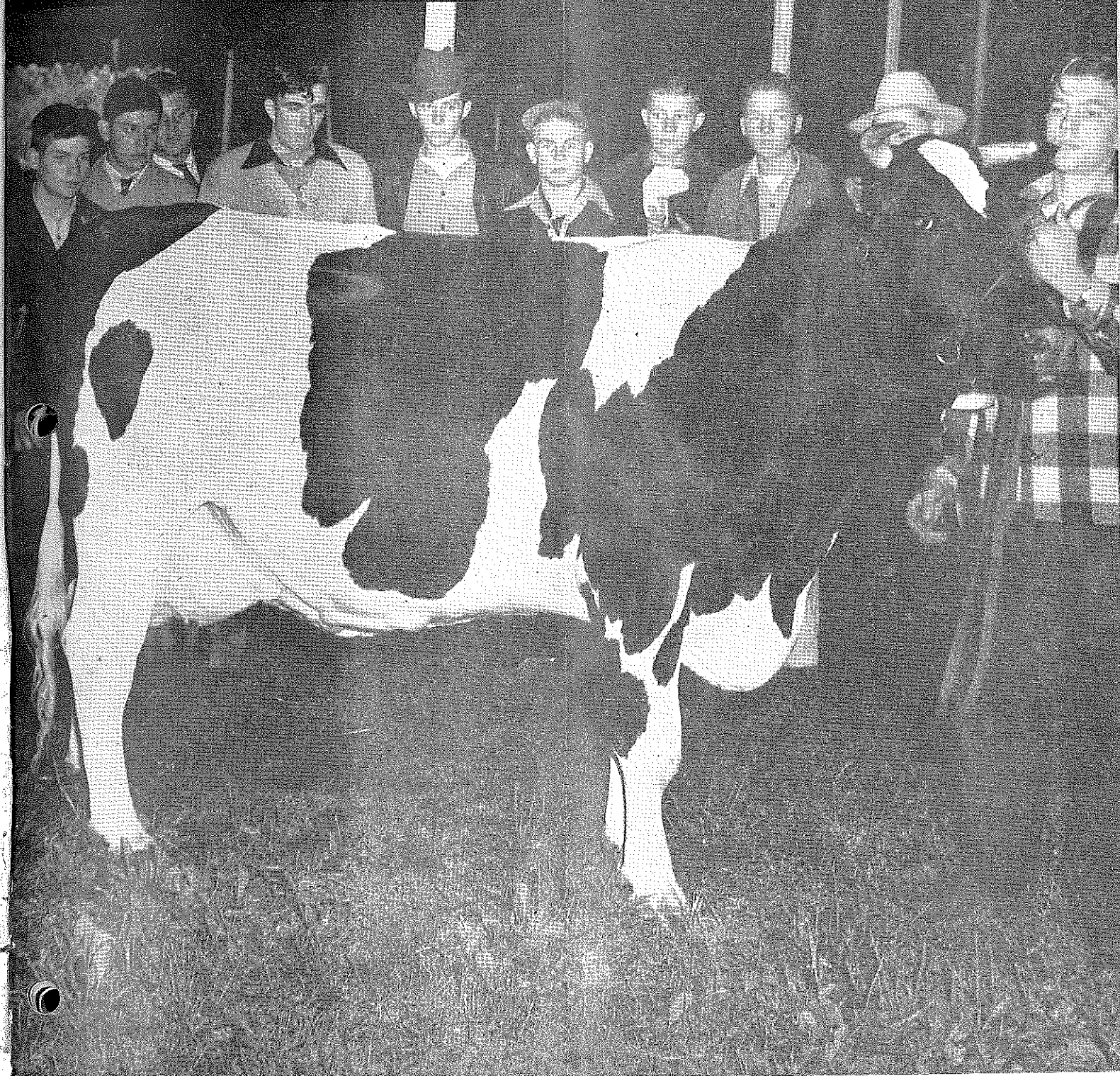


# agricultural education

MAGAZINE



Dairy cattle will be placed on type, production and pedigree at national contests, Waterloo, Iowa. (Photo U. S. Office of Education)

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## Editorial Comment

### Contests—what of the future?



G. P. Deyoe

AS EDUCATORS, we must focus our efforts on the attainment of defensible educational objectives. To the extent that contests contribute to such ends, we are justified in supporting them. The arguments are frequently put forth that certain contests are justified because they generate interest in the participants and capture the attention of the public. However, this may be, we are not justified in spending a lot of effort and time on these activities solely for these purposes. Contests which are of questionable value from the educational standpoint must be improved or discarded. Proposals for new contests must be carefully evaluated and the contests adopted only if they rate high in this regard. Incidentally, there appears to be no reason why contests which are sound educationally can't bring about additional benefits of the kinds indicated above.

Unfortunately, some of our national and state contests which have been handed down from the past have rather serious weaknesses and only recently have we shown a willingness to improve them. This is particularly true of our livestock contests, traditionally known as "judging" contests. One shortcoming in these and some other contests is the tendency to highlight the winning team in each contest to the degree that some teachers, some administrators, and portions of the public assume that winning contests is the chief criterion of success for a teacher or department. To a considerable extent, this objectionable feature is being corrected in the national contests by dividing teams and individual into several groups, on the basis of performance. Thus, the teams and individuals are rated rather than ranked, and awards are uniform within groups. This aids in overcoming some of the objections formerly attached to a system where the top team got most of the glory, even though the margins of advantage between it and other teams near the top were often infinitesimal and insignificant.

### Science Applied to Selection of Livestock

A most decided weakness of these livestock contests is that to a considerable degree they fail to take into account the newer findings of science as applied to the selection of livestock. Some progress has been made, but more is needed. For our national contests in livestock and livestock products at Waterloo and Kansas City, the word "judging" has been eliminated from the official descriptions and the stated purpose is "to provide competitive activities which reflect certain abilities needed in the successful production of livestock and poultry." In line with this purpose, the chief changes to date have been the addition of classes for the identification of market grades of live animals, and increased attention to animal products. Some changes have been made also in the dairy cattle classes, but more changes are needed if we are to give increased recognition to the fact that the ability to select these and other farm animals in much broader than the conventional judging approach in which outward appearance is the sole consideration. Furthermore, we must make changes which are realistic and free from complicated formulae; this means that we should modify the statistical approach now used in the two dairy cattle classes placed on the basis of type and production.

If we are to carry out the purpose stated in the preceding paragraph, we must strive to bring about additional changes in the livestock contests. "Science marches on," with new finding coming to the fore which indicate that we are not using a broad enough basis for the selection of breeding animals when we consider outward appearances only. Evidence of performance and transmitting ability in swine, beef cattle, and sheep, as well as dairy cattle, must also be given consideration in these contests so that these events

### Budget making is educationally sound



Joe Duck

EVERY STUDENT of vocational agriculture should make a budget for each of his production projects. These budgets may be combined, if desirable, to form a budget for the total farming program. A farm boy of high school age can be taught to set up budgets. This we know because some teachers consider budget making an essential part of the planning program. These teachers believe that they do effective teaching when they assist their students in this aspect of farming-program planning.

What is a budget? Webster's dictionary says it is a "financial statement of estimated incomes and expenses."

Budget making is sound educationally, for it contributes to the primary aim of vocational agriculture, "to train present and prospective farmers for proficiency in farming," and to the commonly accepted objective, "to produce farm commodities efficiently." To set up a budget the student must be able to estimate the production from his projects and the income which he expects to receive for his products. In order to do this, he must know standards of efficient production for the various enterprises. He will need to know the items that will make up the cost of production. The difference between the estimated income and expenses will give him the profit or loss.

Budget making may cause the student to seek means of increasing production per unit and/or reducing the cost of production. It may cause the student to change from one contemplated project to another.

The time for budget making is early in the school year. After class work has been devoted to this aspect of planning, the teacher will need to give considerable guidance to the individual student. Where can the student secure the necessary information for budget making? The most interesting and probably the most valuable information is the records of farming programs of the members of the local department, provided these records are accurate.

To aid the student in budget making, a form or outline for the particular type of project is helpful. This form will suggest the specific items of anticipated receipts and expenses. The student's job will be to estimate the amount and the price of each item. By comparing the budget with the actual outcome of the undertaking, the student will learn where and why he succeeded or failed.

Budget making is an ability that can be developed through practice. It is a learning activity far more valuable than committing to memory the contents of books and bulletins. Books and bulletins are valuable only to the extent that their contents are applied to real life situations.

JOE DUCK, University of Missouri

will typify the abilities we should be developing in our instruction. For example, finding from a long-time study of beef cattle at the U. S. Range Livestock Experiment Station at Miles City, Montana, indicate that "good looks" in the show ring sense have little or no relation to rate of gain. This means that if we wish to select animals which have both kinds of characteristics, we must consider both in the selection process. This calls for revision of our classes in our contests if we are to overcome the criticism that these events serve to perpetuate outmoded procedures. These changes imply that records of performance and transmitting ability must be kept on livestock and incorporated

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# Adjustments in national contests

E. J. Johnson, U. S. Office of Education



E. J. Johnson

THIS is a day of rapid changes to better meet conditions which is evidenced by the mechanization of agriculture within a span of a few years. Today there are 3 million tractors, 2 million trucks, 5 million autos and 10 thousand airplanes on the farms in the

United States. Such changes demand adjustments in many phases of our rural education program, and should be reflected in our National Contests for the F.F.A.

The value and justification of contests as a part of our educational program in vocational agriculture has been questioned on numerous occasions. Many states, through various means, are making a study of the value of contests as a part of a sound educational program in agriculture on both a high school and a college level. Unfortunately, some of our contests on a national level fail to satisfy all sections of the country.

### Committee Organized in 1946

To make contests more practical and to serve better the educational needs of students of vocational agriculture, a special study committee was formed in 1946, with members elected in regional conferences to represent each of the four regions. Many contest changes recommended by the committee have been adopted. The study is continuing and it may be that other contest changes will be adopted before a "leveling off" period is reached. This committee is comprised of a state supervisor and a teacher trainer from each region. Numerous changes were made in the 1947 contests and the following are a few of those added to the list in 1948:

1. Teams and individuals are ranked in five groups instead of four, with "participation" being added. Ranking of individual contestants and teams now will be on the basis of Gold Emblem, Silver Emblem, Bronze Emblem, Honorable Mention, and Participation. Gold, Silver and Bronze Emblem winners receive plaques. Certificates go to those rating Honorable Mention and Participation.
2. Certification rules this year require the names of all contestants and alternates to be submitted to Dr. W. T. Spanton, National F.F.A. Adviser, at least 5 days prior to the contest in which they are participating. Heretofore a state needed only to indicate by a designated date that a team would be entered in a contest, with the names of contestants being provided at any time prior to the contest.
3. In Dairy Cattle Judging one class

of four dairy animals has been added that will be placed on type, production and pedigree.

4. In Livestock Judging one class of ten feeder steers has been added that will be graded individually according to U. S. market grades.
5. The placing card used when grading beef cattle now includes the grade "common."
6. One class of four veal carcasses replaces one of the classes of lamb carcasses.
7. The analytical factors were dropped from many of the placing cards because these factors are not scored. A short statement appears on several of the placing cards to indicate some of the factors to be observed by the contestants when placing the class.

Teachers and supervisors of vocational agriculture, and teacher trainers, who have practical and workable ideas that would improve national contests should convey such ideas to the special study committee for their consideration. The committee will be meeting in Kansas City for three days immediately following the National F.F.A. convention in November. After that meeting recommendations will be made to Dr. Spanton for the 1949 national F.F.A. contests. These recommendations will then be presented by Dr. Spanton to the national F.F.A. Advisory Council, ex officio, for their action. Educators are pretty well agreed that contests should be an outgrowth and a part of organized instruction that aids the stu-

Region	Supervisors	Teachers Trainers
Central	C. M. Humphery, Missouri	G. P. Deyoc, Illinois
North Atlantic	H. N. Hansucker, W. Virginia	H. S. Brunner, Pennsylvania
Pacific	Percy Kirk, Wyoming	H. E. Rodeberg, Montana
Southern	W. R. Felton, Oklahoma	R. S. Chapelle, Texas



The poultry production judging contest in Waterloo will include the culling of mature hens, selection of breeding stock, grading live market and dressed market poultry, and the grading of eggs.

# Contests—what of the future?

(Continued from Page 75)

into our activities of selection.

It is not the purpose here to indicate in detail how additional changes might be made in the livestock classes in our national contests. Many suggestions of this kind have been included in previous articles. In at least one state contest, several modifications have been made in addition to those now in use on the national level. We must be willing to consider these experiences and be open to new ideas for the improvement of our contests.

Fortunately, many teachers and others in our field recognize the shortcomings of our contests and are willing to cooperate in bringing about much-needed reforms. Some of our best-thinking teachers have already gone far beyond the conventional judging approach to the instruction in livestock selection which they regularly provide. We need people imbued with the pioneering spirit who are willing to give time and thought to these matters and to bringing about corresponding changes in our contests.

—GEORGE P. DEYOC, Univ. of Illinois

dent to become established successfully in a farming business of his choice. By following the contest study committee procedure for the past two years there has been a definite improvement in this direction on both a state and national basis.

The members of special study committee for national F.F.A. contests as selected at the four regional conferences this year are:

# Methods and Materials

W. A. SMITH

## Lesson planning as observed in the field

H. W. LEONARD, Itinerant Teacher, Trainer, Purdue University, Lafayette, Indiana

FORMAL lesson planning, as taught in most teacher training institutions, would frequently seem to be honored more by its absence in the work of the employed teacher than by its presence.

Probably no one person or group of persons is to blame for this condition but undoubtedly all of us carry responsibility for the situation. The teacher especially the beginning teacher, seems to find difficulty keeping up with lesson planning and the adaptation of lesson plans to his needs on the job. Busy as he seemed to be while doing practice teaching he finds himself still more busy as classes start in the fall of his first year of teaching—no time to make those carefully thought-out lesson plans of his training days. Also, as he "comes up for air" and tries to discover how the older, more experienced vocational teachers in neighboring schools are planning lessons, he is shocked to find little that he recognizes as lesson planning. Then he begins to think that perhaps, after all, planning is unnecessary! Perhaps members of the resident teacher training staff don't know the facts of life, haven't yet discovered that planning is no longer needed!

### Use of Abbreviated Plans

This same resident staff at the training institution may not be entirely blameless for the confusing situation. In the struggle to meet all the training requirements (not to mention training needs) within the allotted time some phases of training must receive but slight attention. One of these little emphasized areas would frequently seem to be that of guiding the trainee through the transition from developing highly detailed lesson plans (necessary in training) to developing the abbreviated lesson plans that the experienced teacher will need to use in the field. In defense of the resident staff, there rarely seems to be sufficient time in which to help the trainee reach a desired mastery of lesson planning even though detailed plans are used where errors may be more easily pointed out and corrections made. Time doesn't seem to exist in which to point out the means of transition to shorter plans. But still the transition must be made and the trainee should at least be helped to recognize this before leaving the training center.

The itinerant teacher trainers must also come in for their share of responsibility. All too frequently those of us working in the field, as we visit the beginning teacher on the job, have such a multiplicity of points to check—

such as, is he making a wise selection of teaching procedures, does he have any disciplinary problems, is he developing wholesome relationships with his school administrators and other staff members, does he have an adequate supply of teaching materials—that we overlook one of the key questions, is he having difficulty in making satisfactory lesson plans?

### What might be done

There would seem to be several suggestions which might be worth a trial on the part of the teacher.

1. *Keep in mind the important sections of a usable type of lesson plan.*

The following general pattern has been used effectively in at least one training institution.

a. Title of lesson or unit.

b. Teaching objectives of the unit.

What do you hope to accomplish in terms of the student in the teaching of this lesson?

c. Selecting the proper teaching procedures.

Is the lesson to be taught as a managerial unit? If so, opportunity must be provided for the class to analyze a problem, to secure and interpret pertinent information, and to arrive at a workable decision.

Or is the lesson to be taught as a skills unit? In such a case a demonstration may be indicated and opportunity should be provided for the students to practice the skill.

d. Digest of related information.

