and the least number of visits was made by instructors having between 60 and 70 students. While the number of visits per boy and the total time devoted to each boy by the instructor appeared to decrease as the teacher-pupil ratio increased, there was no apparent indication that increased pupil numbers tended to reduce the average length of each home visitation. On the contrary, there may have been a slight inclination for the length of visit to increase as the ratio grew larger.

Adult Farmer Classes

The Adult Farmer Class program has never attained the prominence in South Dakota that it has in many states. However, recent years have seen more emphasis placed on this phase of instruction by the State Supervisor of Vocational Agriculture and by the vocational agriculture instructors themselves.

The Young Farmer program has received even less emphasis than the Adult Farmer program in South Dakota. Perhaps some of the lethargy in regard to this phase of vocational agriculture can be explained by the fact that a large number of students embark upon fulfilling their military service requirements soon after graduation from high school.

This factor would appear to be made more prominent by the rapid teacher turnover in the field. Many teachers find themselves working in communities where they are not acquainted with the populace which would ordinarily comprise a Young Farmer group. In many areas these young people are included in the instruction devised for the adult farmers. Another factor detrimental to the Young Farmer program might be the circumstance that all vocational agriculture departments in the state are staffed with only one teacher and his time is entirely consumed by in-school commitments.

Only one of the instructors surveyed in this study reported a Young Farmer program. Inasmuch as the data from this phase of the program are insufficient to establish a general pattern for the group surveyed, no further discussion of this phase of vocational agriculture will ensue. Suffice it to say that the one Young Farmer program shall be used only in the data compiled to determine the total number of out-of-school classes in existence in the departments included in this study. The author felt it desirable to discuss the Young Farmer program in connection with the Adult Farmer program because of their very similar characteristics and the similarity which exists in regard to their lack of general acceptance in South Dakota.

Fifty-five per cent of the instructors included in this study had no adult program in operation in 1958-1959. Of the 32 schools reporting adult classes, four indicated that they conducted less than ten sessions per year; 21 reported ten classes, which is the minimum in order to qualify for federal reimbursement; and seven reported 11 to 14 classes per year, as shown in Table XVII.

TABLE XVII. NUMBER OF ADULT CLASS MEETINGS HELD PER YEAR

| Number of class Meetings | Number of Schools | Per Cent |
|--------------------------|-------------------|----------|
| 14 | 1 | 1.4 |
| 13 | 1 | 1.4 |
| 12 | 4 | 5.6 |
| 11 | 1 | 1.4 |
| 10 | 21 | 29.6 |
| 9 | 0 | 0.0 |
| 8 | 0 | 0.0 |
| 7 | 1 | 1.4 |
| 6 | 1 | 1.4 |
| 5 | 2 | 2.8 |
| 0 | 39 | 55.0 |
| Total | 71 | 100.0 |

The average instructor taught about one-half of the classes he conducted during the period under consideration, although considerable variation was reported in regard to the number of classes taught. Nearly ten per cent of the reporting group indicated that they had taught none of the classes in their adult farmer series, as is indicated in Table XVIII. The modal number of classes taught per year was 5.0, with 43.7 per cent reporting this number. A very small number of teachers surveyed had taught all the classes conducted during the year by their departments. The typical instructor teaches about on-half of his adult classes and invites guest speakers or special groups to instruct the remainder.

TABLE XVIII. NUMBER OF ADULT CLASSES TAUGHT BY INSTRUCTORS THEMSELVES

| Number of Classes | Number of Instructors | Per Cent |
|-------------------|-----------------------|----------|
| 12 | 1 | 3.1 |
| 11 | 0 | 0.0 |
| 10 | 2 | 6.3 |
| 9 | 1 | 3.1 |
| 8 | 1 | 3.1 |
| 7 | 2 | 6.3 |
| 6 | 3 | 9.4 |
| 5 | 14 | 43.7 |
| 4 | 1 | 3.1 |
| 3 | 1 | 3.1 |
| 2 | 2 | 6.3 |
| 1 | 1 | 3.1 |
| 0 | 3 | 9.4 |
| Total | 32 | 100.0 |

The 32 instructors with adult programs averaged 39.3 hours per year spent in this pursuit. About one-third of this time was used to organize and plan the activities; one-fourth of the time was utilized in preparation for teaching classes; slightly more than another one-third was actually spent conducting classes; and a minor 5.3 per cent per year in on-farm supervision, as is disclosed in Table XIX.

It is interesting to note that only seven of the 32 instructors conducting adult farmer classes employed the medium of on-farm supervision.

TABLE XIX. HOW INSTRUCTORS' TIME WAS UTILIZED IN THE ADULT PROGRAMS

| Activity | Hours per Year | Per Cent of Total Hours Spent on Adult Program |
|---------------------------|----------------|------------------------------------------------|
| Organization and Planning | 20.4 | 34.4 |
| Preparation for Teaching | 15.1 | 25.5 |
| Conducting Classes | 20.7 | 34.9 |
| On-Farm Supervision | 3.1 | 5.2 |
| Total | 59.3 | 100.0 |

These seven teachers averaged 14 hours each for this activity on a yearly basis. In order to compute the average time spent for each of the activities within the adult program it was necessary to obtain an average for all 32 instructors surveyed; hence the 3.1 hours per year average and the figure of 5.2 per cent of the instructors' time being allocated to the adult farmer program concerned with on-farm supervision of adults.

In view of the fact that only 45 per cent of the instructors included in this study conducted adult programs, and in consideration of the various methods and time allocations involved, a need for further understanding of the situation seems apparent. The recognition of this need promulgates Table XX in an attempt to relate such pertinent factors as teaching experience and tenure to the existence of adult programs in departments of vocational agriculture. The data reveal that 33 per cent of the classes were conducted by instructors with three or less years of total teaching experience. Fifteen per cent of the instructors

with such programs were in the four to six years experience distribution. Approximately 27 per cent of the men with adult classes had taught 10 or more years, as borne out in Table XX.

