1956

A Study of the Teaching Activities of Teachers of Vocational Agriculture in Louisiana High Schools.

Anthony Mumphrey
Louisiana State University and Agricultural & Mechanical College
A STUDY OF THE TEACHING ACTIVITIES OF TEACHERS
OF
VOCATIONAL AGRICULTURE IN LOUISIANA HIGH SCHOOLS

A Dissertation
Submitted to the Graduate Faculty of the
Louisiana State University and
Agricultural and Mechanical College
in partial fulfillment of the
requirements for the degree of
Doctor of Philosophy
in
The Department of Vocational Agricultural Education

by
Anthony Mumphrey
B.S., M.S., Louisiana State University
June, 1956
TO MY MOTHER AND FATHER
ACKNOWLEDGMENTS

The teacher of vocational agriculture wishes to express his sincere appreciation to the teachers of vocational agriculture throughout the state who cooperated so wholeheartedly in providing the data used in compiling this study.

The writer is grateful to Dr. Roy L. Davenport, Dr. J. C. Floyd, Dr. Malcolm C. Gaar, and Professor Harry J. Braud, members of the Department of Agricultural Education at Louisiana State University and Agricultural and Mechanical College, for the many years of professional guidance given the writer both as a student and teacher of vocational agriculture. Special appreciation is extended to Dr. J. C. Floyd for his able assistance in directing and guiding the compilation of this investigation.

The author expresses sincere appreciation to his mother, father, brother, and sisters, who cooperated so diligently over the years in order that the writer could achieve his goal. Special acknowledgment is extended to the wife and children of the author for their encouragement and many sacrifices.
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ABSTRACT

In this study an effort was made by the writer to determine the relative importance of some of the teaching activities of teachers of vocational agriculture in Louisiana High Schools. The author used the normative-survey method of research and the questionnaire technique to secure data used in making this investigation. A questionnaire was directed to 236 teachers of vocational agriculture presently teaching vocational agriculture in Louisiana High Schools. The opinions rendered by the teachers included in this study are arranged in tabular form, analyzed and supplemented with the findings of other writers in the field of vocational agricultural education.

Other aspects in the program of vocational agriculture ascertained in this investigation are: plan for teaching vocational agriculture; number of teachers of vocational agriculture having organized young farmer classes, organized adult farmer classes and functioning advisory councils; enrollment in vocational agriculture, number of Future Farmer members carried as active members for three years after graduation, number of State Farmers in the Future Farmer Chapter and number of American Farmers presently in the community.

It was revealed by this study that 72 or 49.3 per cent of the teachers of vocational agriculture represented in this
study are presently teaching students other than those in vocational agriculture. In addition, 44 or 30.1 per cent of the teachers do not have organized instruction for adult farmers; 62 or 42.5 per cent, do not provide organized instruction for young farmers. Twenty-five or 17.1 per cent of the teachers of vocational agriculture included in this investigation do not have a functioning advisory council.

It was concluded in this study that: (1) the teaching schedule provided by local administrators for teachers of vocational agriculture may be a deterrent to the development of a complete program in vocational agriculture; (2) the out-of-school program of teachers of vocational agriculture is seriously lacking in those teaching activities which normally result in functional and systematic instruction for individuals in the young farmer and adult groups; (3) teachers of vocational agriculture plan purposeful teaching activities for launching all-day students in vocational agriculture; (4) teachers of vocational agriculture give most of their attention to the conduct of the all-day program; (5) contests, as a whole, conducted by teachers of vocational agriculture are serving as means to implement desirable changes of behavior in students relevant to the achievement of those ends which serve as antecedents to success in farming; (6) the advisory councils in departments of vocational agriculture are not serving their most useful purposes; and
(7) the type and quality of individual, personal services performed by teachers of vocational agriculture, in some instances, are not consistent with the teaching of vocational agriculture on a superior merit level.
CHAPTER I
INTRODUCTION

In the production and use of air planes for purposes of defense, one of the greatest obstacles to be overcome is to increase the effectiveness of the plane without jeopardizing its ability to become air-borne. Each functional unit within the plane is designed to serve specific purposes. However, each unit must efficiently adapt its actions in combination with the actions of all other functional parts of the plane in order to insure high level performance.

Our government spends millions of dollars annually for the purchase of superior materials and devices in the manufacture of air planes; consequently, our planes are in a most favorable position to cope with the greatest threat that may confront our nation from without. In order to maintain and improve this level of efficiency, it is of great importance that only materials and devices serving the most efficient purpose be used in the production of these planes.