Here you should jot down such information as you may need in developing the unit, important points you want the students to consider.

e. Providing instructional materials.

You should check and assemble in advance such instructional materials as can be made available and may be used effectively by the students in completing the unit. Too often we find a harried and worried teacher struggling through an apparently unplanned lesson because he happens to have reference materials in that area. He had discovered only too late that references were inadequate or not immediately available for the next unit listed in his course of study.

f. Appraising results.

Some thought should be given to means of evaluating the results of the teaching, measuring the progress of the students.

2. *Recognize that not all details of a lesson plan need be written out.*

At best a lesson plan is merely a guide for teaching. All that really needs to be written down on paper are such key words, phrases or sentences as will aid the teacher in recalling the materials and procedures he wishes to use in teaching the unit. Individuals will vary, both by nature and with experience, in the degree of detail which each one needs. You can soon determine for yourself how detailed your notes and plans should be in order to keep the class session functioning smoothly.

3. *Keep ahead of the class with your lesson planning.*

For the beginning teacher this may become a real struggle, often requiring the burning of the midnight oil. The first-year teacher can spend time no more wisely between reporting on the job July 1 and meeting the first classes in September than to spend it in his classroom planning lessons and securing satisfactory materials to make the teaching of those lessons possible. Certainly after the first year no summer should be allowed to go by without providing time for the careful planning of lessons to be taught during the coming year.

4. *Keep a file of all lesson plans made and used.*

Make notations, at the close of the unit or lesson, as to the strong and weak points of the plan as observed during the actual teaching. Jot down ideas for revision. Note the time actually used in teaching the unit.

One teacher trainer of my acquaintance has a very effective system for the filing of his lesson plans from year to year. His method should prove of value to any teacher. He uses a manila folder for each main unit taught in the course, placing therein the lesson plan he proposes to use. After teaching the unit, or after each day's class session if of several days' duration, he adds such notes as he believes may prove helpful the next time he teaches the unit. Throughout the year (or it might be two years in many vocational departments) before the unit is again taught he clips items, articles or any materials he may encounter that seems to have a bearing on the unit and drops them into the proper folder. Then during the summer or at any convenient time in advance of again teaching the unit he takes the folder from the file, spreads out the old plan along with all the accumulated suggestions, clippings and notes and proceeds to revamp and replan the unit for more effective teaching. This method insures retaining the best from past plans and at the same time keeping the unit up to date and introducing improved methods or enriching information.

To summarize, definite lesson planning on the part of the employed teacher, especially the beginning teacher, may frequently be absent due either to lack of realization of the importance of planning or to a seeming lack of time to do the type of planning usually done in the training center. All of us can help to improve this situation: the resident training staff, after instructing the trainee through the use of detailed lesson plans, should help him to progress to the more abbreviated type of

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# Five reasons why lesson plans will help

FRED G. LECHNER, Supervising Teacher, Brighton, Colorado



F. G. Lechner

THERE is a tendency for the instructor of vocational agriculture to lose interest in the value of his lesson plans after several years of teaching. With experience many of the details that were put into the lesson plans as a beginning teacher are not necessary,

but also with experience the value of the lesson plan should take on a new meaning. You may ask, "What is this new meaning and how will it keep me abreast of the times in efficient and effective teaching of vocational agriculture?"

With this thought in mind, a brief review of five reasons is presented to point out how the lesson plan may be as valuable a teaching aid for the experienced teacher as it was when he started teaching. In fact the experienced instructor who recognizes the real value in his lesson plans may find them more useful, because with experience he has learned how to make better use of his teaching aids.

## Reason No. 1. The instructor is sure to teach to achieve his objectives

On the teaching layout is a place to write down situations to be dealt with in connection with the teaching of a job. What these are will be discovered as the instructor of vocational agriculture gets acquainted with his community. Much information will be gathered from project visitations, farmer contacts, county agent, soil conservationist, surveys and from other sources. If all this information is to be used effectively, a written record must be kept. It is probably true that the teacher knows all of the situations for every job, but what is more important, can he recall them for any job without taking extra time? To be sure it will require some time to write them down on the lesson plan, but he is sure to have them handy when he needs them. When all the jobs he teaches in his courses in vocational agriculture are planned, revisions in situations as needed can be made at any time to meet changing conditions. For instance if economic conditions make it advisable to cull poorer type beef cattle and keep smaller herds of better quality cattle because the margin of profit is getting smaller, the instructor needs only to enter this fact in situations to be dealt

job as he starts to teach it. There are many ways of analyzing jobs and many ways of presenting the information after the job is analyzed. For instance, should charts be used and so on, are questions which enter into the planning. For the analysis, what angle of approach should be used? After all this has been thought over, it would certainly be a waste of time not to take time to write the desired plan of procedure in the lesson plan for each job so it may be used again the next time the job is taught. Now here again there should arise a new meaning for the experienced teacher. He should revise his method of procedure in teaching each job as new and better ideas come to his attention. Perhaps in teaching a job he discovered a better method of presenting the information, or he may have been informed of a new and better method by a fellow instructor. To be certain that these new ideas will be used, he should make these changes in the lesson plan. Also to illustrate further, perhaps a sound film was produced for a job like culling the laying flock. Probably the instructor previously taught the job with the use of charts or film strips. Now he may use the sound film. Here again he should revise his lesson plans. Many examples like these could be given, but let these suffice to point out that here is another reason why the lesson plan is needed. It will enable the instructor to use the best possible method of procedure in teaching the job.

## Reason No. 3. The instructor will know what reference material to get ready for the job to be taught

This reason should be quite easily recognized. Both beginning and experienced teachers will use this information in their lesson plans since it is impractical to try to remember the reference material needed for every job. If it is left to memory, some good reference material is sure to be left unused. This is very important, but what seems more important still is keeping up to date on new references. For instance, a new bulletin on weed control might have been released only a month ago. When the instructor receives the bulletin through the mail, he may immediately recognize that he should order a supply and use them, but in a busy day and the weeks to follow he soon loses track of the fact that there is a new bulletin on weed control. By next year unless he took time to make a note of it in the lesson plan for the job on weed control, he will very likely forget to use it. The same principle holds true for other types of references. For the experienced teacher here is a new value in his lesson plan which he may not have recognized when he first made out his plans.

## Reason No. 4. The instructor will be better able to teach up-to-date information

No doubt with experience it probably is not necessary to plan the job analysis part of the plan as fully as at the start, but nevertheless here also is an aid for the experienced teacher. For example in the job of worming hogs a new vermifuge, sodium floride, is now being used. The instructor may have heard or read about it, but if he doesn't

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Teaching layout  
Enterprise: Swine Production  
Job: Care of Gilt at Farrowing Time  
Situations:  
Objectives:  
Procedure:  
References:

Job analysis  
Enterprise: Swine Production  
Job: Care of Gilt at Farrowing Time  
Problems for Study:

To illustrate the reasons presented, the lesson plan used by the author is given as an example. Information considered essential in a lesson plan is shown. It consists of two parts, the teaching layout which is on the left hand side and the job analysis which is on the right hand side of the notebook when it is opened. With this arrangement the teaching layout and job analysis for any job can be easily seen at a glance. The job analysis sheets may be prepared for the various types of jobs, namely informational, managerial, operative, and conference.

Following are the reasons why lesson plans will help you.

with for the jobs which deal with this type of information. This part of the lesson plans for these jobs will then be up to date and ready for use in effective teaching. Here the lesson plan should have a new meaning for the experienced teacher. As a beginning teacher he probably was not fully aware of its significance. By keeping up to date with situations to be dealt with for each job, the instructor is sure to teach to achieve his objectives.

## Reason No. 2. The instructor will use the best possible method of procedure in teaching the job

No instructor is so versatile that he can choose the best procedure for each

# My conception of lesson planning

ALTON B. CARLSON, Teacher, Winona, Minnesota

In discussing the general topic of lesson planning, I shall relate certain beliefs based on my own experience that I have acquired in my few years of teaching.

It is my conviction that a teacher must have a definite aim with corresponding objectives toward which he is constantly moving. In vocational agriculture this aim is clearly defined as *Establishment in Farming*. The teacher of agriculture must have as a goal the mental picture of the boy situated on a farm capable of producing a good living, and with the boy being equipped with such facts, attitudes and skills as are necessary for him to find success and satisfactory life in farming.

## Fundamentals Must Be Mastered

It is a foregone conclusion that there are certain fundamental facts that each student must master and accept in order to become a successful farmer. I suppose that it is with this body of facts that lesson planning is a valuable tool. I have never made and consequently never used detailed daily lesson plans in presenting facts that I have wanted to establish in the minds of the boys. I have always presented material from the standpoint that the boy was training to become a farm manager with the task of making many, many decisions in the course of a day, month and year. I have always presented it in natural sequence, beginning in the fall with the land and soil; then proceeding to plants and crops and then to livestock, presenting the material that in my judgment best suits the age group with which I am working. From this basic core of farm management, I often deviate to some timely topic, that has become timely because of some event in the community to be emphasized at that particular time. Also, whenever events occur in the boys supervised farming program that highlight a certain phase of learning, time is devoted to the facts of the case at once. Facts are brought out and made vivid through reading, lecture, discussion, charts, written and oral reports, demonstrations, field trips, field specimens, movies and film strips.

For the 60 minute period in which the group assembles for work, it is imperative that the teacher think through the hour's activity and judge its merit against the final aim of the whole agricultural program. Today's work should be arranged so that it fits in well with yesterday's work. Thus I believe that a class hour cannot be arranged a week ahead. Nor that a series of class hours can be arranged with any assurance that you are going to get a desired result at the end of the series. Questions from the group are invaluable and one question may change the trend of thought and bring in several facts that were not planned at all for that particular time. Of course, it must have a definite tie-in with the general direction in which the class work is going. Many of my best teaching moments have suddenly arisen in such a manner. The honest question of

one of the students often settles the whole group into that rare state of mind when learning is real and the fact becomes a part of the boy's reaction in daily life and not just mere memorization.

I forever try to have the boys assume the attitude in learning that, through their course in agriculture, they are building their own storehouse of facts that eventually is going to enable them to make a wiser decision than they would make without the facts and that while this group of facts is rather meager at the start it will grow and snowball throughout their lives provided they expend a little energy in learning.

It seems to me that if a teacher of agriculture is carrying on a program of self improvement, which is a must in this day and age in the field of agriculture, lesson planning is perhaps a constant thing going on in the background of one's mind while reading of new things, listening to specialists, and checking upon other sources of information. At least part of the interest that a teacher has in doing those things is due to the prospective lessons that one can make of the new things that come out of research.

## Lesson Planning and Self Improvement

Thus it is my belief that lesson planning is in its highest form when it is a constant process in the mind of the teacher who is moving toward the constant goal of establishing boys in farming. It is the process of having things ready for that group of boys that you meet with, 60 minutes a day for 180 days, also for those periods of time when you deal with each boy individually on the farm in the development of his farming program. To me, lesson planning is in its lowest form when it attempts to set down so many rigid facts for Monday, Tuesday, Wednesday, Thursday and Friday, in neat outline form, to be given back by the pupils at

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# Five reasons why lessons plans will help

(Continued from Page 78)

make a note of this fact in the job analysis of the job on worming hogs, he may forget to include it the next time the job is taught. Many examples could be given which would emphasize the value in having an analysis of each job to start with and then to revise them as needed from year to year. It helps to relieve the instructor from trying to remember everything necessary to do an effective job of teaching.

As an additional aid in keeping new information handy without digging through an entire bulletin, the necessary key points or important details can be noted down, at the time the new information is discovered, on a sheet of paper half the width of the sheets used for the lesson plan. This can be inserted into the notebook between the teaching layout and job analysis sides of the lesson plan.

Once again here is another reason why lesson plans will aid both the inexperienced and the experienced teacher to do a more effective job of teaching.

## Reason No. 5. The instructor will be able to plan better yearly teaching plans for his vocational agriculture program

For effective teaching of all years of vocational agriculture in a two, three or four year program, lesson plans are necessary. They will help in the planning and in the revision of the program. With the lesson plans at hand after one year's plans have been made, the program can be revised where necessary to avoid any unnecessary duplication of effort. The plans will show at a glance what information was taught in each job. In doing this the instructor might also find it advisable to revise his lesson plans to avoid needless duplication. This too would help build better yearly teaching plans. Here again lesson plans should prove to have a new value for the experienced teacher.

Lesson plans if once started and maintained will save the instructor of vocational agriculture much time. With them he will teach more efficiently, and also by using well organized and up to date plans, he may anticipate more effective results from his teaching.



Interest stems from well organized lesson plans. Classroom scene at Waverly, Neb.

## Vocational agriculture faces the future

DOWELL J. HOWARD, First Assistant Superintendent of Public Instruction, Richmond, Va.



D. J. Howard

HAVING entered the field of agricultural education in 1919 as a teacher of vocational agriculture, served as high school principal, teacher in a practice school at which time I aided in the training of teachers of vocational agriculture, ten years as District Supervisor of agricultural education, six years as Assistant State Supervisor of agricultural education, two years as Acting State Supervisor, four years as State Supervisor, three years as Director of War Production Training, one year as Director of Vocational Education, and in my present position as First Assistant State Superintendent of Public Instruction and as Executive Officer for Vocational Education, I have had some occasion to observe the progress and effectiveness of the program of vocational education in agriculture.

As a matter of review, may I state that the program of vocational agriculture has passed through two terrible wars and one of the most severe depressions in American history. Those in this particular field of public education have come through the years fighting for a fundamental philosophy of education which in many instances has been well in advance of that of some concerned with the advancement of a program of education designed to meet the needs of America's citizens.

### Problems Always With Us

When we hear some of the comments made about the problems we have today and observe in some quarters the attitude of defeatism, we may well wonder how the younger men in the program might feel about the vocation they have chosen. It is hard for me to understand how anyone in the field of vocational agriculture can review the past and then turn and look at the future with anything less than a spirit of great optimism provided he recognizes his responsibility to play his part in molding the future ahead.

Let those who have pioneered in this phase of public education reminisce for a few moments. Does not a moment of deliberation vividly recall a few of the situations set forth as follows?

1. Few people in America then in the communities in which we began

teaching believed that vocational agriculture was worthy of a place in the high school curriculum. Such a course was, by some, referred to as "Trills and Furbelows" and by others, as beneath the dignity of our bright young men.

2. Farmers belittled the efforts stating that the farm was the place to learn farming and that a high school course would only add theory and cause confusion.
3. Do you not recall that when tax levying and appropriating bodies were faced with the necessity of reducing expenditures that elimination of vocational agriculture was many times their first thought?
4. Teachers of vocational agriculture were told that they were absurd because they abolished the use of textbooks and advocated a broad reference library containing the most recent experiment station bulletins and facts about the community in which they lived.

### New Problems Appear

Many of the old problems have now disappeared. Today we hear discussion of the following:

1. An effort on the part of some to have Federal appropriations for general education absorb the special vocational appropriation into a general fund in order that vocational education might lose its identity.
2. Efforts to have vocational education become academic, destroying its original purposes.
3. Efforts to have agriculture and home economics placed under the Department of Agriculture, and trades and industry under the Department of Labor.

We hear other rumors, but let's ask ourselves whether or not the real leaders in public education have any such desire and further, if they have, are we entirely free from blame?

### What Is Sound Educational Policy?

Today we hear leading authorities in the field of education state that a good teacher adapts teaching methods to individual cases of individual pupils; encourages pupils to work up to the best of their ability; has pupils plan their own work and carry through special projects. They advocate full consideration of ability and interest of pupils and the use of special methods for pupils who are not prepared to advance at a normal rate.

We hear them advocate courses of study based on the needs and problems of pupils and the preparation of pupils for life in the community in which they live and for the work they are

likely to do. We hear them advocate that pupils learn about the area in which they live and that a curriculum be made flexible in order that it might be modified when necessary to meet the needs of individual pupils. We hear a strong advocacy of a wide selection of reference books, use of films, records, and other types of audio-visual aids.

There is, of course, much more that could be said at this point but this is sufficient as a basis for review.