TABLE XX. COMPARISON OF NUMBER OF OUT-OF-SCHOOL CLASSES TO NUMBER OF YEARS OF VOCATIONAL AGRICULTURE TAUGHT

| Years Teaching Experience | Number of Out-of-School Classes | Per Cent of Instructors with Out-of-School Classes | Per Cent of Tenure Group Represented |
|---------------------------|---------------------------------|----------------------------------------------------|--------------------------------------|
| 25-27 | 1 | 3.0 | 100.0 |
| 22-24 | 1 | 3.0 | 50.0 |
| 19-21 | 1 | 3.0 | 50.0 |
| 16-18 | 1 | 3.0 | 50.0 |
| 13-15 | 3 | 9.1 | 100.0 |
| 10-12 | 2 | 6.1 | 12.6 |
| 7-9 | 8 | 34.2 | 50.0 |
| 4-6 | 5 | 15.2 | 38.4 |
| 0-3 | 11 | 33.2 | 44.0 |
| Total | 33* | 100.0 | |

* Includes the one young farmer program reported.

The fact that one-third of the adult classes were found to be conducted by instructors with three or less years of teaching experience can be quite misleading due to the presence of a large proportion of the instructors surveyed who fall within these limitations. While only 12 per cent of the men with adult classes had taught more than 15 years,

the absence of instructors with an excess of 15 years experience must also be kept under observation.

When data indicating the per cent of each tenure group participating in adult instruction were analyzed they served to clarify the confusion concerning who was participating and who was not. The table shows a definite decrease in the number of classes conducted by each succeeding longer tenure group, but when a comparison was drawn to show the per cent of each tenure group which were conducting classes it indicated that a slightly higher percentage of instructors in advanced tenure brackets were conducting adult classes.

The reader must realize at this point that due to the sparsity of instructors within the longer tenure groups it is difficult to arrive at completely reliable conclusions. It can only be said here that, as far as can be ascertained with available information, tenure does not tend to decrease the instructor's interest in adult work but appears to enhance its acceptance.

The data collected in this survey indicate that the typical vocational agriculture instructor devoted an average of 198.5 hours per month to vocational agriculture school-affiliated activities. It was found that he devoted more than twice as much to classroom activities than he devoted to shop, and the classroom activities received considerably greater emphasis in terms of time spent than did shop, FFA, supervised farming, and adult class activities combined, as is borne out in Table XXI. Approximately 59 per cent of the time allocated to vocational agriculture activities was devoted to classroom activities;

25.2 per cent to shop; 5.2 per cent to FFA; 7.9 per cent to supervised farming; and 2.5 per cent to adult farmer activities.

TABLE XXI. AMOUNTS OF TIME UTILIZED BY VOCATIONAL AGRICULTURE INSTRUCTORS ON THE VARIOUS PHASES OF THEIR PROGRAMS

| Activity | Total Hours Spent* | |
|---------------------------|--------------------|---------------|
| | Per Month | Per Year |
| All-day Classroom | 117.2 | 1054.8 |
| All-day Shop | 50.4 | 453.6 |
| Future Farmers of America | 10.4 | 125.2 |
| Supervised Farming | 15.6 | 187.2 |
| Adult Farmer Classes | 4.9 | 59.3 |
| Total | 198.5 | 1880.1 |

*All-day class and shop activities computed on nine month basis.

III. NON-AGRICULTURAL SCHOOL-AFFILIATED ACTIVITIES

Vocational agriculture instructors are frequently required to participate in various areas of the school curriculum other than those directly related to vocational agriculture. The author had originally intended to term these pursuits "non-vocational agriculture school-affiliated activities", but in order to avoid the confusion of these activities with the program of non-vocational agriculture which is popular in many states the activities shall be referred to here as "non-agricultural school-affiliated activities". Information gathered in this study tends to indicate that a great similarity exists between schools in South Dakota in regard to non-agricultural activities in which the vocational agriculture instructor is expected or required to participate.

Activities in connection with athletics head the list in frequency of mention, as is shown in Table XXII. Types of participation reported include score-keeping, announcing, assisting with tournaments, and miscellaneous duties. Several instructors reported that they carried major coaching duties in addition to their vocational agriculture programs.

Football, basketball, track and baseball, in that order of frequency, were specific sports indicated by the instructors. Over 63 per cent of the teachers surveyed devoted time to working with football within the schools in which they were employed. Nearly 50 per cent of them were asked to assist with local or area basketball tournaments. No specific means were included in this study to determine the total

percentage of men who devoted a share of their time to the school athletic program but these figures indicate that a major portion of the instructors was involved.

A frequent counterpart of the athletic program in small schools in South Dakota is the physical education program. More than four per cent of the instructors polled devoted time to this phase of secondary education.

Next to athletics in frequency, study halls and other classes were most frequently mentioned. Nearly 89 per cent of the teachers reported that they were required to supervise one or more study halls and more than 57 per cent were required to conduct classes which were not an integral part of their vocational agriculture program.

Approximately one-third of the instructors served as advisors of various classes within their respective school systems. Nearly one-half of the men were required to do various maintenance and construction tasks from time to time. Other non-agricultural school-affiliated activities reported included directing plays, assisting with proms, bus driving, noon duty, principalships, and numerous miscellaneous duties.

A clear picture depicting the non-agricultural school-affiliated activities of the vocational agriculture instructors cannot be drawn by viewing only the kinds and numbers of activities present in which they are participating. A more comprehensive understanding can be obtained by an analysis of the amounts of time allocated to these various activities. Accordingly, the average amount of time spent per instructor

TABLE XXII. NON-AGRICULTURAL SCHOOL-AFFILIATED ACTIVITIES IN WHICH VOCATIONAL AGRICULTURE INSTRUCTORS PARTICIPATE AND THE NUMBER OF HOURS PER YEAR SPENT IN EACH ACTIVITY

| Activity | Number | Percent | Total hours per year | Hours per year spent per instructor | |
|----------------|--------|---------|----------------------|-------------------------------------|--------------|
| | | | | Reporting Activity | Surveyed |
| Football | 45 | 63.5 | 1160 | 25.8 | 16.7 |
| Baseball | 5 | 7.1 | 106 | 21.2 | 1.5 |
| Basketball | 29 | 40.9 | 1466 | 50.1 | 20.7 |
| Tournaments | 35 | 49.3 | 412 | 11.8 | 5.9 |
| Track | 9 | 12.7 | 217 | 24.1 | 3.1 |
| Physical Educ. | 3 | 4.2 | 175 | 58.4 | 2.5 |
| Class Advisor | 47 | 66.2 | 776 | 16.5 | 10.9 |
| Plays | 3 | 4.2 | 199 | 66.4 | 2.8 |
| Other Classes | 19 | 26.8 | 4070 | 214.0 | 57.3 |
| Proms | 15 | 21.1 | 268 | 17.9 | 3.8 |
| Study Halls | 48 | 67.7 | 6302 | 131.2 | 88.7 |
| Bus Driving | 11 | 15.5 | 247 | 22.4 | 3.5 |
| Repair Work | 34 | 47.9 | 946 | 27.8 | 13.3 |
| Noon Duty | 3 | 4.2 | 180 | 60.0 | 2.5 |
| Principal | 3 | 4.2 | 225 | 75.1 | 3.2 |
| Misc. | 4 | 5.6 | 118 | 29.5 | 1.7 |
| Total | | | 16,867 | | 238.1 |

participating in each of the activities was computed along with the average time spent on each of the activities by the entire group.

It was found that the largest amount of time was spent in teaching classes other than those directly related to vocational agriculture by the instructors who reported these classes. The 19 teachers who were required to teach additional classes spent an average of 214 hours per year doing so. This figure was large enough to allow an average of 57.3 hours per year for the entire group of 71 instructors reporting--an average for the group exceeded only by the number of hours allocated to the supervision of study halls, as shown in Table XXII. There were 48 instructors who indicated that they supervised study halls, and the average participant devoted 131.2 hours per year to such duty. The 71 teachers in the survey devoted an average of 88.7 hours per year to study hall activities.

Several activities ranked relatively high in terms of the amount of time required of those instructors who reported such participation. Among these were basketball (50.1 hours per year), physical education (58.4 hours per year), plays (66.4 hours per year), noon duty (60 hours per year), and serving as principal (75.1 hours per year). If specific sports activities such as basketball, football, and track were ranked together instead of individually, athletics would earn a ranking which would fall between non-agricultural classes and study halls, and might be considered the second most demanding of non-agricultural school-affiliated activities.

For reasons previously mentioned, an average time allocation was computed for the entire group under study in regard to individual non-agricultural activities. Especially high in average time requirements per instructor for the entire group surveyed were, in addition to

study halls and other classes, repair work (13.3 hours per year), serving as class advisor (10.9 hours per year), basketball (20.7 hours per year) and football (16.7 hours per year). Items which were infrequently reported, such as plays, noon duty, physical education, and principalships, demanded a relatively small number of average hours of the entire group.

TABLE XXIII. TOTAL TIME SPENT ON NON-AGRICULTURAL SCHOOL ACTIVITIES BY VOCATIONAL AGRICULTURE INSTRUCTORS

| Number of Hours | Number of Instructors | Per Cent |
|-----------------|-----------------------|----------|
| Over 650 | 4 | 5.6 |
| 601-650 | 3 | 4.2 |
| 551-600 | 0 | 0.0 |
| 501-550 | 0 | 0.0 |
| 451-500 | 2 | 2.8 |
| 401-450 | 3 | 4.2 |
| 351-400 | 5 | 7.1 |
| 301-350 | 3 | 4.2 |
| 251-300 | 6 | 8.5 |
| 201-250 | 9 | 12.7 |
| 151-200 | 5 | 7.1 |
| 101-150 | 13 | 18.2 |
| 51-100 | 9 | 12.7 |
| 0-50 | 9 | 12.7 |
| Total | 71 | 100.0 |

The mean number of hours spent on non-agricultural school-affiliated activities for the 71 instructors included in the study was 238.1 hours per year. In terms of a normal 36 week school term this means that the men averaged 6.6 hours per week in such pursuits. In other computations it was found that the mode number of hours per year was 125.0 for each teacher. Variations of from less than 50 to more than 650 hours per year were noted, as may be observed in Table XXIII.

In an attempt to understand the very wide range of from less than 50 to more than 650 hours per year which the instructors spent in non-agricultural activities within the various schools, Table XXIV is presented comparing the number of hours spent each year in these activities with the average high school enrollments and the average populations of the towns in which the schools were located. It was found to be generally true that as the average enrollment of the school decreased the average hours per year spent in activities outside vocational agriculture increased. There is some fluctuation in this pattern but the general trend seems to be clearly indicated. Those instructors spending 50 or less hours per year in non-agricultural activities were employed in high schools with average enrollments of more than 211 students while those reporting over 650 hours per year were affiliated with schools of approximately 115 students, as is revealed in Table XXIV.

Similarly, as the average number of hours spent by the instructor in these activities increased, the average population of the town in which he was employed decreased. Instructors reporting 50 or less hours per year in non-agricultural affiliated activities were employed in

TABLE XXIV. COMPARISON OF TIME SPENT ON NON-AGRICULTURAL SCHOOL-AFFILIATED ACTIVITIES PER YEAR BY INSTRUCTORS OF VOCATIONAL AGRICULTURE IN RELATION TO ENROLLMENT AND SIZE OF TOWN*

| Hours per Year | High School Enrollment | Population of Town |
|-----------------------|-------------------------------|---------------------------|
| Over 650 | 115.0 | 515.4 |
| 601-650 | 122.7 | 816.7 |
| 551-600 | 0.0 | 0.0 |
| 501-550 | 0.0 | 0.0 |
| 451-500 | 90.0 | 400.0 |
| 401-450 | 76.0 | 200.3 |
| 351-400 | 109.8 | 220.0 |
| 301-350 | 199.0 | 1750.0 |
| 251-300 | 132.7 | 1200.0 |
| 201-250 | 236.3 | 2061.3 |
| 151-200 | 130.2 | 1590.6 |
| 101-150 | 148.3 | 1129.6 |
| 51-100 | 189.1 | 1319.2 |
| 1-50 | 211.6 | 1948.0 |

* Excluding Rapid City, Akron, and Watertown.

towns with an average population of 1948 people, whereas those reporting over 650 hours per year were employed in towns whose average population was 515.4 people.