For those of us who might at times have doubts about accomplishments and about those activities and philosophies advocated which might appear to be contrary to the philosophy of vocational agriculture, let us raise in our minds a few questions. In doing so, keep in mind the modern trend of public education and the philosophy of those who advocate a sound program and then recall:

1. That Socrates over 2,600 years ago made the statement that the best way to learn anything which will be used after it is learned is always to be doing while learning. Remember, it was not until 1917 that we in America recognized the significance of this statement and this philosophy.
2. While thinking of what concern some might have about the comparative values of general education and vocational education, recall that two of our oldest institutions in America, Harvard and William and Mary, were from the beginning, vitally concerned about vocational training. They were designed primarily, to train for the ministry, for medicine, and for law. Is not our present-day vocational system simply a broadening of this phase with greater emphasis now placed on the secondary level?
3. In reviewing the past and looking to the future, let us ask these questions: Can we say that the supervised farming phase of the program in vocational agriculture represents, at least, a portion of pupil interest? What experience was there upon which to draw which would indicate that no one course of study would satisfy all individual cases? Who was it that placed greater emphasis on the importance of the pupil and his needs but those in vocational agriculture who studied not only the pupil but the pupil's environment, the attitude of his parents, the aptitudes, interests, and hopes of the individual boys? What experiences were present that would indicate that a program of instruction should not only be based on the immediate needs, but that a program should be developed over a long period of time?

Is it not true that charts and other reference materials have been used for years in the teaching of vocational agriculture, both on the youth and adult level, and that vocational agriculture has kept pace with the developments in the use of all types of audio-visual aids?

Who has been more conscious of the fact that a teacher, to do a good job must be employed for twelve months and contact the homes of pupils to keep in close contact with the needs of his community? Who has more fully recognized the importance of teaching a pupil about his own community?

Who has been more concerned about the relationship of teacher training and supervision with a recognition of the fact that a uniform program is essential if any system of education is to be effective?

Who has made greater progress in carrying out the philosophy that the school is only an agency of society for perpetuating knowledge and that the school cannot do the job alone but that parents, the school, and the home are all greatly concerned and all making important contributions?

Who has been more concerned about why the pupil drops out, what the school can do to prevent it, and what the school can do after the pupil drops out or leaves school in order that the individual might become a more substantial citizen in our society?

Have we known any other phase of public education where part-time and evening programs, as well as all day were more seriously considered as an important phase of public education?

Can we think today of any more potent organization for the training of leadership, of any type, than the Future Farmers of America? Can we not at times feel some sense of pride in the fact that vocational agriculture has, from the beginning been responsible for this program?

Who has been more concerned about an adequate salary for teachers? Who has been more concerned about rating teachers on efficiency as well as training and experience and setting salaries accordingly? Is not efficiency rating of teachers one of the most important steps educators can take in increasing

### What About The War?

We might review for a moment the part vocational agriculture played during the war. Can we point to any more effective contribution by any agency of our society than that of the public school system and as an important part, the program of vocational agriculture? Do we not get some satisfaction when we review the accomplishments of the Farm Machinery Repair Program and the School Community Canners, and recognize that these two programs alone have been so fully accepted by the rural people of America that they practically demand that the programs remain an integral part of public education?

### Teacher Training

May those who are teacher trainers not well ask themselves these questions: Who has more fully recognized that a course of study, even on a college level, may well be based on the needs of individuals and that a practical type of instruction must be given in order that college students, when they become a part of our society, are prepared to do the job which they have selected for their life's work?

Who has more fully developed a summer school program for teachers more nearly based on the actual needs of students in developing and carrying out their chosen vocation? Who has been more concerned about following the trainee to the field and cooperating in providing in-service training which

is specific and a definite aid to the individual?

Who has been more concerned about the relationship of teacher training and supervision with a recognition of the fact that a uniform program is essential if any system of education is to be effective?

To what agency of our society can we point which has more fully recognized that it is important that not only the farmer but the farm are basic in any sound training program in agriculture? Who has been more concerned about guidance and counseling, not only before an individual enters training, but throughout the training period and even after he becomes established in society?

Do we know of any field of public education or any other educational agency which has more fully recognized the fact that the teacher is a tremendous factor in the development of a program of education and that it is fallacy to hand down from the state level a program which supposedly is designed to fit every pattern of our society?

### Total Program Essential

All of us today interested in public education recognize these facts:

1. That good schools are not made by teachers or by school boards or superintendents alone. Good schools are patterns of human behavior in which the behavior of parents and other citizens play an extremely important part.
2. That there is no way to develop leadership than through providing opportunities for people to practice leadership wherever they are at the time they are there.

If we accept these statements do we not agree that fundamentally this is the philosophy upon which the program of agricultural education was founded and upon which it has been built throughout the years?

In my opinion, those in the field of agricultural education have no apologies to make for the philosophy they have advocated throughout the years. It has been my experience in working with those in the field of general education that the leaders in this field recognize the contribution of vocational agriculture and are conscious of the fact that it has led the way in the development of much of the present day philosophy of public education. Those in the field of vocational education likewise, recognize the splendid contribution of general education.

### May I Suggest?

1. That we recognize that vocational agriculture is only one phase of a total program of public education and that we must be concerned very definitely about working with those in other fields of public education in the development of a system of training which is best for the individual and for our society.
2. That we be very certain that we are right in our fundamental philosophy and in the plans we develop and that after having this assurance take a strong offensive in advocating what we believe to be right with full consideration to all who may differ.
3. Abolish in our minds any thought that an efficient state superintendent of schools, or any efficient educational administrator, regardless of

the field, is concerned about hampering the progress of vocational agriculture. Recognize the fact that he is concerned about an efficient program of education and is conscious of the importance of asserting his leadership in making it possible for vocational agriculture to fit into a total program of public education in the most effective manner.

4. For those who might have the feeling that there is conflict between general education and vocational education, I recommend that they stop quibbling over these differences and sit down across the table with the person with whom they have differences and develop an understanding.

5. Recognize the fact that a state superintendent of schools has the responsibility for a total program of education and that he is not concerned that a program be academic or that it be vocational, but he is vitally concerned about a system of public education designed to meet the needs of the citizens of his state. Teachers in the program of agricultural education may well be more concerned about developing this philosophy.

If there are any who feel that a director of vocational education or a state superintendent is making an effort to retard progress, I advocate that they stop "brooding" over the matter and go to him, regardless of who he is, and express, frankly, their feeling. Any efficient administrator admires the individual who has the courage of his convictions. We might also be conscious of the fact that most criticism and most misunderstandings come from a lack of knowledge of what the whole problem is and the failure of the individual to appreciate the other man's point of view. Before drawing too many conclusions we should ask ourselves if we are in any sense guilty?

6. For those of you who might be concerned about what steps might be taken on the national level, I am very definitely of the opinion that the problems lie in a thorough understanding within each state and among states, and a coordination of the efforts of all concerned with public education in America. What the states want they will likely have. They will not, however, have what they want as long as they are not united in what they want and as long as there is quibbling, distrust, and misunderstandings among those who are concerned with the great problem of public education.

In summary, there is little about which to be concerned in vocational agriculture so long as all are honest with themselves and with others and so long as they are willing to be their own most serious critics and not only be concerned about the evaluation of others, but very vitally concerned about evaluation of themselves.

Public education is too important, too tremendous in scope, to warrant anything but a friendly relationship of all parties concerned in a united effort in developing the program which is best for our citizens, the only excuse which any program of education has for its existence. To me, the future of an efficient program of vocational agriculture is exceedingly bright.



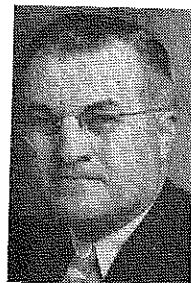
## Farmer Classes

J. N. WEISS

MARK NICHOLS

### Training farm veterans in the use and value of farm account records

J. N. WEISS, Teacher Education, University of Illinois, Urbana



J. N. Weiss

be made of them.

Farm veterans can determine what records are best adapted to their needs after careful consideration of a comparison of different types of farm account records.

#### Types of Farm Account Records

A farm business to be considered successful should maintain the productivity of the farm and return a reasonable wage for labor of the farmer and his family, after paying farm expenses and deducting a fair rate of interest on the investment. If the efficiency of a farm business is to be determined it necessitates the keeping of some type of farm account so that an analysis may be made to point out the strong and weak points of his system of management, then make the necessary changes that will give some assurance of greater profits.

Farm accounts may be grouped into two classes: (1) Those pertaining to an analysis of various enterprises, e. g. corn, oats, wheat, pork, beef cattle or dairy production: (a) enterprise cost unit records, (b) detailed cost records. (2) Those pertaining to the farm business as a whole: (a) Survey cost records, (b) farm financial accounts.

#### Enterprise Unit Cost Records

The enterprise unit cost records determine:

1. The amount of feed or seed used
2. The cost of feed or seed used
3. The amount of production
4. The cost of production
5. The difference between income and expenditure represents in a general way the amount of profit on each unit of production.
6. The most dependable information given by the enterprise cost record is the amount of feed required to produce a given amount of gain rather than a comparison in price.

Some of the disadvantages of the enterprise cost records are: (1) An assumed rate of pay for labor must be

adopted. (2) There is no provision for necessary overhead expenses. (3) It is possible that an enterprise may appear to be successful when it was caused by efficient use of labor, equipment, and good management. (4) In some enterprises, in which all farmers in the community practice the same type of farming, this method may be satisfactory. This type of record gives a more accurate picture of the cost of production where one factor constitutes from 80 to 85 per cent of the cost such as feed cost in pork production. (5) This method fails to show the weak points in the management of a farm.

#### Detailed Cost Accounts

The purpose of the detailed cost account is to present a complete picture of the organization and operation of typical farms in a given farming type area. Some of the facts that may be determined from a thorough study of this type of farm accounts are: (1) Cost of producing each commodity on the farm. (2) Feed required to produce a hundred pounds of gain in livestock. (3) Cost of labor on each unit of production. (4) Comparative costs of production in each department of the farming business. (5) Assists the farmer in finding the leaks in the business which lowers the total profit. (6) Cost of horse and tractor power.

The detailed cost account is invaluable in making an accurate analysis of farm organization and management but there are several disadvantages to this system: (1) Difficult to get large numbers of farmers to keep such a detailed account. (2) This type of account deals with the cost of each enterprise and the data must be summarized by a trained accountant and compared with the records of other farmers in the community who have kept detailed cost records to arrive at correct conclusions.

#### Farm Survey Records

The farm survey records are secured by men trained in farm accounting, who visit the farmers in a given farming type area, and secure the financial record of each farmer at one sitting. The farmer gives facts regarding his business during the past year, acres of each of the crops produced, amount of livestock on hand, etc., with total expenses and receipts. The data are given as the farmer remembers the facts. The figures for each individual farm will not be accurate but the analysis of a large number of these survey records will reveal the farm business conditions of a given community quite accurately. In fact, it is the only good way to get

a good conception of conditions in a community.

#### Farm Financial Records

The farm financial records differ from the three types discussed above in that records are kept in a simple farm account book as follows:

1. Opening inventory
2. Cash expense account
3. Total receipts
4. Closing inventory
5. Production record

This type of accounting does not attempt to keep an accurate feed, labor, or power cost record, but does assist in determining what change has taken place in the farm business as a whole. When the total expenses are deducted from the receipts plus the increase in inventory, it tells a story of the whole farm business for the year in such a way that the average farmer can understand it. The next step will be to compare the earnings and operations on his farm with the average of all farms in his area, the highest one-third of the group and the lowest one-third of the group.

Following this comparison, he will want information as to how he can increase his income without greatly increasing the cost. Several possibilities may present themselves for this farmer such as:

1. Use of high yielding seeds
2. Control of diseases and insects
3. Grow more high profit crops
4. Feed balanced rations to livestock

It seems that the most practical farm account record for the average farmer-veteran to keep is the Farm Financial Record because it is simple and keeps the records of the farm with the farm as a unit.

If this unit of instruction is scheduled during the latter part of the year, the veteran will have ample opportunity to plan for the keeping of a simple farm financial record during the ensuing year.

### My conception of lesson planning

(Continued from Page 79)

the end of so much time in a written examination.

I have dealt with Lesson Planning as it pertains to the mastering of facts important to present day farm management and attempted to project my own personal beliefs that guide me in trying to do the job well. I have made no attempt to include the development of attitudes or the teaching of specific skills but just the task of getting the facts across to the student so that they become a part of the thinking process of the student and change him for the better.

The eight classes enrolled for veterans education in Alachua County, Florida have formed a cooperative. A purchase of 300 tons of fertilizer netted a savings of \$2,400 to the members.

Twenty veterans in Hernando County, Florida enrolled for On-Farm Training have organized an association for the general purpose of promoting improvement of farm life and social activities within their communities.

## In-service training of teachers of institutional on-farm classes

J. BRYANT KIRKLAND, Dean, School of Education, North Carolina State College, Raleigh, North Carolina



J. Bryant Kirkland

a license by the State Division of Certification to teach in an area, or in those areas in which one has completed the minimum number of quarter hours of course work, is not per se a guarantee that the students will have the quality of instructors to which they are entitled.

In addition to recruiting and selecting prospective teachers and providing pre-employment training for teachers of vocational agriculture, teacher training institutions in agricultural education have another function to perform, namely providing continuing education for teachers in service. For the most part, teacher training institutions were not able to perform satisfactorily this function during the so-called normal years. The increased number of instructors, referred to in many states as "Assistant Teachers of Vocational Agriculture," who have been employed by County Boards of Education to instruct the thousands of farm veterans enrolled in institutional-on-farm classes, has made it even more difficult for teacher trainers in agricultural education to increase the effectiveness in performing this function.

The nature and scope of programs needed to provide continuing education for teachers in service vary with states and local areas. The qualifications of the assistant teacher of vocational agriculture will also directly affect the kind of in-service training program which should be provided in a given state. In planning any in-service training program, one must, however, of necessity ascertain the training needs of the teachers to be served. The following plans are suggested for meeting the needs of assistant teachers of vocational agriculture.

#### Conduct in-service training courses of three-weeks duration on the university campus

Such on-campus courses may be for credit or non-credit depending upon the qualifications and desires of the enrollees. The content of the professional and technical courses offered should be planned in accordance with the needs of the prospective enrollees. It is possible to ascertain fairly accurately the needs of these enrollees through conferences with district supervisors of vocational agriculture and with local teachers of vocational agriculture. Addi-

tional information may be obtained by interviewing and sending questionnaires to assistant teachers of vocational agriculture.

#### Organize and conduct short intensive courses off-campus

The plan proposed for ascertaining the needs of assistant teachers of vocational agriculture in the on-campus courses of three-weeks duration may be used with a similar degree of effectiveness in this type of in-service training program. One of the limiting factors in this type of program when conducted other than during the summer months is that of procuring adequate staff and suitable physical facilities. In some communities, it may be desirable to conduct sessions—professional or technical, or both—once per week or on weekends if it is not practicable to hold sessions continuously over a period of five to ten days. In states where sufficient staff members in agricultural education and in the several areas of technical agriculture are available, this type of training program has been very popular. An advantage offered by this type of in-service training program is that of providing continuing education throughout the year rather than limiting such training to a short period during the summer. Another advantage offered is the possibility of utilizing the personnel of the several agencies to provide instruction on special problems or on those of an emergency nature. The personnel of the Agricultural Experiment Station, of the Soil Conservation Service, of the Farm Credit Administration, of the Forestry Service, of the State Department of Agriculture, of commercial concerns, and others can be utilized advantageously in programs of this type.

#### Provide a supervisory staff of sufficient size to give professional assistance to teachers of vocational agriculture and their assistants

In many states, the number of supervisors of vocational agriculture, especially district or area supervisors, is inadequate to perform the necessary administrative responsibilities relative to the operation of the regular program of vocational agriculture and of the institutional-on-farm training program. The continuation of such a situation is not conducive to the further development of an effective program of vocational agriculture even if the aforementioned provisions are made by teacher training institutions for continuing education for in-service teachers. Every state should have a staff of supervisors or district supervisors of vocational agriculture sufficiently large to enable its members to devote ample time to the professional improvement of teachers and assistant teachers of vocational agriculture. We need more time for supervision and less for "snooper-vision."