IV. NON-SCHOOL-AFFILIATED ACTIVITIES

It is generally understood that the duties of a professional educator extend beyond those activities outlined specifically in his teaching contract or directly confined to the curriculum of the school in which he is employed. But there are many conflicting views concerning the nature and extent of participation in non-school affiliated or community activities which might be of most benefit to the instructor. The following portion of this study is concerned with the activities in which vocational agriculture instructors are participating and the effects of such participation upon the vocational agriculture program.

The data obtained in this survey revealed a diversified register of non-school activities in which instructors were members and participants. A very minor portion of these pursuits were related to agriculture but the vast majority were civic or social clubs and organizations allied more closely with comradeship and common interests than to the direct improvement of agriculture as a vocation.

A wide variety of activities was indicated, but church activities, as might be expected, were participated in by more instructors than any other single activity included among their non-school community interests, as is revealed in Table XXV. Approximately 56 per cent reported participation in the local Parent-Teacher Association, 27 per cent were active in the American Legion, 22 per cent were members of local Commercial Clubs, 14 per cent were members of Army Reserve units, nearly 13 per cent worked with the Boy Scouts of America, and almost ten per cent were members of the Veterans of Foreign Wars. Nearly ten per cent of

the instructors surveyed were members of the Masonic Lodge and more than seven per cent were members of the Lions Club. Smaller percentages of the group were associated with Kiwanis, Knights of Columbus, Rotary Club, Odd Fellows, Eastern Star, B.P.O.E., Junior Chamber of Commerce, and local Fire Departments. Several of the instructors indicated that they held city offices. It is interesting to note that seven per cent were active in agriculture fairs and shows and that slightly more than four per cent were engaged in 4-H activities. Personal business interests, in addition to their teaching positions, were indicated by 15.5 per cent of the men.

The number of hours allocated to non-school affiliated activities by instructors surveyed was as diverse and variable as were the many activities reported. In order to clarify the data and obtain a more comprehensive understanding of the degree of participation in the diverse register of activities, figures were computed which revealed the average number of hours per year devoted to each of the activities by the instructors reporting active participation and the average number of hours per year devoted to the activity by the entire group surveyed.

There were numerous activities which were allocated large amounts of time per year by those instructors who reported participation in the activity. The ten men who reported membership in the army reserves each devoted an average of 222.2 hours per year to the pursuit, as is shown in Table XIV. Participants averaged 207.5 hours per year in personal business interest, 160.0 hours per year in work related to community athletic programs, 79.8 hours per year in church activities, 63.4 hours per year in Kiwanis work, and 62.0 hours per year in B.P.O.E., activities. Larger amounts of time were devoted to various other community interests.

TABLE XXV. NON-SCHOOL ACTIVITIES PRESENT IN COMMUNITIES IN WHICH VOCATIONAL AGRICULTURE INSTRUCTORS PARTICIPATE AND THE NUMBER OF HOURS PER YEAR SPENT IN EACH ACTIVITY

| Activity | Instructors Assisting | | Total Hours | Average Hours per Instructor Reporting Activity Surveyed | |
|------------------------|-----------------------|---------|-------------|----------------------------------------------------------|------|
| | Number | Percent | | | |
| Parent Teachers Ass'n. | 40 | 56.4 | 814 | 20.3 | 11.5 |
| Church | 60 | 84.6 | 4778 | 79.8 | 67.4 |
| Commercial Club | 16 | 22.6 | 415 | 25.9 | 5.8 |
| Fire Department | 5 | 7.1 | 235 | 48.5 | 3.3 |
| Masonic Lodge | 7 | 9.9 | 189 | 27.0 | 2.7 |
| Eastern Star | 1 | 1.4 | 10 | 10.0 | 0.1 |
| B.P.O.E. | 1 | 1.4 | 48 | 48.0 | 0.7 |
| Odd Fellows | 2 | 2.8 | 124 | 62.0 | 1.7 |
| Rotary Club | 1 | 1.4 | 50 | 50.0 | 0.7 |
| Lions Club | 5 | 7.1 | 78 | 15.6 | 1.1 |
| Knights of Columbus | 3 | 4.2 | 79 | 26.3 | 1.1 |
| Kiwanis | 5 | 7.1 | 317 | 63.4 | 4.5 |
| American Legion | 19 | 26.8 | 555 | 29.2 | 7.8 |

(Continued)

NON-SCHOOL ACTIVITIES (Cont.)

| Activity | Instructors Assisting | | Total Hours | Average Hours per Instructor | |
|----------------------------|-----------------------|---------|-------------|------------------------------|----------|
| | Number | Percent | | Reporting Activity | Surveyed |
| V.F.W. | 7 | 9.9 | 118 | 16.9 | 1.7 |
| Boy Scouts | 9 | 12.7 | 467 | 51.9 | 6.6 |
| Four-H | 3 | 4.2 | 75 | 25.0 | 1.0 |
| Army Reserves | 10 | 14.1 | 2222 | 222.2 | 31.3 |
| City Office | 3 | 4.2 | 260 | 86.7 | 3.7 |
| Personal Business | 11 | 15.5 | 2282 | 207.5 | 32.2 |
| Ag Fairs and Shows | 5 | 7.1 | 246 | 49.3 | 3.5 |
| Social Clubs | 4 | 5.6 | 180 | 45.0 | 2.5 |
| Junior Chamber of Commerce | 3 | 4.2 | 184 | 61.3 | 2.6 |
| Athletic Programs | 1 | 1.4 | 160 | 160.0 | 2.3 |

Equally as important as the amount of time instructors devoted to the individual activities in which they participated is the amount of time the entire group of instructors averaged in the various activities included in the data. This figure allows a more comprehensive understanding of how the typical vocational agriculture instructor utilizes his non-school affiliated time and is more useful in establishing the extent to which he participates.