In the end, the success of institutional-on-farm programs depends upon the

quality of the supervision and assistance given by local teachers of vocational agriculture. In the communities where the local teachers of vocational agriculture have assumed responsibility for the operation of the institutional-on-farm programs in accordance with standards acceptable to those in charge of administering educational programs, this phase of the program of vocational education in agriculture has been conducted in an efficient manner. Such teachers of vocational agriculture in many states have exemplified this condition since the initiation of the institutional-on-farm training program.

#### Utilizing teachers of vocational agriculture as local supervisors and teacher trainers

Some of the ways in which local teachers of vocational agriculture can increase the effectiveness of institutional-on-farm training programs are:

- (a) Hold regular meetings with the teachers of institutional-on-farm classes in their patronage area. Such meetings may be planned at weekly or bi-monthly intervals for the purpose of discussing such problems as the course calendar, selecting teaching materials, planning lessons, teaching lessons, and planning for the follow-up of classroom instruction.
- (b) Attend periodically classes taught by assistant teachers and suggest ways of improving teaching procedures, suggest use of more appropriate teaching materials, visual aids, and the like.
- (c) Accompany assistant teachers in making supervisory visits to farms of enrollees to detect weakness and suggest improved techniques in supervising farming programs for farm veteran enrollees.
- (d) Encourage assistant teachers to observe all-day and adult farmer classes taught by the regular teacher of vocational agriculture.

#### Prepare and distribute appropriate teaching materials to assistant teachers of vocational agriculture

An adequate supply of appropriate teaching materials is one of the most urgent needs of assistant teachers of vocational agriculture. Most departments of vocational agriculture are fairly well supplied with teaching materials of a general nature. They are, however, lacking in the kind of teaching materials which can be used to lead students to solve agricultural problems of a specific and local nature.

Each department of agricultural education should utilize the full-time services of one of its staff members in selecting and preparing teaching materials on-the-units and in the form which will insure maximum usage at

(Continued on Page 87)

# of teaching materials

## For use in the institutional on-farm training program in Georgia

RAY V. NEAL, Ass't Subject Matter Specialist, Athens, Georgia

FOR A GOOD many year the regular program of vocational education in agriculture in Georgia has had a subject matter specialist who was charged with the responsibility of preparing and distributing teaching materials and teaching aids for use by the teachers of agriculture, and who spent full time in carrying out this duty. The advent of the Institutional On-Farm Training program for veterans increased the responsibility of the subject matter specialists by more than doubling the number of teachers to be served and increasing the number and type of jobs for which there was a need for teaching material. In order to meet the increasing demand for such material the specialist was given an assistant. Since this demand for teaching materials from both groups, the regular teachers of agriculture and instructors in the veterans training program, was in a large measure for the same type and kind of information it was possible for the efforts of the two specialists to be combined as a single unit rather than to be duplicated and overlapping.

The procedure followed in Georgia in dealing with the problem of preparing teaching material involves four major operations. Those operations are: (1) Determining the farm jobs for which

to prepare materials, (2) Collecting the available data about the selected jobs, (3) Organizing and printing the data, and (4) Distributing the organized data and assisting teachers in the use of them. The manner in which each of these four jobs is dealt with is summarized below.

### Determining the Jobs

Just as the instructors in the veterans program and the teachers of agriculture have more farm jobs represented in their classes than they can possibly teach, the subject matter specialists have more teaching jobs represented by the teachers in both groups for which they can adequately prepare materials. Consequently, it becomes a problem of selecting the jobs for which to prepare material. First an effort is made to determine what jobs the instructors have in their courses of study for their trainees. This is done by making personal visits to instructors throughout the state, participating in individual and small group conferences, examining monthly reports of teachers, and making inquiries of the special supervisors.

It has been found that there exists a great need for not only ascertaining what jobs the instructors plan to teach but also to determine if there are other jobs which should be taught. Since the

executing their responsibilities as teachers, they do not have adequate opportunity for keeping abreast of all the latest practices and data concerning all the farm jobs with which trainees are confronted. Therefore, it has been found that some jobs have been left out of the instructional program because the instructor was not aware of any new data concerning those jobs. So it is necessary for the subject matter specialists to keep informed of all recent research data about farm jobs. This is done by visiting Experiment Stations and attending technical conferences. The farm jobs found by this procedure are listed and the process of selection is being based upon the following factors: number of teachers having the job, the distribution of the job over the state, whether there is time to organize and distribute the data before the job is scheduled to be taught, whether teaching material has previously been prepared about the job, available information about the job, new data about the job, and importance of the job.

### Collecting Available Data

The jobs selected by this process are then arranged in sequence and a schedule is made giving the job, the time of year the teachers will be teaching the job, the time to devote to preparing materials on the job, and the time to distribute the material to the teachers. An example of the scheduled activities of the subject matter specialists which culminates in a list of farm jobs for which to prepare materials and an example of the scheduling of such jobs is given in the following table.

(Continued on Page 93)

### A CALENDAR OF ACTIVITIES OF THE SUBJECT MATTER SPECIALISTS, GEORGIA — 1948

ACTIVITIES OF SUBJECT MATTER SPECIALISTS	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
1. Visiting veterans teachers for purpose of studying procedure of conducting program.....												
2. Observing teaching demonstrations.....												
3. Checking short courses in other states by letters.....												
4. Contacting teachers to determine jobs for which to prepare materials, veterans and regular teachers (visits and letters).....												
5. Visiting Experiment Stations to locate newest type of data.....	Throughout the year											
6. Making a calendar of jobs for remainder of year.....	On visits to teachers throughout year											
7. Making a calendar of jobs for film slides.....												
8. Visiting Experiment Stations to obtain data.....												
9. Ordering newest printed data for selected jobs.....												
10. Photographing pictures for slides (see O—O below).....												
11. Attending conferences of researcher workers in agriculture.....												
12. Getting other agencies to prepare data.....												
13. Conducting short courses for veterans teachers.....												
	At monthly intervals when needed											
	Check with other agencies and researchers											
	At intervals for certain jobs											
	On visits to teachers throughout year											
	Throughout the year											
JOBS FOR MATERIALS AND SLIDES	Jan.	Feb.	Mar.	Apr.	May	June	July	Aug.	Sept.	Oct.	Nov.	Dec.
1. Controlling Cotton Insects.....												
2. Fertilizing Cotton.....												
3. Planting Cotton.....												
4. Fertilizing Tobacco.....												
5. Feeding for Milk Production.....												
6. Developing Annual Reports for Veteran Instructors.....												
Etc.												

Time covered in preparation of data. \* Teaching period begins. O---O When photographs should be made for slides for jobs.

# Shop instruction for veterans at DeLand, Florida

H. L. FAGAN, Supervisor Veterans Training, DeLand, Florida

THE 160 enrollees in the program of Institutional On-Farm Training at DeLand, Florida are engaged in various types of farming, including asparagus, ferns, citrus, truck gardening, poultry and beef. Such varied enterprises presented several problems in the organization of the program, one of which was that of providing suitable farm mechanics activities. This was considered essential to a well-rounded training program due to the large investment in farm equipment and buildings represented by the group of veterans.

A survey among the trainees showed that while a few of them had had some experience in general farm repair and construction most of them were without any special training in farm mechanics. The shop in the department of vocational agriculture at DeLand is 30' by 80' and is well-equipped. These facilities were available to us so our major problem was that of organizing the course and planning the instruction for the work in farm mechanics. This was done with the cooperation of Mr. Alex R. Johnson, instructor of shop work for the veterans, and by the other teachers of veterans classes.

The following principles were set up as the basis for the course in farm mechanics:

1. Provide a shop center where trainees can bring their repair jobs and have tools and equipment available to do the work themselves under competent supervision.
2. Provide instruction in "Safety" and the ordinary use of shop equipment and machines to enable the trainee to gain confidence in his ability to use them with safety and practical results.
3. Provide training in small building construction and home and farm installations such as are common in the local farm areas.
4. Encourage and assist the development of new ideas in farm labor saving devices and equipment especially designed for local use.
5. Set up a series of skills tests to determine the progress of each trainee and to note the needs of the individual trainee as a basis for instructional adjustments.

To carry out the above objectives the schedule for using the shop was rearranged so there would be no conflict with the work of the high school students. Regular shop periods were scheduled for each class of veterans and special days were designated to allow opportunity for individuals to use the shop for general repairing or additional practice work.

Progress charts similar to the one shown herewith are kept posted in the shop in order that the trainees might be informed of their progress. Encouragement is given toward the development of home farm shops and much of the practice work done in the

shop periods pertains to reconditioning of tools and the making of tools for the home shop such as staple pullers, punches and cold chisels.

A complete reference library is kept at the shop for the use of trainees, and in addition, each man is provided with a text and manual for his home use.

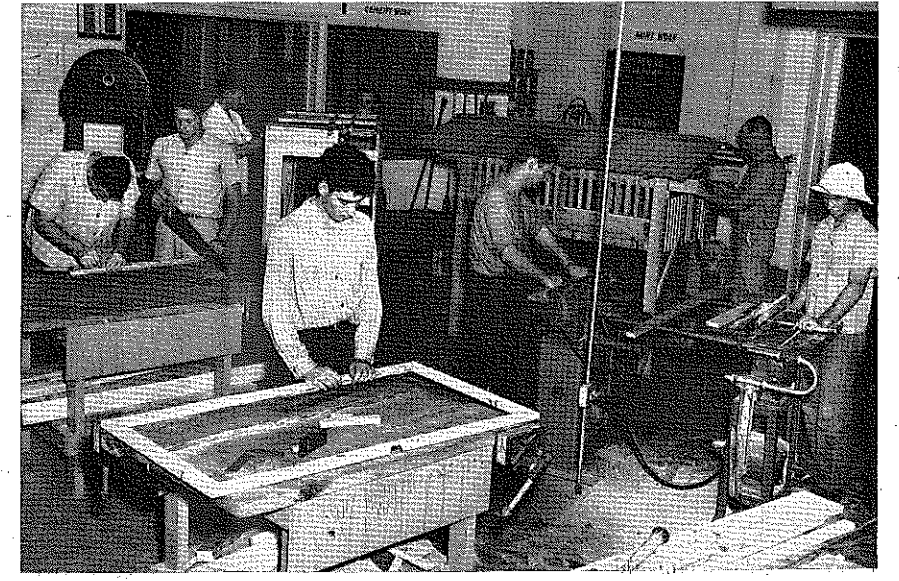
With the exception of "Shop Safety" and some of the general skills very little group instruction is given. Most of the instruction is on the individual level with qualified class members assisting the experienced trainees.

Several types of shop work are in progress at the same time in our shop. It has been the experience of the shop teacher that this procedure provides more active participation of all members of the group; activates more working stations in the shop; utilizes the experience of the trainees to advantage; and greatly increases the interest and practicability of the shop program.

The progress chart is of primary importance in stimulating competition between individual trainees and class groups in keeping up with each other.

Complete file records are kept on each trainee as to the various farm shop jobs done on the veterans home farm or during the repair periods at the school.

JOBS	STUDENTS	
Using hand woodworking tools		
Laying out small buildings		
Cutting rafters, steps and braces		
Sharpening edge tools		
Using power saw, jointer and band saw		
Fitting handles		
Using wood lathe		
Mixing and using paints		
Using power hack saw and drill press		
Using forge, shaping, bending and tempering		
Gas welding		
Electric welding		
Soldering		
Pipe cutting and threading		
Using taps and dies		
Using metal lathe (simple turning and bushings)		
Electric installations and repairs		
Using concrete		
Servicing farm motors and machines		
Making and fitting gaskets		
Overhauling machines		
Gas engine trouble shooting		
Building fences		



View showing veterans working in a section of the farm shop of DeLand, Florida.

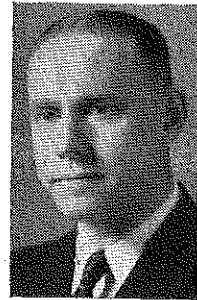


## Farming Programs

C. L. ANGERER

# Suggestions on the time and frequency of farm visits to all-day students of vocational agriculture

GLENN C. COOK, Teacher Education, Michigan State College, East Lansing



G. C. Cook

TEACHERS of vocational agriculture are becoming more and more cognizant of the need for making adequate individual farm visits to the students enrolled in the course. They have found this to be one of the best ways to thoroughly acquaint themselves with the individual students and their home environment. They have also found the individual farm visit a desirable method in developing teacher-pupil-parent relationships and understandings of the comprehensive program in vocational agriculture. Through the development of these relationships and understand-

ings the better teachers have gained the cooperation of the parents and have given the students considerable guidance in the planning, developing and execution of broad programs in supervised farming.

Most teachers agree that the students should be visited a number of times in developing and carrying out their supervised farming programs. This raises certain questions in the minds of these teachers such as: When should I visit the individual farms? How often should I visit the students? How am I going to have time to make an adequate number of farm visits? Should I place less emphasis on some of my other activities in vocational agriculture? Should I drop some of my non-vocational agriculture activities? Am I doing an effective job of planning for farm visits? These and many other questions may confront the teacher in planning and carrying out an effective program of supervision and follow-up of the instruction in vocational agriculture.

### When Are the Crucial Times To Visit?

Most authorities in agricultural education agree that the student should be visited at crucial times in his supervised farming program. The question then arises, when are the crucial times to visit? These periods will vary in different kinds of projects but there will be certain times in the year when every boy should be visited.

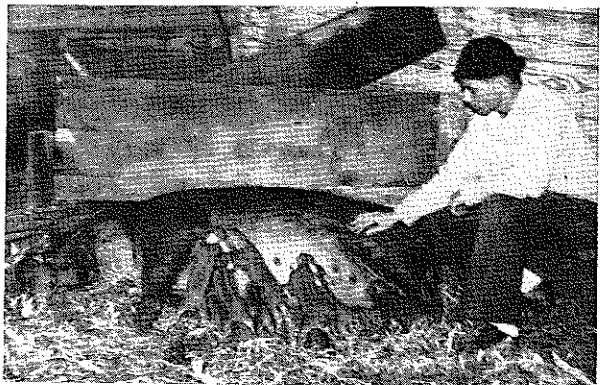
All students which have been enrolled in vocational agriculture should be visited during the summer months. One of the best times to make the first summer visit is soon after school closes in the spring to make sure that each student has made suitable plans and has everything in readiness for successfully continuing his farming program through the summer. Other visits should be made at crucial times when the instruction can be of greatest help.

Every prospective student of vocational agriculture should be visited once and preferably twice during the summer. If time is available each prospective student should be visited early in the summer and the program in vocational agriculture explained to him and his parents. At this time it may be possible for the teacher to discover some of the boy's interests and the possibilities he may have for developing a successful farming program. Before school opens in the fall each prospective student should be visited again if possible. This time the teacher should place special emphasis on the selection of projects for the individual farming program and discuss this phase of the program with the parents pointing out the objectives of the activities and their relationship to the instruction.

The next visit to the farms of students enrolled in vocational agriculture for the first time should be in the fall after the students have had an opportunity to make some



Weighing the pigs at farrowing time is a desirable practice. The class in vocational agriculture is shown weighing a litter of new born pigs. An excellent field trip made at a crucial time.



One of the crucial times to visit a boy with a sow-and-litter project is just before the sow farrows to make sure the boy has everything in readiness such as a pig brooder, guard rails in place and the like.



Shortly after farrowing time is another crucial time to visit a boy. A class field trip may be conducted in connection with such visits. The teacher is shown here giving a demonstration on ear-marking.

study of the possibilities of the different farm enterprises, budgeting of costs and returns, financing and the like. The boy's selection of projects should be discussed with the parents

and an understanding developed concerning the carrying out of the program.

There are number of other times which may be considered crucial in making individual farm visits. The approximate time for making visits in connection with farming programs may be developed for each farm enterprise. An example of this is illustrated in this article for a sow-and-litter project in the swine enterprise.

### Base Frequency of Visits on Needs

The number of times to visit a boy will depend upon his individual needs. In the writers experience as a teacher of vocational agriculture the farm visits ranged from 8 to 15 times depending on the comprehensiveness of the farming programs and the student needs. According to recent studies of the teachers of vocational agriculture with "very superior" farming programs it has been revealed that they made 8 visits to each

first-year student's supervised farming program during the year. The teachers with "superior" programs made 6.06 visits to each first-year student.<sup>1</sup> In the example given for a sow-and-litter project 11 visits are suggested with the approximate dates for each and the purpose of each visit. In the opinion of the writer 6 visits per year per boy should be the very minimum, with 10 to 12 being desirable coming at crucial times in the instruction rather than so many weeks apart.

The average number of home visits per farm in many instances has been far too few in the past. Some of the teachers have reported only 2 farm visits per student per year. Farming programs can never be developed to their fullest extent under such inadequate supervision. It is realized that

<sup>1</sup> An Evaluation of 400 Local Programs of Vocational Education in Agriculture in the United States, U. S. Office of Education, Vocational Division Misc. 3233, p. 6.

### Some Crucial Times to Visit a Boy With a Sow-and-Litter Project

Some Crucial Times to Visit	Approximate Date to Make Visit	Purpose of Visit
1. When the boy decides to carry a sow-and-litter project	October 1	To discuss plans with the parents and to secure their cooperation which will permit the boy to adopt a number of approved practices and make decisions such as selecting a desirable gilt; keeping the gilt in a separate pen; feeding a balanced ration; following sanitary measures and the like.
2. When the boy selects his gilt	October 15-20 (If open gilt is selected, later if bred gilt is selected)	To help the boy in selecting a desirable gilt and to discuss with the boy and the parents the practices to follow in caring for and breeding the gilt.
3. During the gestation period	January 1-15 (May be later if bred gilt is purchased)  February 1-15	To observe the gilt, the practices being followed and to discuss any problems the boy may have. To find out of the boy is following his plans developed as part of the instruction in caring for his sow during the gestation period including proper ration, minerals and exercise. Purposes similar to those for January 1-15.
4. Just before farrowing	One week before farrowing	To make sure the boy is making proper arrangements before the gilt farrows, e.g.; having the farrowing pen clean, individual hog house on clean ground, guard rails in place, pig brooder available, plans for changing feed just before farrowing, cleaning the gilt and treating for lice and mange before putting her in the farrowing pen, caring for the gilt at farrowing time. To develop proper relationships and understandings with the parents.
5. Shortly after farrowing	Within one week after farrowing (This may be done as class instruction on the farm)	To give the boy any help needed in weighing the pigs, ear-marking and clipping the needle teeth. If done as a class project, to give a demonstration before the class on ear-marking and clipping needle teeth to be followed by student participation. To observe practices being followed and records kept.
6. At castration time	When pigs are approximately 4 weeks old. This may be done as class instruction on the farm	To give the boy help needed in castrating pigs. If done as a class project a demonstration should be given before the entire class followed by individual participation. To observe the pigs for lice and mange and to make proper recommendations. To observe practices being followed.
7. At weaning time	When pigs are 8 weeks old	To make sure proper precautions are being taken for weaning the pigs and caring for them afterwards. To give the boy help needed in weighing the pigs at 56 days of age. To assist in planning the sanitation and pasture program. This would be the desirable time to discuss with the boy his plans for vaccinating his pigs and if it is to be done proper precautions should be discussed with the boy and the parents.
8. During the growing period for fattening	July 1  August 1	To observe the practices being used, the condition of the pigs and to discuss problems the boy may have in connection with his supervised farming program. The same as above and to discuss with the boy and his parents how he may expand his program in supervised farming the coming year.
9. Before marketing time	September 15	To observe the hogs and discuss with the boy marketing problems he may have, his plans for the future, the selection of gilts for continuing in the swine enterprise and the like.

the number of visits will depend on such factors as distance to travel, time available, and individual needs.

### Teachers Need More Time

The program in vocational agriculture has expanded in many communities to such an extent that teachers find it difficult to have sufficient time to follow up the instruction and supervise the farming programs adequately. Some of the ways school administrators are providing more time for the teacher to make farm visits are:

1. Using the full time of the teacher for vocational agriculture, thus relieving him of such duties as study hall, teaching non-vocational subjects, coaching and extra curricular activities. This is necessary in order to allow the teacher some free time for on-the-farm instruction.
2. Securing of special instructors to assist the regular teacher in teaching classes for farmer groups.
3. Securing of a second regular teacher of vocational agriculture.
4. Encouraging the teacher to budget properly his time and not to accept so many responsibilities outside of his teaching duties that he will not have time for adequate home farm visits.
5. Encouraging the teacher to delegate certain responsibilities to F.F.A. or N.F.A. members such as, 4-H club leaders.

The teacher can often increase his number of farm visits and the efficient use of his time by carefully planning all trips in advance of the time of making them.

### In-service training teachers on-farm classes

(Continued from Page 83)

the local level. The subject matter service for assistant teachers of vocational agriculture can be expanded and made more effective if satisfactory cooperative relationships are maintained between the department of agricultural education and the several technical departments of the college of agriculture in the preparation of teaching materials.

The institutional-on-farm training program has grown to be one of the largest phases of the program of vocational education in agriculture. The rapidity with which this program has developed makes it very necessary that school administrators, teacher trainers, supervisors, and teachers of vocational agriculture use all feasible means to maintain the quality of instruction to which farm veteran enrollees are entitled. If we fail in the performance of this function, the future development of vocational education in agriculture may be jeopardized.

In an effort to stimulate interest in keeping good farm records, the National Farm Loan and Production Credit Associations in West Virginia each year sponsor a contest on a county and territorial basis for all students of vocational agriculture. The 1948 contest will close on December 31.



## Studies and Investigations

E. B. KNIGHT

### A brief study of collegiate F.F.A. chapters

CHAS. F. OLIVER, Teacher Education, University of Massachusetts, Amherst



Charles F. Oliver

AFTER a year of operation the Stimson-Heald Collegiate Chapter of Future Farmers of America decided to review and evaluate the program that had been carried on. Since the experience of the members and of the adviser had all been with the F.F.A. at the secondary school level, we continually found ourselves comparing our organization with those with which we had formerly been associated rather than others on the college level.

A questionnaire was set up, containing the information which we desired to obtain concerning other collegiate F.F.A. chapters. Mr. A. W. Tenney, Executive Secretary of the F.F.A., furnished us with the names and addresses of the 30 collegiate chapters which he knew were in operation at the time. A questionnaire and a letter of transmittal explaining its purpose was sent to each adviser. Within a few weeks, we had received a 100 per cent return of the questionnaires, including Puerto Rico and Hawaii. This is indeed a fine example of the cooperative spirit and interest that the men in our colleges are showing toward the whole F.F.A. program.

The following paragraphs deal with the summary of some of the items in the questionnaire and a few comments on some outstanding facts that seem significant:—

#### Membership

Two thousand three-hundred-twelve men are enrolled as regular members of the 31 collegiate chapters which makes an average of 75 per chapter. However, this average membership does not give a very good over-all picture as the smallest chapter at the University of Arizona has only 10 members while the largest chapter at Sam Houston State Teachers College, Huntsville, Texas, has a membership of 318. An attempt was made to determine what per cent of the potential membership on the campus had actually been enrolled as members but since several chapters did not answer this question no accurate figures can be given. However, those that did answer showed about a 75 per cent enrollment with two chapters reporting 100 per cent.

#### Constitution

All chapters reported that they were

operating under a written constitution but one of the chapters was simply using the national F.F.A. constitution. While another was using their state association constitution. Most of the constitutions submitted for examination were patterned closely after the national constitution, with some slight variations to meet local needs. Only a very few were written to cover a strictly collegiate chapter. The Puerto Rico chapter's constitution was submitted in Spanish and was turned over to the language department for translation.

#### Program of Work

Twenty-six of the chapters reported that they had written programs of work. Here again, however, many such programs were simply variations of national or state programs with little in them that would apply distinctly to collegiate chapter activities.

These programs of work clearly reveal that there are two schools of thought as to the functions of the collegiate chapter. One group feels that it is simply a continuation of the work of the secondary school chapter while the other feels that it is more for the preparation of future teachers of vocational agriculture. Two of the advisers expressed themselves strongly on the advisability of the latter program.

#### Dues

Dues for members in the several chapters ranged from 50 cents per year in four chapters to \$3.50 in the Puerto Rico chapter. The most common dues were \$1.00 which was charged by thirteen chapters. Nine chapters reported that their dues were the only source of revenue. Strangely enough, these were not the largest chapters or those that had the highest dues.

#### Arrangements for Meetings

##### Frequency

With the exception of one chapter, the groups were equally divided between meeting either once or twice a month. The largest chapter at Sam Houston State Teachers College meets weekly.

##### Place

In most every instance, the collegiate chapters met in the classrooms used by the Department of Agricultural Education. Two of the chapters use small auditoriums while two others use rooms in the student activities building. Only one chapter reported that they had a room especially equipped in which they hold their meetings.

##### Time

All but two chapters meet in the

early evening, usually on Tuesday or Thursday. The chapters at the University of Hawaii and Southwestern Louisiana Institute meet in the afternoon.

#### Official Equipment and Ceremonies

Twenty-seven chapters reported that they had the equipment and twenty-seven reported they used the official opening and closing ceremonies. Strangely, however, they were not the same chapters. One chapter reported having the equipment but not using the ceremonies while one other stated the reverse. Only two chapters reported that they used neither.

#### Types of Programs for Chapter Meetings

1. Business of the chapter
2. Planning activities contained in program of work
3. Parliamentary procedure—study and practice
4. Radio programs—preparation and rehearsal
5. F.F.A. ceremonies—use and practice
6. Public speaking practice by members
7. Demonstrations by members
8. Review of publications by members
9. Speakers
  - a. Agricultural specialists
  - b. Specialists in agricultural education
    - (1) Professors
    - (2) Supervisors
    - (3) Outstanding teachers
10. Motion pictures
11. Illustrated lectures
12. Thrift activities
13. Group singing
14. Socials

#### Means Used to Raise Money

1. Dues only (9 chapters)
2. Assessments
3. Concessions at
  - a. State F.F.A. events on campus
  - b. Agricultural fairs
  - c. Farm and Home Week on campus
  - d. Athletic events
  - e. Barn dance
  - f. Campus buildings
4. Sponsoring agricultural fair
5. Operating campus bookstore
6. Dances
7. Picnic supper
8. Watermelon cut
9. Barbecue
10. Work-week (members donate a percentage of their wages to the chapter)
11. Sale of F.F.A. supplies
12. Donkey basketball
13. Initiation fee
14. Raffle
15. Motion pictures (paid showings open to the public)
16. Stage state convention banquet
17. Selling advertising space in state convention program

#### State F.F.A. Convention

Fifteen chapters send official delegates to their state F.F.A. conventions while sixteen chapters do not. In many instances, the entire chapter attends

as observers as the conventions are held on the campus where the chapter is located. The chapter at Sam Houston State Teachers College sends one member to the national convention and Southwestern Louisiana Institute sends three members and the chapter "sweetheart" to the national convention.

#### Expenses of Delegates

In most cases, the state convention is held on the campus of the institution where the chapter is located so that there is no expense. In most other cases, the chapter treasury stands the expenses, although in two instances the individuals pay half of the expense and in two others the individual pays the entire expense. In the case of the two chapters sending members to the national convention, the expenses are taken from the chapter treasury.

#### Off Campus Activities of the Chapters

1. Radio broadcasts
2. Sponsor parliamentary procedure contests
3. Letter to local high school chapters
4. Edit state F.F.A. bulletin
5. Initiate members of the local chapters
6. Visit local chapters
7. Assist in staging F.F.A. judging events at local and state fairs
8. Act as judges at local fairs
9. Assist in local and state public speaking and parliamentary procedure contests
10. Attend local F.F.A. father and son banquet
11. Hold annual social events with other agricultural clubs
12. Install new chapters
13. Assist at state conventions
14. Award scholarship to outstanding F.F.A. boy in the state
15. Set up F.F.A. exhibit at local fairs where there is no local chapter
16. Demonstration teams visit local high schools
17. Put on assembly programs at local high schools
18. Visit outstanding supervised farming programs

#### Recognition by Other Campus Organizations

All chapters are recognized by other campus organizations and administration in one or more of the following ways:

1. Membership on the student council
2. Representative teams in inter-mural sports program
3. Picture and write-up in the college yearbook
4. Space in the college weekly publication
5. Given a place on the college calendar
6. Listed as an authorized student activity
7. Included in radio programs originating on the campus
8. Sponsor assembly programs for entire college

#### Membership Requirements

Twenty-seven institutions do not require membership in the collegiate chapter of the F.F.A. for those training to be instructors of vocational agriculture but strongly recommend that such and activity would be of considerable assistance to them. Four institutions require membership of those majoring in agriculture education.

## School (non-agricultural) and community activities

### Teachers of vocational agriculture in New York state

BURTON W. DeVEAU, Graduate Student Cornell University, Ithaca, New York



Burton W. Deveau

THE effective-ness of the program in vocational agriculture depends, in part, upon the proper distribution of the time of the teacher of agriculture among the numerous and various activities in which he must engage. Teachers of vocational agriculture frequently have expressed the opinion that they have been requested to participate in school and community activities which demand time that might otherwise be devoted more profitably in preparing for and in performing vocational agriculture functions. In addition to these so-called requested activities the teacher of vocational agriculture performs many activities in the school and in the community because of his own personal desires and abilities. This promptly raises two questions: (1) In what activities, other than those performed in the program of vocational agriculture, do teachers of vocational agriculture participate? (2) What are the reasons for participation in these activities given by teachers of vocational agriculture?

#### Data From 164 Departments

In order that these questions might be answered a study of the present practices of agriculture teachers in New York State was made. Data were obtained by questionnaire from 164 of 190 selected agricultural teachers who were required to meet the following qualifications: Teach in agriculture departments located in villages with a population less than 5,000; hold a provisional or permanent teaching certificate; and be situated in the given department for more than one year.

The questionnaire consisted of three pages. The first page provided a set of directions and asked for data about the instructional activities of the teachers. The second page dealt with participation in school (non-agricultural) activities. Each teacher was asked to check in the appropriate columns the degree to which he participated and his reason for participation in the listed activities for the 1947-48 school year. In addition, he was asked to list the school activities in which he participated that were not listed and to check them as directed. The third page dealt with participation in community activities. Each teacher was asked to check in the appropriate columns the attendance; degree of participation; and the reason for participation in each given activity for the 1946-48 school years. In addition, he was asked to list the community activities

in which he participated that were not listed and to check them as directed.

#### 110 Engaged in Some Form of Non-Agricultural Activity

The responding teachers were classified as either full-time or part-time. The full-time teachers represent those who taught agricultural classes only. The part-time teachers represent those who engaged in any one or combination of the following teaching activities in addition to teaching their regular agriculture classes: Taught academic subjects; supervised a study hall; served as vice principal; or served as a school (varsity) coach. Of the 164 teachers 54 were classified as full-time and 110 as part-time.

Sixty-two different school (non-agricultural) activities were reported for the 1947-48 school year. Over 75 per cent of the teachers participated in: Coaching Future Farmers of America athletics; chaperoning; faculty programs; and assembly periods. Over 50 per cent participated in: taking tickets at school events; supervising study halls; hall duty; driving school bus on field trips; and writing a weekly article in the local paper. Between 25 and 50 per cent reported participation in: guidance programs; keeping school register; serving as a class advisor; class programs; school club (other than the Future Farmers of America); activity periods; fire drills; home rooms; lunch room; noon recreation; and teaching industrial arts. Less than 25 per cent of the teachers reported participation in the remaining 40 different school (non-agricultural) activities.

Part-time teachers engaged in a greater number of school (non-agricultural) activities than full-time teachers; however, the percentage of full-time teachers participating in any activity was similar to the percentage of part-time teachers in the same activity. Part-time teachers consistently participated to a greater degree than full-time teachers; however, the full-time teachers usually had a higher percentage participating voluntarily in each activity than the part-time teachers.