Church activities were participated in by more instructors and allocated more average hours per year than any other activity. The entire group devoted an average of 67.4 hours per year to church participation. Other activities which were recipients of a large number of average hours per year included the Army Reserves (31.3 hours), personal business interests (32.2 hours), Parent-Teacher Association (11.5 hours), American Legion (7.8 hours), Boy Scouts (6.6 hours), and Commercial Club (5.8 hours). Such data are revealed in Table XXV.

Instructors averaged 195.6 hours per year in all non-school affiliated activities. In order to more fully understand the factors which contributed to this figure, data were compiled which compared the instructor's tenure in his present position and his total years of teaching to the amount of time which he devoted to non-school activities. The data revealed that some relationship may exist insofar as instructors with greater tenure and teaching experience tended to group themselves near the median of the distribution, as is shown in Table XXVI. More extreme amounts of time were devoted to non-school pursuits by those with less tenure and experience. Instructors with extremely low or extremely high allocations of time indicated relatively low tenure and

TABLE XXVI. COMPARISON OF TIME SPENT ON CIVIC OR NON-SCHOOL ACTIVITIES BY TEACHERS OF VOCATIONAL AGRICULTURE WITH TENURE AT PRESENT LOCATION AND TOTAL YEARS TEACHING EXPERIENCE

| Hours per Year | Number | Instructors Participating | | |
|----------------|--------|---------------------------|--------|------------|
| | | Per Cent | Tenure | Experience |
| Over 550 | 4 | 5.6 | 5.5 | 6.5 |
| 501-550 | 1 | 1.4 | 2.0 | 2.0 |
| 451-500 | 1 | 1.4 | 3.0 | 6.0 |
| 401-450 | 2 | 2.8 | 1.5 | 1.5 |
| 351-400 | 4 | 5.6 | 5.0 | 8.5 |
| 301-350 | 4 | 5.6 | 6.8 | 8.0 |
| 251-300 | 1 | 1.4 | 11.0 | 12.0 |
| 201-250 | 8 | 11.3 | 6.4 | 9.0 |
| 151-200 | 6 | 8.5 | 11.2 | 14.2 |
| 101-150 | 11 | 15.5 | 5.3 | 10.7 |
| 51-100 | 17 | 24.0 | 3.8 | 4.4 |
| 0-50 | 12 | 16.9 | 2.8 | 4.1 |

experience figures. While the mean tenure was 11.2 years and the mean experience was 14.2 years for instructors devoting from 150 to 200 hours per year to non-school activities, the mean tenure was 2.8 years and the mean experience was 4.1 years for those devoting 50 hours or less.

Similarly, the group who devoted more than 550 hours per year indicated a relatively low 5.5 years of average tenure and 6.5 years of average teaching experience.

In order to determine the extent of participation in non-school

activities as precisely as possible, data were compiled which compared the total number of hours spent in these pursuits with the total number of hours spent in vocational agriculture and non-agricultural school-affiliated activities. The instructors surveyed spent an average of 2,313.8 hours per year in all professional activities included in this study. Of this total figure, 1,800.1 hours were designated as vocational agriculture school-affiliated, 238.1 hours as non-agricultural school-affiliated, and 195.6 hours as non-school-affiliated use of time as revealed in Table XXVII. These figures indicate that 81.3 per cent of the instructor's professional time was devoted to vocational agriculture school-affiliated activities, 10.3 per cent to non-agricultural school-affiliated activities, and 8.4 per cent to non-school-affiliated activities.

TABLE XXVII. ALLOCATION OF PROFESSIONAL TIME BY INSTRUCTORS OF VOCATIONAL AGRICULTURE IN SOUTH DAKOTA

| Activity | Total Hours per Activity Per Month | Total Hours per Activity Per Year |
|---------------------------------------------|---------------------------------------|--------------------------------------|
| Vocational Agriculture School-Affiliated | 198.5 | 1800.1 |
| Non-Agricultural School-Affiliated | 19.8 | 238.1 |
| Non-School Affiliated | 16.3 | 195.6 |
| Total | 234.6 | 2313.8 |

The foregoing facts and figures serve to establish the kind and degree of participation in professional activities other than those related directly to vocational agriculture by the instructors surveyed

but fail to determine the effects of these activities upon the vocational agriculture programs within the state. In an attempt to ascertain these effects, instructors were asked to indicate their opinions as to whether or not their vocational agriculture programs were being curtailed in some way; and what portions, if any, were being curtailed. Secondly, in order to identify the factors which might cause curtailment, instructors were asked to rank all their professional activities according to the level of importance of these activities in their instructional programs. It was believed that this method of sampling would be less suggestive and therefore most objective in its outcome.

TABLE XKVIII. INSTRUCTORS' OPINIONS AS TO WHETHER VOCATIONAL AGRICULTURE PROGRAMS ARE BEING CURTAILED BY ACTIVITIES OTHER THAN THOSE RELATED DIRECTLY TO VOCATIONAL AGRICULTURE

| Answer | Number of Instructors | Per Cent |
|-------------|-----------------------|----------|
| Yes | 23 | 32.4 |
| No | 44 | 62.0 |
| No Response | 4 | 5.6 |
| Total | 71 | 100.0 |

Twenty-three of the instructors reported that they felt their vocational agriculture programs were being curtailed as a result of their participation in activities other than those directly related to vocational agriculture; 44 instructors reported no curtailment; and four of the returns revealed no response, as is shown in Table XKVIII. The 32.4

per cent curtailment figure constituted a minority as 62 per cent of the men reported no recognized curtailment, but this is nevertheless an indication of a very significant factor affecting vocational agriculture programs in South Dakota.

The data revealed that recurrently more than one specific phase of the program was being hindered in those departments where curtailment was noted. While classroom activities bore the brunt of the problems caused by a lack of sufficient time, other phases of instruction suffered frequently as well. Classroom activities were curtailed in more than 50 per cent of the programs reporting curtailment, supervised farming in about 39 per cent, shop and FFA activities each in approximately 30 per cent, and adult classes in about 12 per cent of the cases. Other areas of curtailment were indicated by slightly more than 17 per cent of the hindered instructors.