Seventy-two different community activities were reported engaged in for 1946-48. Over 75 per cent of the teachers engaged in: Farm Bureau; regular church service; Agriculture Teachers Association; and, State Teachers Association. Over 50 per cent participate in: Grange; Parent-Teacher Association; 4-H Club; and, as speakers at local meetings. Between 25 and 50 per cent participated in: Sunday School; National Education Association; Masons; and, Boy Scouts. Less than 25 per cent of the teachers participated in the remaining sixty different community activities.

The part-time teachers engaged in a

(Continued on Page 93)

# Criteria for evaluating programs of area supervision in vocational education in agriculture

A Research Study by Biron E. Decker, County Supervisor, Erie County, Pennsylvania. Reviewed by Henry S. Brunner, Head, Department of Agricultural Education, Pennsylvania State College.



Biron E. Decker



Henry S. Brunner

HOW WELL HAS the supervisor succeeded in developing his program in vocational education in agriculture? How well has the supervisor assisted teachers of agriculture in formulating long time plans? How effectively has the supervisor assisted teachers in improving their teaching procedures? How well has the supervisor directed the program of the F.F.A.? These and many other similar questions are presented and analyzed in "Criteria for Evaluating Programs of Area Supervision in Vocational Education in Agriculture," a very significant study recently completed by Dr. Biron E. Decker of Edinboro, Pennsylvania.

The National Committee on Standards in Agricultural Education<sup>1</sup> planned and initiated a program of evaluation proposing to develop and establish techniques for continuous evaluation of vocational education in agriculture in the United States. The goal is to be accomplished by setting up criteria for evaluating local community programs, teacher education programs and programs of supervision. The first phase of the program took form in the development and application of "Evaluative Criteria for Vocational Education in Agriculture."<sup>2</sup>

The second phase of the program has also gone forward. An instrument "Criteria for Evaluating Programs of Preparation for Teachers of Vocational Agriculture,"<sup>3</sup> has been developed and is available.

An approach to the supervision phase of evaluation program is made in Dr. Decker's study. The study takes for granted the following hypotheses: (1). Effective supervision can be defined in

<sup>1</sup>Fife, Ray, and Humpherys, L. R.—"Research Project, Evaluating the Program of Vocational Education in Agriculture in the United States." Unpublished except as record of the Committee on Standards in Agricultural Education in the Agricultural Section of the American Vocational Association, Washington D. C., 1939.

<sup>2</sup>U. S. Office of Education—Federal Security Agency, and American Vocational Association, in cooperation with National Committee on Standards in Vocational Education in Agriculture. "Evaluative Criteria for Vocational Education in Agriculture." University of Georgia Press, Athens, Georgia, 1942. 75 pp.

<sup>3</sup>Brunner, H. S.—"Criteria for Evaluating Programs of Preparation for Teachers of Vocational Agriculture."—The Pennsylvania State College Bulletin, Vocational Teacher Training Research Series, Vol. VI, No. 1, State College, Pennsylvania, 1945. 75:1V pp.

terms of generally accepted functions, duties and responsibilities of supervisory programs, and these functions, duties and responsibilities can be defined operatively, i. e., in terms of specific characteristic, conditions of procedures which can be observed and recognized. (2) The formulation of criteria for effective supervisory programs of vocational education in agriculture can be carried on cooperatively by a group of recognized authorities in the field.

## Procedure

A committee composed of experienced workers in vocational agriculture in Pennsylvania was appointed to study the job of the area supervisor. The group included the state supervisor, the head teacher-trainer, and several area supervisors. This same group was later officially constituted a "jury of experts" for this study.

It was discovered that the diversity of ideas necessitated first the establishment of a uniform set of objectives upon which all members of the committee could agree. These stated objectives were worded and organized in the form of "Propositions" under six major divisions—Administration, Supervision and Up-Grading of Teachers, Instruction, Future Farmers of America, Qualifications of the Supervisor, and Office Facilities.

When it was agreed that the "Propositions" satisfactorily encompassed the functions of supervision the committee was asked to submit under each "Proposition" a list of criteria, and, statements of conditions or characteristics that might indicate accomplishment of the various functions.

The several versions of criteria submitted by the committee members provided the basis for the "Tentative Draft" of the evaluation instrument. After several revisions the jury adopted the instrument for experimental application.

Two widely separated areas, Wyoming and Adams Counties, were selected for the experiment. The evaluation committee was made up of visiting and local men experienced in the field. A record was made of everything the committee questioned or criticized, and full suggestions coming out of the discussions. The committee did not work in the office of the area supervisor at all times. They visited pupils on their farms as well as all-day and young or adult farmer classes. The evaluation of each area program required two full days.

Throughout the study, every effort was made to include the point of view of men in various levels in the program, from the local teacher to the United States Office of Education. On the basis of the criticisms and suggestions of the jury of experts and in light of the experience of the committee of evaluators who conducted the trial

applications of the instrument, the instrument was again revised, and the resulting third draft was submitted to the jury for final suggestions. On the basis of these suggestions and criticisms a final version was drawn and is presented in full as the immediate outcome of the study.

## The Instrument

The six major divisions and propositions in each division are as follows:

### I. Administration

Proposition A—The area supervisor should assume responsibility for interpreting and carrying out mandated regulations and for maintaining standards for vocational education in agriculture.

Proposition B—The area supervisor should encourage the development of the program of vocational education in agriculture in his area.

Proposition C—The area supervisor should be responsible for keeping the school officials and the general public informed of the program of vocational education in agriculture.

Proposition D—The area supervisor should cooperate with other agencies, agricultural and educational, with an aim that vocational education in agriculture contributes to the general welfare.

### II. Supervision and Up-Grading of Teachers

Proposition A—The area supervisor should assist teachers of agriculture and school authorities with long-time plans for agriculture in the community.

Proposition B—The area supervisor should assist teachers of vocational agriculture and school authorities in his area in the selection of pupils who can benefit by the agricultural education program.

Proposition C—The area supervisor should assist teachers of agriculture in his area with the supervision of farming programs of the pupils.

Proposition D—The area supervisor should assist teachers of agriculture in his area with the improvement of teaching procedures.

Proposition E—The area supervisor should assist teachers of agriculture in the organization of courses of study in agriculture.

Proposition F—The area supervisor should assist teachers of agriculture in his area with the placement of young men in farming.

Proposition G—The area supervisor should assist teachers in his area with the efficient management of equipment and facilities.

Proposition H—The area supervisor should conduct a systematic program of professional service for teachers of agriculture in his area.

Proposition I—The area supervisor should help teachers of agriculture in his area with community relationship.

### III. Instruction

Proposition A—The area supervisor should organize and teach day-unit classes in centers of his area likely to develop into full-time departments.

Proposition B—The area supervisor should organize and teach young-farmer classes in areas where his services are needed.

Proposition C—The area supervisor should organize and teach adult-farmer classes in centers where his services are needed.

### IV. Future Farmers of America Organization

Proposition A—The area supervisor should be responsible for full participation of his area in the State and National Future Farmers of America organizations.

Proposition B—The area supervisor should direct the organization and extension of his area programs of Future Farmers of America.

Proposition C—The area supervisor should assist the adviser of local chapters of the Future Farmers of America to the end that the recognized objectives are fulfilled.

### V. Qualifications of the Supervisor

Proposition A—The area supervisor should be well qualified for the work in his area and should continuously improve himself for meeting the needs of that work.

### VI. Office Facilities

Proposition A—The office of the area supervisor should provide adequate and efficient execution of his duties.

Each proposition heads a section which comprises a list of items of "Information Needed" and a list of "Evaluation Items." The list of "Information Needed" items call for data and facts which the evaluator may not find it possible to observe at the time of the evaluation but which may be essential to equitable evaluation.

The "Evaluation Items" are lists of statements of provisions, conditions and characteristics which are believed to have a bearing on the effectiveness of programs of supervisions.

Space is also available for the evaluators to record anything significant which might be noted—seen or heard. Because these "remarks" are placed so as to show their relationship to a particular "evaluation item," and because they are likely to indicate why an evaluator marks an item as he does, they constitute an important part of the record.

At the end of each section there is an "Evaluation Question" to give evaluators an opportunity to summarize their judgment as to the effectiveness with which the particular phase of supervision is being carried out.

### Mechanics of the Instrument

The form given below is one of the 41 sections in the evaluation instrument. It illustrates the mechanics of the instrument. Generally, each proposition is dealt with on one page.

A scale has been provided under each evaluation item. It is designed to cover a range between "high" and "low," i. e., between a high degree of functioning value and situations completely ineffective. The seven points do not represent mathematical values; they are intended only to maintain a certain uniformity of markings indicating degrees of divergence from "average" to "high" and "low."

The evaluator makes a mark at a point which expresses his evaluation of the degree to which the particular item is being fulfilled. His mark may be on or between the points indicated. Having marked the scale below each item, a

line is drawn connecting the check marks to form a curve. It shows graphically how well the criteria for the section as a whole are being fulfilled, and will prepare the evaluator for marking the final evaluation questions for each division.

On the basis of this graph and in consideration of comments recorded for reference, taken with all other information at hand, the evaluator will decide upon the degree to which all conditions have been met.

The following five point scale is given for marking the summary evaluation questions:

5. Highly Satisfactory—functioning outstandingly well.
4. Very Good—distinctly above average.
3. Average—functioning fairly well.
2. Poor—distinctly below average.
1. Very Poor—not functioning.
- N. Indicates that the section does not apply in the given situation.

Section I—Administration—Proposition B—as example—(here in full.)

The whole philosophy of evaluation

### I ADMINISTRATION

Proposition B. The area supervisor should encourage the development of the program of vocational education in agriculture in his area.

Information Needed	Evaluation Items	Remarks
a. Statistics about organization and enrollment in the several departments such as:	1. The area supervisor has the necessary information to guide him in his area program development plans.	1. _____
1. Date established	2. The area supervisor has organized information which he has collected for each district in which he proposes to establish new departments.	2. _____
2. Enrollment	3. Interpretations and procedures to be used in developing new departments are sufficiently inclusive and accurate that school officials may easily understand them.	3. _____
3. Day-unit departments	4. The area supervisor has conducted day-unit classes with final development into full-time departments as his major objective.	4. _____
4. Schools to be developed into full-time departments	5. School directors and school officials receive accurate and complete financial advice from the area supervisor when called upon for assistance.	5. _____
5. Classifications: 1st, 2nd, 3rd, 4th. (See convenience table, Page 7)	6. The area supervisor has presented and explained organization procedures at school board meetings and by mail.	6. _____
b. Years of service in each day-unit department by the present supervisor. (See convenience table, Page 7)	7. The area supervisor is encouraged by his superintendent to assume such responsibilities as he may be called upon to discharge in line of duty.	7. _____
c. Area consolidation plans.	8. The area supervisor is ingenuous.	8. _____
d. Area map showing districts having:	9. The area supervisor is dependable.	9. _____
1. Full-time departments		
2. Day-unit departments		
3. Undeveloped but proposed		
e. Copy of area plans showing how the organization will proceed.		
f. Copies of area surveys.		
g. Copies of questionnaires.		
h. Financial plans:		
1. Estimated costs: for		
a. Instruction		
b. Maintenance and operation		
c. Equipment		
2. Estimated receipts:		
a. Local		
b. State and Federal		
3. Financial plans for joint districts.		
i. How the area supervisor informs school officials and interprets policies governing organization of new departments.		
j. Official support:		
1. The County Superintendent		
2. Board members		
k. Personal ingenuity.		
1. Dependability. (Consult County Superintendents' for information on k and l).		
m. Refer to Pages 7, 10 and 11 to discover how well the area supervisor has kept the public informed to stimulate interest in the full development of his program. See tables A, B, C, D, and E.		

EVALUATION (\_\_\_\_\_ ) How well has the area supervisor succeeded in developing his program in vocational education in agriculture in the area?



# Farm Mechanics

R. W. CLINE

## Developments in agricultural education

### IV. Farm shop instruction

H. H. Gibson, Teacher Education, Oregon State College



H. H. Gibson

THERE seems to be no one phase of vocational agriculture in which there is so much diversity of opinion as to philosophy, policies and teaching practices as in the field of farm shop instruction. This statement holds for farm mechanics instruction in

the high school program of vocational agriculture as well as for the technical and teacher training aspects of this instruction in the college. I was surprised to discover that some of the states, which we believed were pioneering in farm shop instruction twenty years ago, have not made very much advancement, at least from the standpoint of improved physical facilities and time allotted to such instruction.

#### Variation in Emphasis

There is a great deal of variation, however, among states even in the same region as well as between regions in the amount of emphasis that is given to farm shop instruction. In some states, a fairly large percentage of agricultural departments offer little or no farm shop instruction and do not have farm shop rooms or buildings. It is still not uncommon to find farm shop rooms located in the basement of some inaccessible building, poorly lighted and poorly arranged and with only a ramp or no facilities at all for getting machinery in and out of the shop.

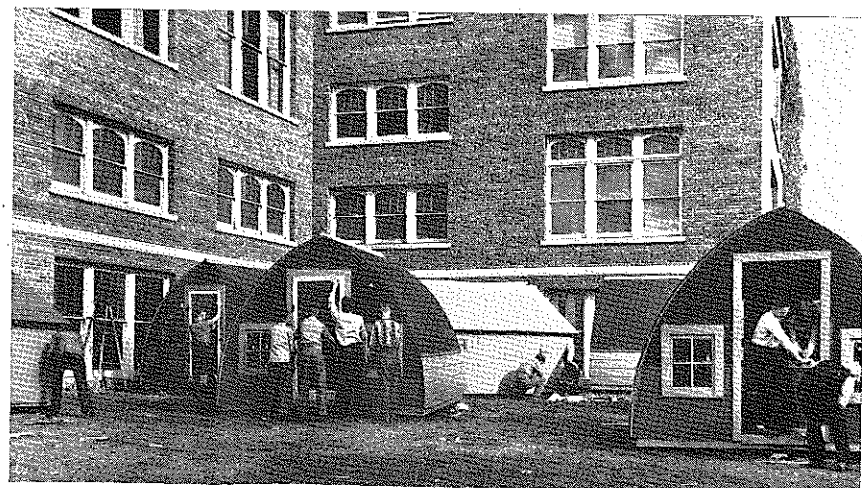
In a conference with a former regional agent, he said he believed that the tail is wagging the dog in the matter of farm shop instruction in certain states, including the states of the Pacific region. He gave as an argument that the average farm repair bill on farms in some states, as determined through surveys, is relatively small. In reply, I pointed out that perhaps nothing has done more to reduce the cost per unit or production of most commodities than the introduction of machinery and increased efficiency in its use. Then too, the need for repairing farm machinery is only one consideration in determining the importance of instruction in farm mechanics.

Preventive maintenance and efficiency in adjustment and operation is a major

This is the fourth and last of a series of articles by Professor H. H. Gibson based on the observations made on a tour through several states. The previous articles appeared in the July, August and September issues.

consideration. Anything that can be done to increase the farmer's ability in maintaining and operating tools, equipment and machinery and installing labor-saving devices would seem to be desirable. Of course, it is possible that in certain schools in some states relatively too much time may be given to just repair work. For the overworked or lazy teacher, the farm shop is an easy place to turn boys loose.

In some states, I discovered, in my conversations with college instructors in farm mechanics, that there is considerable confusion in their thinking as between the methods of instruction which they believe are most effective in teaching farm mechanics and the methods which the teacher trainers in the same college believe are the most desirable instructional procedures. For instance, a college instructor in farm mechanics may believe that more time should be given to what he terms the development of principles through demonstrations and the like, while the teacher trainers are trying to get him to work out a course for teachers that will provide for more participation, laboratory work and practice on the part of the students.



The construction of brooder houses and hog houses provides practical exercises in farm carpentry for students of vocational agriculture at Clintonville, Wisconsin.

THE AGRICULTURAL EDUCATION MAGAZINE, October, 1948

In very few college agricultural engineering departments did I find much progress being made in adjusting, operating and checking farm machines and implements under field conditions. Most of this instruction begins and ends in the college shops and building. There is very little cooperation between the agricultural engineering department and the farm crops and animal husbandry departments in the college in developing the kind of instruction that our students need to have in adjusting and operating farm machines and implements under field conditions.

#### Demonstration Shop at Virginia Polytech

Again, one finds a state like Virginia where, in the words of the teacher trainer, "We are going all out for farm shop instruction." Here I found a large room organized, arranged and equipped in a manner that is being recommended for farm shop rooms and buildings in high school departments of agriculture. Here the college students in teacher training are getting farm shop instruction taught by methods that are recommended and used in high school agriculture.

In talking with the college instructors in farm mechanics, I found they are well-trained in teaching methods and their ideas of teaching procedures are in agreement with those of the instructors in the teacher training department. The instruction in farm mechanics was being stressed in accordance with its relative importance in high school agriculture. In another state, on the other hand, the public school administration seems to be guarding the introduction of a farm shop program in vocational agriculture very carefully and it would seem somewhat suspiciously. In this state, one year of industrial arts is required by law for any boy enrolled in vocational agriculture before he is permitted to take farm shop instruction. It would seem here that there is some conflict between industrial arts people and those concerned with vocational agriculture.

In general, it seems that the time allotted for instruction in farm shop, both for teachers of agriculture in college, and for students in high school agriculture, varies widely among the states. In a number of instances, too, it seemed that there was a need for

(Continued on Page 93)

## Preparation and distribution of teaching materials

(Continued from Page 84)

The next difficulty encountered is that of obtaining current factual information pertaining to the jobs selected. This problem is attacked in the following way. The library in the College of Agriculture and nearby Experiment Stations are visited for the purpose of obtaining materials they may have on hand, both published and unpublished. Other Experiment Stations are requested to furnish designated materials in accordance with their lists of available publications. Technical workers and agricultural specialists are contacted both individually and through small group conferences for the purpose of obtaining additional technical information. The information thus obtained is catalogued and filed in the files of the subject matter specialists.

#### Organization and Publication of Data

The organization of data for distribution to the instructors is done in two ways. It is generally agreed that the objective of the teacher is to aid the trainees in doing some serious intelligent thinking about their farm problems and to train them in the necessary skills in doing farm jobs. It is also agreed that there is a definite procedure for getting intelligent thinking done about a job and in acquiring skills in doing that job. Within this procedure there is a definite place for factual information and a definite way it should be organized for teaching. Most technical data in its original form is generally not organized in a way conducive to good teaching, and consequently to good learning. The lesson plan then is a procedure for teaching the job with the factual information organized through the pertinent factors and placed in its appropriate place in the teaching procedure. The subject matter specialists organize and arrange the data in lesson plan form.

In many instances the subject matter specialists work with agencies such as the State Forestry Department, College of Agriculture, Agricultural Extension Service, and the Soil Conservation Service to get technical publications prepared. These publications are not lesson plans in that the teaching procedure is not included, but the data is organized so that it is appropriate for use in teaching. Since it is generally agreed that the unit of instruction is a farm job, all materials prepared by both these methods are built around the job rather than the enterprise or subject. However, a publication may contain information about more than one job, yet each job is a unit within itself.

#### Presented at Conferences

The materials published by both of the above methods are presented to the instructors by the subject matter specialists at group conferences. At these conferences the teachers are acquainted with the contents of the publication, the organization of the data, and the intended use of the data in teaching the job.

So far this discussion has dealt only with teaching material in printed or

meographed form. Another form of teaching material is fast entering the picture. Plans have been made and work is already under way whereby this department in addition to publishing printed data will make appropriate slides. This is another form of organized data. These slides will be made and distributed in accordance with the procedure used for other forms of teaching aids. With the one supplementing the other, a great deal is being done to get into the hands of the teachers the factual information they need in order to make a better farmer out of the veteran trainee and consequently a better farm for him.

## School and community activities

(Continued from Page 89)

greater number of community activities than the full-time teachers; however, approximately the same percentage of full-time and part-time teachers participated in any given activity. There are no significant differences between the full-time and part-time teachers in the following: Their attendance at community activities; the degree to which they participated in these activities; and their reasons for participating in community activities.

It is significant to note that even though there are a large number of activities reported in this study that there are no basic differences in the participation of full-time and part-time agriculture teachers in community activities while there are some significant differences in their school (non-agricultural) activities. Part-time teachers participate in a greater number of school activities and to a greater degree of participation than full-time teachers. The part time teachers, themselves, probably do not want to participate in these activities in this manner for a high percentage of them indicated that they participate by request. Obviously, they cannot devote the time to their agriculture program that the program demands as they are burdened with extra teaching functions in addition to their non-agriculture school activities. Thus, their agriculture program suffers. This situation calls for action in that the job of the agriculture teacher in the school should be clearly defined. Such a definition should specify the duties and responsibilities of the teacher. Then, through the cooperation of the school officials and the teacher a satisfactory functioning program of agriculture in the school would result.

## Lesson planning as observed in the field

(Continued from Page 77)

plan for which he can find time when on the job; the itinerant training staff should be careful to pick up where the resident staff left off and help the teacher to improve in both the making and the use of such abbreviated lesson plans; and the teacher himself should place lesson planning well up on his list of important tasks for which time must be provided.

## OUR LEADERSHIP



James E. Woodhull

James E. Woodhull, state teacher trainer in Vermont, was reared and educated in that state. Upon graduation from the College of Agriculture at the University in 1937, he accepted a position in the Hinesburg high school where he worked for two

years. In 1937 he entered the graduate school at Cornell University, majoring in rural education, and received the M.S. degree in the fall of 1940. He then took a position as teacher of agriculture at Derby Academy and later moved to Brattleboro, Vermont, to teach agriculture.

Mr. Woodhull entered the service in 1940 and returned to his position at Brattleboro in 1948. He was employed by the state department of education as teacher trainer in agriculture education in January, 1947.

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H. P. Sweany

Harvey Paul Sweany of Michigan State College was reared in northwest Missouri and completed his undergraduate degree at Iowa State College in 1938. He was employed as a teacher of vocational agriculture at Strawberry Point in 1930 and

later transferred to a similar position at Forest city, Iowa.

Mr. Sweany did graduate work at Iowa State College in 1937-38 and received the M.S. degree in 1938. He then accepted a part-time position as itinerant teacher trainer at Purdue University and worked on his advanced degree from 1938-41. He has since been employed in the Division of Education at Michigan State College, doing both pre-service and in-service teacher training. His special assignments have included state Future Farmer activities and research projects.

## Developments in farm shop instruction

(Continued from Page 92)

closer integration of farm shop instruction with other phases of vocational agriculture. It would seem then that, both in technical and professional training in the field of farm shop, there is need for a more common meeting of minds on the local, state and national level regarding its relative importance and its place in the program of vocational agriculture.

THE AGRICULTURAL EDUCATION MAGAZINE, October, 1948

# Competitive events in Montana

A. W. JOHNSON, State Supervisor, Bozeman, Montana

In Montana we have done considerable experimentation in an attempt to justify competitive events as a definite educational part of the program in vocational agriculture including the Future Farmers of America. To give a broader base and the new emphasis the term "contests" practically has been eliminated. It has been replaced by "competitive events." Instead of using the term "judging," the terms "selection," "evaluation" and "grading" are being used to give a new meaning to competitive activities.

What are the purposes of encouraging and holding competitive events? In the writer's opinion, they are only a means toward an end—"training boys to become proficient farmers and able rural leaders." To achieve this goal, training characteristics are stressed, such as; farm skills, ability to make decisions, sensible evaluations and selection, encouraged ambition, greater scholastic attainment, sportsmanship, and complete realism in all vocational agriculture teaching programs.

## Contests Now More Educational

New changes were made in the Montana State F.F.A. Agricultural Competitive Events in 1941. Chief purposes of the changes were to make such events more representative of the total program being taught in the local departments of vocational agriculture and to eliminate, as far as possible, specialized coaching. Perhaps the first most radical change was that each department of vocational agriculture was asked to select only three boys to participate in all phases of state F.F.A. agricultural competition, sponsored by the College of Agriculture at Bozeman. Last year the number of boys per team was increased to four. Next year the team will consist of five Future Farmers from each F.F.A. chapter.

## Teams Participate in All Events

Each team goes through the entire series of events including selecting and evaluating dairy cattle; grading ten or more beef steers; selecting and evaluating breeding sheep as they are run through the cutting gates; grading market carcasses of beef, sheep and hogs; identifying meat cuts; selecting and evaluating live market hogs; placing utility poultry classes both for egg and market value; candling eggs for grade; selecting feeds, with composition given, for their best uses, such as fattening, growing or for other production purposes; selecting breeding sires, and practical farm mechanics competition.

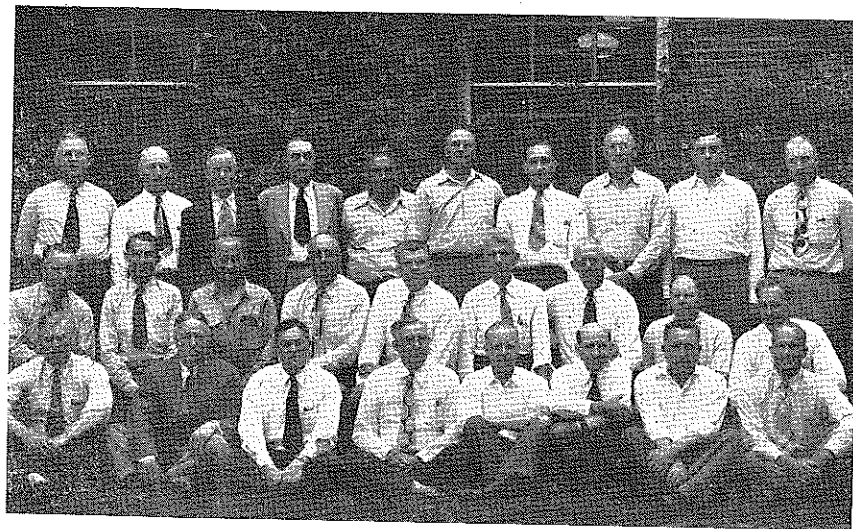
The farm mechanics phase of the competition includes: Making proper adjustments of farm machines and equipment; determining needed replacement parts for used farm equipment; and selecting, from several types or kind, the proper tool and/or material including metals, lumber, etc., for doing a specific repair or construction job pertaining to farm machines, equipment or buildings.

In a summary, changes in the Montana State Future Farmer competitive events include:

- (1) Changing the terminology to give a broader base and a different emphasis (more educational and practical.)
- (2) Making the competition more representative of a balanced program in vocational agriculture. And in many instances through these events assisting local departments to see the need for changes in their programs.
- (3) Eliminating coaching and training a few boys in special fields. Participants in the state agricultural competitive events now are selected from the F.F.A. chapter as a whole.

Results to date indicate that very little specialized coaching of a few students now is being done in Montana departments of vocational agriculture. Instead more time is devoted to a well-rounded program for each group as a whole. Thus, the student achieves the greatest good by thinking in terms of his supervised farming and home needs as a whole when making his decisions in the competitive events. We believe this policy contributes toward making him a valuable adult who can achieve the greatest good both for himself and for his community which after all is our major objective.

## Twenty-Year Club Organized in Wisconsin



The 20-year Club in Wisconsin was organized during the annual conference held during the summer. There are approximately 40 men in Wisconsin who have taught vocational agriculture 20 years or more. All of these men were invited to affiliate with the club regardless of their present occupation. Professor James of the University of Wisconsin and Professor J. M. May of the River Falls Teacher College were elected president and secretary on the basis of seniority.

**BACK ROW:** J. W. Wiseman, Instructor, Janesville; George Gregor, High School Principal, Luxemburg; C. B. Campbell, Instructor, River Falls; I. G. Fay, State Supervisor On-Farm Training; Karl L. Helwig, Instructor, Superior; H. W. Duxbury, Instructor, Cadott; C. H. Bonsack, Itinerant Teacher Trainer; E. A. Hutchinson, Instructor, Clintonville; Jess S. Smith, Instructor, Lake Geneva; J. P. Wilkinson, Director, Farm Short Course, College of Agriculture.

**SECOND ROW:** John F. Jones, Chief Training Officer, Veterans Administration; T. R. Lathrop, Instructor, Reedsburg; L. A. Bensend, Instructor, Platteville; H. T. Shields, Instructor, Prairie du Sac; J. O. Beadle, Instructor, Galesville; M. W. Cooper, Assistant Supervisor, On-Farm Training; H. G. Klumb, Instructor, Racine County Agriculture School; N. N. Rowe, Instructor, West Salem.

**FRONT ROW:** O. R. Hanson, Instructor, Durand; H. M. Nelson, Assistant supervisor, On-Farm Training; J. M. May, Director, Department of Agriculture, River Falls State Teacher College; D. C. Aebischer, Itinerant Teacher Trainer; F. T. Price, Senior Training Officer On-Farm Training; D. A. Hendrickson, Instructor, Barron; L. M. Sasman, Chief, Agricultural Education, Wisconsin Board of Vocational Education.

Young Farmer delegates from several western states will meet at Boise, Idaho, in October for the purpose of developing a regional organization. The states invited to send representatives include California, Oregon, Washington, Idaho, Utah, Nevada, Colorado, Montana, Arizona, New Mexico and Wyoming.

A Thrift Bank is maintained by the F.F.A. chapter at Mt. Baker, Washington. Interest to depositors is paid at the rate of 3 per cent up to \$50 and 1 1/2 per cent over \$50. Loans to members for financing projects are made at the rate of 5 per cent.

A booklet entitled *Future Farmers and Boy Scouts* has been developed by leaders of the two organizations and will be available for distribution in the near future.

A total of 3,000 bushels of seed grains were treated at Waukesha, Wisconsin last spring by students enrolled in all-day and veterans classes. Nine treaters of the Minnesota type are available for rent from the department at nominal charges.

During the past summer the F.F.A. Chapter at Lyman, Wyoming, grew 20 acres of small grain as a group project. The profit from the project will be applied toward the purchase of a tractor.

John W. Studebaker—U. S. Commissioner of Education  
R. W. Gregory—Ass't Commissioner for Vocational Education  
W. T. Spanton—Chief, Agricultural Education  
D. M. Clements—Ass't Chief, Agricultural Education

**Specialists:** F. W. Lathrop—Research A. W. Tenney—Subject Matter  
H. B. Swanson—Teacher Training R. E. Naugher—Part-time and Evening  
A. H. Hollenberg—Farm Mechanics

E. J. Johnson—Program Planning W. N. Elam—Program Planning  
d—directors ad—assistant to director

s—supervisors as—assistant supervisors rs—regional supervisors  
ds—district supervisors t—teacher trainers it—itinerant teacher trainers  
rt—research workers Nt—Negro teacher trainers  
sms—subject matter specialists

Note—Please report changes in personnel for this directory to Dr. W. T. Spanton, Chief, Agricultural Education, U. S. Office of Education.