An analysis of the data compiled in Table XXIX reveals that 15.5 per cent of all instructors surveyed felt that their all-day classroom activities were being curtailed by activities not directly related to vocational agriculture. Also, 12.7 per cent of the programs suffered curtailment in supervised farming activities, 9.9 per cent in FFA activities, 9.9 per cent in all-day shop activities, seven per cent in adult class work, and 5.6 per cent in other activities such as young farmer work and public relations. It should be understood that this curtailment was centered in about one-third of the schools surveyed and that many programs were curtailed in several of their specific phases.

The lack of sufficient time to properly develop and execute a comprehensive program of vocational agriculture is a very real problem

TABLE XXIX. PORTIONS OF VOCATIONAL AGRICULTURE PROGRAM BELIEVED BY INSTRUCTORS TO BE CURTAILED BY ACTIVITIES OTHER THAN THOSE DIRECTLY RELATED TO VOCATIONAL AGRICULTURE

| Activity Curtailed | Number of Instructors Reporting Curtailment | Per Cent |
|-------------------------------------|----------------------------------------------------|-----------------|
| All-day Classroom Activities | 11 | 15.5 |
| All-day Shop Activities | 7 | 9.9 |
| Future Farmers of America | 7 | 9.9 |
| Supervised Farming | 9 | 12.7 |
| Adult Classes | 5 | 7.0 |
| Others | 4 | 5.6 |

with which educators need to concern themselves. It is unfortunate that instructors who are specialists in the field of vocational agriculture should voluntarily or involuntarily cause the curtailment of their instructional programs by excessive indulgence in other professional activities. It would seem that instructors must re-allocate the use of their professional time in order to most effectively meet the educational needs of the students whom they are instructing. Those activities which are of least benefit to the educational program must of necessity be curbed in order that sufficient time may be devoted to more beneficial pursuits.

The instructors surveyed indicated that they believed their all-day classroom activities were the most important phase of their vocational agriculture programs. All-day shop, Future Farmers of America, and supervised farming activities were felt to be of equal value

TABLE XXX. ACTIVITIES RANKED ACCORDING TO LEVEL OF IMPORTANCE IN THE ENTIRE VOCATIONAL AGRICULTURE PROGRAM BY INSTRUCTORS IN SOUTH DAKOTA

| Activity | Per Cent of Instructors Reporting Each Rank Under | | | | | | Average Rank |
|------------------------------|---------------------------------------------------|--------|-------|--------|-------|------------|--------------|
| | First | Second | Third | Fourth | Fifth | Non-Ranked | |
| All-day Classroom Activities | 91.6 | 2.8 | 1.4 | 0.0 | 0.0 | 5.6 | 1.1 |
| All-day Shop Activities | 57.8 | 24.0 | 5.6 | 5.6 | 1.4 | 5.6 | 1.6 |
| Future Farmers of America | 53.6 | 28.2 | 11.3 | 0.0 | 1.4 | 5.6 | 1.6 |
| Supervised Farming | 62.0 | 15.5 | 11.3 | 4.2 | 1.4 | 5.6 | 1.6 |
| Adult Classes | 15.5 | 22.6 | 26.8 | 1.4 | 8.5 | 25.4 | 2.5 |
| Non-School-Affiliated | 11.3 | 26.8 | 31.0 | 14.1 | 8.5 | 8.5 | 2.8 |
| Non-Ag School-Affiliated | 11.3 | 26.8 | 28.2 | 16.9 | 9.9 | 7.1 | 2.9 |
| Young Farmer Classes | 4.2 | 15.5 | 19.7 | 7.1 | 18.3 | 35.2 | 3.3 |

and were rated second in importance to classroom activities. Adult classes, non-school-affiliated activities, non-agricultural school-affiliated activities, and young farmer classes were ranked in that order of decreasing importance as shown in Table XXX.

The foregoing data indicate that instructors believe their professional time can best be utilized in activities directly related to vocational agriculture. Young farmer activities are the only exception and perhaps this can be partially explained by the fact that only one young farmer program was in existence within the departments reporting. It may also be ascertained from the data that non-school-affiliated and non-agricultural school-affiliated activities are of least value to the instructors involved. These factors may be of some value to those instructors who feel that their vocational agriculture programs are being curtailed due to the lack of sufficient time.

SUMMARY AND CONCLUSIONS

This thesis purported to determine the manner in which time was being utilized by instructors of vocational agriculture in South Dakota during the 1958-1959 school year. The study further intended to ascertain the circumstances affecting various patterns of time utilization and to evaluate the general effectiveness of the manner in which time was being utilized by instructors. Also, it was the intent of the study to formulate recommendations designed to improve the utilization of time by vocational agriculture instructors.

A survey questionnaire was sent to the 81 instructors employed in state accredited departments of vocational agriculture during the 1958-1959 school term. A final total of 71 questionnaires was returned, representing 87.7 per cent of the inquiries mailed. The information thus secured was tabulated and analyzed to provide the data interpreted in this study.

The typical vocational agriculture department in South Dakota is an integral part of a secondary school system which has an enrollment of between 125 and 150 students, and is located in a town with a population of approximately 1,000. The department enrollment is 39.8 students and the instructor employed therein is 32.2 years of age, has taught 7.2 years, and remained in his present position 5.2 years.

It was found that instructors of vocational agriculture in South Dakota devoted an average of 234.6 hours per month to professional activities. Analysis of the data shows that 81.3 per cent of the instructors' time was devoted to vocational agriculture school-affiliated

activities, 10.3 per cent to non-agricultural school-affiliated activities, and 8.4 per cent to non-school-affiliated activities.

The typical instructor devoted an average of 198.5 hours per month to vocational agriculture school-affiliated activities. He devoted more than twice as much time to classroom activities than he devoted to shop, and classroom activities received considerably greater emphasis in terms of time spent than did shop, FFA, supervised farming, and adult class activities combined. Approximately 59 per cent of the time allocated to vocational agriculture activities was devoted to classroom activities; 25.2 per cent to shop; 5.2 per cent to FFA; 7.9 per cent to supervised farming; and 2.5 per cent to adult farmer activities.

The data revealed that for each hour the average instructor spends in shop or classroom instructional periods he spends approximately an additional hour in efforts such as preparation or evaluation which are related specifically to conducting the class. The amount of time required to plan and evaluate shop and classroom activities was not apparently affected by the age or years of teaching experience of the instructors surveyed. It was also revealed that for each hour an instructor spends conducting FFA meetings he spends approximately three additional hours in activities such as organizing, planning, and carrying on an FFA program of work.

Instructors devoted an average of 15.5 hours per month to supervised farming activities. The mean number of on-farm visitations made annually per boy was 2.4 for the entire group surveyed. The greater the number of students conducting supervised farming programs in a department

the lesser the average number of visitations per year and also the average amount of time devoted to each pupil by the instructor concerning his supervised farming activities. The length of each visitation was not significantly affected by student numbers.

Adult farmer classes were conducted by 45 per cent of the instructors surveyed. The instructor's acceptance of the Adult Farmer program appeared to be enhanced by advanced tenure. The typical adult program consisted of approximately ten instructional classes of two hours duration and annually required 59.3 hours of the instructors' time. The average instructor taught about one-half of the adult classes himself and invited guest speakers or special groups to instruct the remainder.

Instructors devoted an average of 238.1 hours per year to non-agricultural school-affiliated activities such as study halls, extra classes, and athletic events. A range of from less than 50 to more than 650 hours per year was reported. It was found to be generally true that as the school enrollment and population of the town in which the instructor was employed increased, the number of hours which he was required to devote to school-affiliated activities other than vocational agriculture decreased.

Instructors averaged 195.6 hours per year in all non-school-affiliated activities. It was found that instructors with greater tenure and teaching experience tended to devote moderate amounts of time to community and civic pursuits while instructors reporting extremely low or extremely high allocations of time indicated relatively low tenure and experience figures. These data indicate that increased tenure and

experience assist instructors in obtaining a more balanced, beneficial relationship between their vocation and their civic attitudes and responsibilities.

The lack of sufficient time to properly conduct a comprehensive program of instruction was found to be a prevalent problem of vocational agriculture instructors in South Dakota. Nearly one-third of the instructors surveyed expressed the opinion that their instructional programs were being curtailed by activities other than those directly related to vocational agriculture. Classroom and supervised farming activities were most frequently indicated areas of curtailment, but all phases of the program were found to be limited to some extent by the lack of sufficient time on the part of the instructor. The data compiled in this study pointed out a significant need for revisions in the manner in which time is being utilized by instructors of vocational agriculture.

It is unfortunate that instructors who are specialists in the field of vocational agriculture should voluntarily or involuntarily cause the curtailment of their instructional programs by excessive indulgence in other professional activities. Instructors must intelligently re-allocate the use of their professional time in order to most effectively meet the goals of vocational agriculture and the educational needs of their communities.

RECOMMENDATIONS

Rapid advancements in agricultural technology are currently placing increasingly greater demands upon vocational education in agriculture, and instructors of vocational agriculture are facing the need for improved methods of time utilization in order to meet these demands. From the interpretations of data obtained from the survey, the following recommendations are presented:

1. School administrators ought to be better informed concerning what constitutes a comprehensive program of vocational agriculture in order that they might more cogizantly facilitate a desirable instructional program.
2. Instructional duties ought to be determined through careful consideration of all vocational demands and responsibilities. Vocational agriculture teacher-load should not be compared to the teacher-load of academic teachers on the basis of the number of classes taught or the amount of time spent in the classroom.
3. Vocational agriculture instructors should be excluded from teaching and supervisory assignments not related directly to their instructional programs.
4. Vocational agriculture instructors should be relieved of excessive clerical and stenographic tasks. Sec-retarial assistance ought to be provided in order to free the instructor for more constructive activities.
5. Each instructor of vocational agriculture should make an effort to form a closer unity between his vocational agriculture department and the remainder of the school system through the development of more cooperative, understanding relationships.
6. Instructors should critically analyze the manner in which they are utilizing their time and attempt to re-plan their activities so as to more effectively meet desirable educational objectives.
7. The curriculum in vocational agriculture ought to place more emphasis on training present farmers for proficiency in agriculture. Young and adult farmer programs should be an integral part of all departments. This could be

implemented by the establishment of more full-time vocational agriculture departments and the instigation of improved selection and screening procedures designed to reduce the all-day student load of the instructor.

8. In-service training and other methods of professional improvement should be utilized to augment superior teaching methods for greater efficiency in time utilization.
9. Vocational agriculture instructors should make better use of advisory councils in the development and augmentation of vocational agriculture programs through cooperation in evaluation and determination of emphases in the program.
10. Civic and community participation should be planned so as to generate and improve program of instruction and to avoid infringements upon the instructor's time which should be utilized in the pursuit of his vocational responsibilities.
11. The feasibility of multiple-teacher departments needs more favorable consideration in the larger vocational agriculture departments.
12. Vocational agriculture instructors should investigate the potentialities of professionally prepared source units and teaching aids concerning their adaptability and usefulness as tools to facilitate improved time utilization.

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APPENDICES

APPENDIX A

Elkton, South Dakota
December 20, 1958

Dear

Vocational agriculture teachers have spent a great deal of time discussing their jobs, and their problems, in recent years. One of the topics which has frequently arisen concerns the time required for various facets of the vocational agricultural program. This appears to be a problem area to the general public, school administrators, and often to vocational agriculture instructors themselves. These criteria have prompted the following study of this problem.

The purpose of this study is primarily to determine the amount of time allocated to the various areas of vocational agriculture and civic activities by the instructors in this state, and to determine how this affects the vocational agriculture program.

I realize that you receive numerous questionnaires of this type and that they require a great deal of extra effort, but I would gratefully appreciate your cooperation in the formulation of this study. The immediate return of this questionnaire would greatly facilitate the compilation of this data, however, it is imperative that the enclosed questionnaire be returned by January 15.

The identity of all questionnaires will be destroyed, and the data collected will be compiled in the body of my thesis which I am constructing in partial fulfillment for the M.S. Degree at South Dakota State College.