**ALABAMA**  
d—R. E. Camnack, Montgomery  
s—J. C. Cannon, Montgomery  
as—L. L. Sellers, Auburn  
as—H. F. Gibson, Auburn  
as—T. L. Faulkner, Auburn  
rs—H. R. Culver, Auburn  
as—B. P. Dilworth, Auburn  
as—H. W. Green, Auburn  
as—J. L. Dailey, Montgomery  
t—S. L. Chesnut, Auburn  
t—R. W. Montgomery, Auburn  
t—D. N. Botkins, Auburn  
sms—C. C. Scarborough, Auburn  
Nt—Arthur Floyd, Tuskegee Institute  
Nt—F. T. McQueen, Tuskegee Institute  
Nt—E. L. Donald, Tuskegee Institute

**ARIZONA**  
d—S. J. R. Cullison, Phoenix  
t—R. W. Cline, Tucson  
t—W. A. Schaefer, Tucson

**ARKANSAS**  
d—J. M. Adams, Little Rock  
s—C. R. Wilkey, Little Rock  
s—S. D. Mitchell, Little Rock  
ds—T. A. White, Monticello  
ds—O. J. Seymour, Arkadelphia  
ds—J. A. Niven, Russellville  
ds—V. H. Wohlford, Stato College  
t—Roy W. Roberts, Fayetteville  
t—Lavan Shoptaw, Fayetteville  
Nt—L. R. Gaines, Pine Bluff

**CALIFORNIA**  
d—Julian A. McPhee, Sacramento  
ad—Wesley P. Smith, Sacramento  
s—B. J. McMahon, San Luis Obispo  
rs—E. W. Everett, San Jose  
rs—B. R. Denbigh, Los Angeles  
rs—Howard F. Chappell, Sacramento.  
rs—A. G. Rinn, Fresno  
rs—H. H. Burlingham, Chico  
rs—J. C. Gibson, Los Angeles  
t—S. S. Sutherland, Davis  
sms—Geo. P. Couper, San Luis Obispo  
sms—J. I. Thompson, San Luis Obispo

**COLORADO**  
d—E. C. Comstock, Denver  
s—A. R. Bunge, Denver  
t—R. W. Canada, Ft. Collins

**CONNECTICUT**  
d—Emmett O'Brien, Hartford  
s—R. L. Hahn, Hartford  
t—W. Howard Martin, Storrs

**DELAWARE**  
d—R. W. Heim, Newark  
s—W. L. Mowlds, Dover  
t—Paul M. Hodgson

**FLORIDA**  
d—Colin English, Tallahassee  
s—Harry Wood, Tallahassee  
t—E. W. Garris, Gainesville  
t—W. T. Lofton, Gainesville  
ds—J. G. Smith, Lathrop  
ds—F. L. Northrop, Gainesville  
ds—T. L. Barrineau, Jr., Gainesville  
Nt—L. A. Marshall, Tallahassee  
Nt—G. W. Conoly, Tallahassee

**GEORGIA**  
d—M. D. Mobley, Atlanta  
s—T. G. Walters, Atlanta  
ds—George I. Martin, Tifton  
ds—C. M. Reed, Carrollton  
ds—J. N. Baker, Swainsboro  
ds—J. H. Mitchell, Athens  
t—John T. Wheeler, Athens  
t—R. H. Tolbert, Athens  
t—G. L. O'Kelley, Athens  
t—A. O. Duncan, Athens  
t—T. D. Brown, Athens  
Nt—Alva Tabor, Fort Valley  
Nt—S. P. Fugate, Fort Valley

**HAWAII**  
d—W. W. Beers, Honolulu, T. H.  
s—W. H. Coulter, Honolulu, T. H.  
as—Riley Ewing, Honolulu, T. H.  
as—Takumi Kono, Hilo, Hawaii, T. H.  
t—F. E. Armstrong, Honolulu, T. H.

**IDAH0**  
d—William Kerr, Boise  
s—Stanley S. Richardson, Boise  
as—Ed. Lovell, Pocatello  
t—H. A. Winner, Moscow  
t—Dwight L. Kindschy, Moscow

**ILLINOIS**  
d—Ernest J. Simon, Springfield  
s—J. E. Hill, Springfield

as—J. B. Adams, Springfield  
as—A. J. Andrews, Springfield  
as—H. M. Strubinger, Springfield  
as—P. W. Proctor, Springfield  
as—H. R. Damisch, Springfield  
t—H. M. Hamlin, Urbana  
t—G. P. Deyoe, Urbana  
t—J. N. Weiss, Urbana  
t—L. J. Phipps, Urbana  
sms—Melvin Henderson, Urbana  
sms—H. J. Rucker, Urbana  
sms—Harold Witt, Urbana

**INDIANA**  
d—Ben H. Watt, Indianapolis  
s—H. B. Taylor, Indianapolis  
t—B. C. Lawson, Lafayette  
rt—S. S. Cramer, Lafayette  
it—K. W. Kille, Lafayette  
it—H. W. Leonard, Lafayette  
it—E. E. Clanin, Lafayette  
it—L. G. Morrison, Lafayette

**IOWA**  
d—L. E. Wood, Des Moines  
s—E. T. Hall, Des Moines  
as—M. Z. Hendren, Des Moines  
t—Barton Morgan, Ames  
t—John B. McClelland, Ames  
t—J. A. Starrak, Ames  
t—T. E. Sexauer, Ames

**KANSAS**  
d—C. M. Miller, Topeka  
s—Y. B. Polson, Topeka  
t—A. P. Davidson, Manhattan  
it—L. F. Hall, Manhattan

**KENTUCKY**  
d—Watson Armstrong, Frankfort  
s—E. P. Hilton, Frankfort  
as—B. G. Moore, Frankfort  
as—S. S. Wilson, Frankfort  
t—Carse Hammonds, Lexington  
it—W. R. Tabb, Lexington  
it—Stanley Wall, Lexington  
Nt—P. J. Manly, Frankfort

**LOUISIANA**  
d—John E. Coxo, Baton Rouge  
as—J. J. Arseneaux, Baton Rouge  
as—J. N. Carpenter, Baton Rouge  
as—J. J. Stovall, Baton Rouge  
t—Roy L. Davenport, Baton Rouge  
t—J. C. Floyd, Baton Rouge  
t—M. C. Garr, Baton Rouge  
sms—Harry Braud, Baton Rouge  
t—A. Larriviere, Lafayette  
t—A. A. LeBlanc, Lafayette  
Nt—M. J. Clark, Scotlandville  
Nt—D. B. Matthews, Scotlandville

**MAINE**  
s—t—Herbert S. Hill, Orono  
as—t—Wallace H. Elliott, Orono

**MARYLAND**  
d—John J. Seidel, Baltimore  
s—Harry M. MacDonald, Baltimore  
t—Arthur M. Ahalt, College Park  
Nt—J. A. Oliver, Princess Anne

**MASSACHUSETTS**  
d—M. Norcross Stratton, Boston  
s—John G. Glavin, Boston  
t—Jesse A. Taft, Amherst  
t—Charles F. Oliver, Amherst

**MICHIGAN**  
d—Ralph C. Wenrich, Lansing  
s—Harry E. Nesman, Lansing  
s—Luke H. Kelley, Lansing  
s—Raymond M. Clark, Lansing  
s—John W. Hall, Lansing  
t—H. M. Byram, East Lansing  
t—G. C. Cook, East Lansing  
t—Paul Sweany, East Lansing

**MINNESOTA**  
d—Harry C. Schmidt, St. Paul  
s—Ray Cochran, St. Paul  
t—A. M. Field, St. Paul  
t—M. J. Peterson, St. Paul

**MISSOURI**  
d—Traey Dale, Jefferson City  
s—C. M. Humphrey, Jefferson City  
ds—J. A. Bailey, Jefferson City  
ds—Joe Moore, Mt. Vernon  
t—E. F. Early, Lexington  
t—G. F. Ekstrom, Columbia  
t—C. V. Roderick, Columbia  
sms—Joe Duck, Columbia

**MONTANA**  
d—Ralph Kenck, Bozeman  
s—A. W. Johnson, Bozeman  
as—Arthur B. Ward, Bozeman  
t—R. H. Palmer, Bozeman  
t—H. E. Rodeberg, Bozeman

**NEBRASKA**  
d—G. F. Liebendorfer, Lincoln  
s—L. D. Clements, Lincoln  
as—H. W. Deems, Lincoln  
t—H. E. Bradford, Lincoln  
t—C. C. Minter, Lincoln

**NEVADA**  
d—Donald C. Cameron, Carson City

**NEW HAMPSHIRE**  
d—Walter M. May, Concord  
s—t—Earl H. Little, Concord

**NEW JERSEY**  
d—John A. McCarthy, Trenton  
s—t—H. O. Sampson, New Brunswick  
as—O. E. Kiser, New Brunswick  
as—W. H. Evans, New Brunswick

**NEW MEXICO**  
s—L. C. Dalton, Stato College  
as—Alan Stacy, Stato College  
t—Carl G. Howard, Stato College

**NEW YORK**  
d—Oakley Furney, Albany  
d—A. K. Getman, Albany  
s—R. C. S. Suttiff, Albany (acting)  
s—W. J. Weaver, Albany  
as—J. W. Hatach, Buffalo  
t—Roy A. Olney, Ithaca  
t—E. R. Hoskins, Ithaca  
t—W. A. Smith, Ithaca  
t—W. R. Kunsia, Ithaca

**NORTH CAROLINA**  
d—J. W. Smith, Raleigh  
s—Roy H. Thomas, Raleigh  
as—R. J. Poeler, Raleigh  
ds—E. N. Meekins, Raleigh  
ds—J. M. Osteen, Rockingham  
ds—T. H. Stafford, Asheville  
ds—T. B. Elliott, Woodland  
ds—N. B. Chesnut, Whiteville  
t—Leon E. Cook, Raleigh  
t—L. O. Armstrong, Raleigh  
t—J. K. Coggin, Raleigh  
t—F. A. Nyhund, Raleigh  
Nt—S. B. Simmons, Greensboro  
Nt—C. E. Dean, Greensboro  
Nt—W. T. Johnson, Greensboro

**NORTH DAKOTA**  
d—A. F. Arnason, Grand Forks  
s—t—Ernest L. DeAlton, Fargo  
as—Winston H. Dolve, Fargo  
t—Shubel D. Owen, Fargo

**OHIO**  
d—J. R. Strobel, Columbus  
s—Ralph A. Howard, Columbus  
ds—W. G. Weiler, Columbus  
ds—E. O. Bolonder, Columbus  
ds—F. J. Rible, Columbus  
ds—D. R. Furkey, Columbus  
t—W. F. Stewart, Columbus  
t—H. G. Kennerick, Columbus  
t—C. E. Rhoad, Columbus  
t—Ralph E. Bender, Columbus  
t—A. C. Kennedy, Columbus  
rt—Ray Fife, Columbus

**OKLAHOMA**  
ds—J. B. Perky, Stillwater  
as—W. E. Felton, Stillwater  
ds—Byrle Killian, Stillwater  
ds—Hugh D. Jones, Stillwater  
ds—Cleo A. Collins, Stillwater  
ds—Benton F. Thomason, Stillwater  
FFA—Tom Daniel, Stillwater  
t—C. L. Thomas, Ettrick  
t—Don M. Orr, Stillwater  
t—Chris White, Stillwater  
it—Robert R. Price, Stillwater  
Nt—D. C. Jones, Langston

**OREGON**  
d—O. L. Paulson, Salem  
s—Ralph L. Morgan, Salem  
as—M. C. Buchanan, Salem  
t—H. H. Gibson, Corvallis

**PENNSYLVANIA**  
d—Paul L. Cressman, Harrisburg  
s—H. C. Fetterolf, Harrisburg  
s—V. A. Martin, Harrisburg  
t—Henry S. Brunner, Stato College  
t—William F. Hall, Stato College  
t—C. S. Anderson, Stato College  
it—Glenn Z. Stevens, Stato College

**PUERTO RICO**  
d—L. Garcia Hernandez, San Juan  
s—Nicholas Mendes, San Juan (on leave)  
as—Samuel Minary, San Juan (acting)  
as—Rafael Muller, San Juan  
as—Frederico A. Rodriguez, San Juan  
as—Juan Acosta Henriquez, San Juan  
ds—Frederico Carbonell, San Juan  
ds—Juan Melendez, Cayey  
ds—Gregorio Mendez, Arecibo  
ds—Nicolas Hernandez, Aguadilla  
t—Juan Robles, Mayaguez

**SOUTH CAROLINA**  
d—Verd Peterson, Columbia  
s—R. D. Anderson, Columbia  
as—P. G. Chastain, Chester  
as—W. E. Gore, Columbia  
ds—J. M. Mahoney, Honea Path  
ds—J. H. York, Leesville  
ds—W. R. Strabler, Walterboro  
t—B. H. Crilling, Charleston  
t—J. B. Monroe, Clemson  
t—T. E. Duncan, Clemson  
t—F. E. Kirkley, Clemson  
t—W. C. Bowen, Clemson  
Nt—Gabe Buckman, Orangeburg  
Nt—J. P. Burgess, Orangeburg

**SOUTH DAKOTA**  
d—J. F. Hines, Pierre  
s—H. E. Utton, Pierre  
t—Stanley Sandet, Brookings

**TENNESSEE**  
ds—G. E. Freeman, Nashville  
as—J. W. Brinn, Nashville  
ds—H. N. Parks, Gallatin  
ds—L. A. Carpenter, Knoxville  
ds—Ben Douglas, Jackson  
ds—S. L. Sparks, Nashville  
t—N. E. Fitzgerald, Knoxville  
t—B. S. Wilson, Knoxville  
rt—A. J. Paulus, Knoxville  
rt—B. B. Knight, Knoxville  
Nt—W. A. Flowers, Nashville

**TEXAS**  
d—W. E. Lowry, Austin  
s—Robert A. Manire, Austin  
as—R. Lano Barron, Austin  
as—George H. Hurt, Austin  
ds—O. T. Ryan, Lubbock  
ds—Vannoy Stewart, Commerce  
ds—C. D. Parker, Kingsville  
ds—C. B. Childers, Mart  
ds—O. M. Holt, College Station  
ds—W. E. Williams, Alpine  
ds—J. B. Payne, Stephenville  
ds—L. I. Samuel, Arlington  
ds—E. R. Marshall, Naogdoches  
ds—T. R. Rhodes, Huntsville  
t—E. R. Alexander, College Station  
t—Henry Ross, College Station  
t—L. V. Halbrooks, College Station  
sms—W. A. Sherrill, College Station  
t—J. L. Moses, Huntsville  
t—Ray L. Chappelle, Lubbock  
t—S. V. Burks, Kingsville  
it—E. V. Walton, College Station  
it—G. H. Morrison, Huntsville  
it—F. B. Wines, Kingsville  
it—L. M. Hargrave, Lubbock  
it—Feral M. Robinson, Huntsville  
sms—Kyo Leftwich, Huntsville  
Nt—E. M. Norris, Prairie View  
Nt—O. J. Thomas, Prairie View  
Nt—E. E. Collins, Texarkana  
Nt—S. E. Palmer, Tyler  
Nt—Gus Jones, Caldwell  
Nt—Wardell Thompson, Prairie View  
Nt—Paul Rutledge, Palestine

**UTAH**  
d—E. Allen Bateman, Salt Lake City  
s—Mark Nichols, Salt Lake City  
as—Elvin Downs, Salt Lake City  
t—L. R. Humphreys, Logan

**VERMONT**  
d—John E. Nelson, Montpelier  
s—C. D. Watson, Burlington  
t—James E. Woodhull, Burlington

**VIRGINIA**  
d—Richard N. Anderson, Richmond  
s—F. B. Cole, Richmond  
as—R. E. Bass, Richmond  
ds—W. R. Emmons, Boylins  
ds—J. O. Hoge, Blacksburg  
ds—W. R. Logge, Winchester  
ds—J. C. Green, Poythant  
ds—W. C. Dudley, Appomattox  
ds—Hugh D. Jones, Blacksburg  
t—H. W. Sanders, Blacksburg  
t—C. E. Richard, Blacksburg  
t—C. S. McLaren, Blacksburg  
Nt—J. R. Thomas, Ettrick  
Nt—A. J. Miller, Ettrick  
Nt—M. A. Fields, Ettrick

**WASHINGTON**  
d—H. G. Halstead, Olympia  
s—Berl J. Brown, Olympia  
as—M. C. Jones, Olympia  
as—E. M. Olson, Olympia  
as—E. M. Webb, Pullman  
ts—Oscar Loreen, Pullman

**WEST VIRGINIA**  
d—John M. Lowe, Charleston  
s—H. N. Hansucker, Charleston  
as—S. D. McMillen, Charleston  
t—D. W. Parsons, Morgantown  
t—C. W. Hill, Morgantown

**WISCONSIN**  
d—C. L. Greiber, Madison  
s—Louis M. Sasman, Madison  
t—J. A. James, Madison  
it—Yvan Fay, Madison  
it—Clarence Bonsack, Madison  
t—V. E. Mylin, Platteville  
t—J. M. Naylor, River Falls

**WYOMING**  
d—Sam Hitchcock, Cheyenne  
s—Percy Kirk, Cheyenne  
t—Jack Ruch, Laramie