Sincerely,

Arthur Bruning
Vocational Agriculture Inst.
Elkton, South Dakota

Enclosure

APPENDIX B

QUESTIONNAIRE

GENERAL INFORMATION:

1. Age _____ 2. Degree: B.S. _____ M.S. _____ Other _____
3. Are you doing graduate work at the present time? _____
4. Number of years teaching experience in vocational agriculture (including 1958-1959) _____
5. Tenure at present location (including 1958-1959) _____
6. Population of town in which you are now teaching _____
7. High school enrollment _____ 8. Is you Ag. department full-time? _____
9. Vocational agriculture enrollment: Ag I _____ Ag II _____
Ag III _____ Ag IV _____
10. Do you reside in the town in which you are not employed? _____

TIME ALLOCATIONS: Please be as accurate as possible in answering the following questions. One reminder: some of the questions call for hours per week; others for hours per month; and some for hours per year.

TIME DEVOTED TO VOCATIONAL AGRICULTURE SCHOOL-AFFILIATED ACTIVITIES

Classroom activities other than shop for all-day students

1. Number of vocational agriculture classes you teach _____
2. Number of hours per week you spend in class _____
3. Number of hours per week spent in preparation for these classes _____
4. Number of hours per week spent in grading and evaluating these classes _____
5. Total hours per week spent on classroom activities (sum of 2,3, and 4 above) _____

Shop activities for all-day students

1. Number of shop classes you teach _____
2. Number of hours per week you spend conducting classes in shop _____
3. Number of hours per week spent in preparation for shop classes _____
4. Number of hours spent in grading and evaluating these classes _____
5. Total time per week spent on ag. shop activities (sum of 2,3, and 4 above) _____

Future Farmers of America

1. How many members are there in your FFA chapter? _____
2. Number of regular FFA meetings per month _____
3. Number of hours per month spent organizing and planning regular meetings _____
4. Number of hours per month spent conducting regular FFA meetings _____
5. Number of hours per month spent on FFA activities other than on regular meetings _____
6. Total hours per month spent on FFA activities _____

Supervised Farming Activities

1. Number of boys conducting supervised farming projects _____
2. Average total number of supervised farming visits per year _____
3. Average time spent per supervised farming visit _____
4. Average hours per month spent in on-farm supervision _____
5. Average hours per month spent on orientation of students to supervised farming (total of all classes) _____

Adult Class Work (per year basis)

1. Number of adult class meetings held per year _____

2. Number of adult classes you teach yourself _____
3. Number of hours per year spent in organization and planning the adult program _____
4. Number of hours per year spent in preparation for teaching adult classes _____
5. Hours per year spent in on-the-farm supervision of adults _____
6. Total hours per year spent on adult class work (sum of 4, 5, and 6 above) _____

Young Farmer Activities

1. Number of young farmer meetings held per year _____
2. Number of young farmer classes that you teach yourself _____
3. Number of hours per year spent in organization and planning of the program _____
4. Number of hours per year spent in preparation for teaching classes _____
5. Hours per year spent in on-farm supervision of young farmers _____
6. Total hours per year spent in young farmer activities (sum of 4,5, and 6 above) _____

TIME DEVOTED TO SCHOOL-AFFILIATED ACTIVITIES OTHER THAN VOCATIONAL

AGRICULTURE

Check the following activities which require any of your time and give the number of hours per year that they require of your time.

| Activity | Check if you help from 9:00-4:00 | Check if you help after 4:00 | Approximate no. of hours per term |
|-------------------|----------------------------------|------------------------------|-----------------------------------|
| Football _____ | | | |
| Baseball _____ | | | |
| Track _____ | | | |
| Tournaments _____ | | | |

Physical education _____
 Class Advisor _____
 Plays _____
 Other classes (specify) _____
 Study Halls _____
 Proms _____
 Bus Driving _____
 Repair work _____
 Other (specify) _____
 Other (specify) _____

TIME DEVOTED TO NON-SCHOOL AFFILIATED ACTIVITIES

Check the activities of which you are a member or a sponsor and indicate the amount of time devoted to each.

| Activity | Check if you attend | Check if you are a member | Check if you are a sponsor | Approximate time devoted per year |
|----------|---------------------|---------------------------|----------------------------|-----------------------------------|
|----------|---------------------|---------------------------|----------------------------|-----------------------------------|

| | | | | |
|----------------------------|--|--|--|--|
| P.T.A. | | | | |
| Church | | | | |
| Commercial Club | | | | |
| Fire Department | | | | |
| Masonic Lodge | | | | |
| Eastern Star | | | | |
| B.P.O.E. | | | | |
| Odd Fellows Lodge | | | | |
| Rotary Club | | | | |
| Lions Club | | | | |
| Knights of Columbus | | | | |
| American Legion | | | | |
| V.F.W. | | | | |
| Boy Scouts | | | | |
| 4-H Club | | | | |
| Army Reserves | | | | |
| City Office | | | | |
| Personal Business Interest | | | | |
| Other (specify) | | | | |
| Other (specify) | | | | |

EVALUATION:

1. Would you join more civic organizations if they were present in your town and you were invited to become a member? _____
2. Do you believe your program is curtailed by activities other than those directly related to vocational agriculture? _____

3. If you believe your program is being curtailed, on which specific portions of your agriculture program do you feel you should spend more time?

4. Please rank the following in what you consider to be their level of importance in your entire vocational agriculture program.

| | Very important - - - - - Unimportant | | | | |
|-----------------------------------------------------|--------------------------------------|-------|-------|-------|-------|
| | 1 | 2 | 3 | 4 | 5 |
| Adult classes | _____ | _____ | _____ | _____ | _____ |
| Young Farmer classes | _____ | _____ | _____ | _____ | _____ |
| All-day vocational agriculture classroom activities | _____ | _____ | _____ | _____ | _____ |
| All-day shop classes | _____ | _____ | _____ | _____ | _____ |
| FFA Activities | _____ | _____ | _____ | _____ | _____ |
| Supervised Farming Activities | _____ | _____ | _____ | _____ | _____ |
| School Activities other than Vocational Agriculture | _____ | _____ | _____ | _____ | _____ |
| Community Agricultural work | _____ | _____ | _____ | _____ | _____ |
| Civic Organizations | _____ | _____ | _____ | _____ | _____ |