Specialists in the field of aerodynamics see fit from time to time to eliminate or modify many mechanical features of the plane which do not serve some useful purpose. In many instances, it is necessary to incorporate several functional parts into one, thus reducing the total number of individual parts without sacrificing the service rendered by them.
The author is making this brief analogy for the express purpose of emphasizing the significance of including only the most purposeful teaching activities in a complete program of vocational agriculture. Due to the enormous fund of possible purposeful teaching activities in a program of vocational agriculture, teachers of vocational agriculture must persistently evaluate their approaches to learning in terms of the achievement of meaningful outcomes. The investigator is of the opinion that it seems virtually impossible to have too many significant purposeful teaching activities; however, it does appear easy to have too many teaching activities without discernible purposes.

Since their very inception, programs of vocational agriculture have had to overcome many difficulties and undergo numerous changes. Scientific developments in the fields of agriculture and agricultural education account for the necessity of making these numerous adjustments in the development and operation of programs of vocational agriculture. Each change in the program of vocational agriculture has made it progressively easier for further improved changes to be effected. The extent and quality of these desirable improvements within the developmental aspects of the program of vocational agriculture is congruent to the professional attitude demonstrated by teachers of vocational agriculture.

Some leaders in the field of vocational agriculture have attempted to clearly define the limits of the program
of vocational agriculture but none have achieved success; for in this rapidly changing age in vocational agriculture, few things are permanent; goals are forever receding and in order to maintain contact with them, one must be omnipotent with the possession of an open and alert mind capable of determining with unquestionable accuracy the direction of movement.

Teachers of vocational agriculture have a wonderful opportunity to contribute to two of the greatest responsibilities incumbent to mankind, namely, the improvement of the quality of citizenship interacting in society and the development of the resources available to mankind for the present generation as well as for their posterity. To both of these ends, teachers of vocational agriculture can contribute most effectively by the intelligent selection, development, and use of those teaching activities in a program of vocational agriculture which will promote the development of the highest ideals.

Problem:

A Study of the Teaching Activities of Teachers of Vocational Agriculture in Louisiana High Schools.

Problem Analysis:

The problem is analyzed to show the following facts:

1. Plan for teaching vocational agriculture

2. Subjects taught by teachers of vocational agriculture
3. The enrollment in vocational agriculture
4. Travel expenses for teachers of vocational agriculture
5. The bases for payment of travel expenses
6. Total number of years teaching vocational agriculture
7. Years tenure in present school as teacher of vocational agriculture
8. Survey of number of organized adult groups
9. Survey of number of members in the organized adult groups
10. Teaching activities in the adult farmer program
11. Survey of number of organized young farmer groups
12. Survey of number of members in organized young farmer groups
13. Teaching activities in the young farmer program
14. Teaching activities in the all-day program
15. Number of state farmers in the Future Farmer Chapter
16. Number of American Farmers in the community
17. Number in the Future Farmer Chapter carried as active members for three years after graduation
18. Teaching activities in the summer program
19. Survey of number of advisory councils
20. Survey of number of members on the advisory councils
21. Survey of plan of functioning of advisory councils
22. Teaching activities with the advisory councils
23. Teaching activities while performing community service
Limitations:

This study deals with the teaching activities of White teachers of vocational agriculture in Louisiana public high schools.

The author is limiting this study to the teaching activities which may be included in the major areas of the program of vocational agriculture, namely: all-day, adult farmer, advisory council, community service, Future Farmer Chapter, and young farmer.

The investigator is also including in this study the following: years tenure teaching vocational agriculture in present school, total number of years serving as teacher of vocational agriculture, total enrollment in vocational agriculture, reimbursement of travel expenses, number of State Farmers in chapter, and number of American Farmers in the community.

Definitions:

1. All-Day Program: A program of farming activities for students regularly enrolled in vocational agricultural classes in the high school who have facilities for and carry on at least six months of supervised farming.

2. Young Farmer Program: A program of farming activities for young men 16 years of age or older who are not receiving systematic instruction in farming for not less than 15 meetings of such a class each year for at least two years or the program of instruction shall be planned for and conducted over the entire 12-month span of the year for a total
of not less than 30 hours.

3. Adult Farmer Program: A program of farming activities for adults older than 25 years of age who are currently established in the occupation of farming and who are receiving systematic instruction for not less than 10 two-hour meetings annually. Systematic instruction offered is planned to show definite relationship to that offered in previous years, as well as that planned for succeeding years.

4. Teaching Activity: That sphere of action of the teacher and pupils which involves the harnessing and implementing of the interests of students relative to the achievement of specific goals or ends.

5. Desirable Teaching Activities: Those teaching activities in a program of vocational agriculture which contribute to the attainment of wholesome outcomes but may be replaced by other teaching activities having an equal probability of occurrence without jeopardizing the outcomes of the program.

6. Essential Teaching Activities: Those teaching activities in a program of vocational agriculture which because of their importance and probability of occurrence have a critical effect upon the attainment of wholesome outcomes.

7. Undesirable Teaching Activities: All those teaching activities in a program of vocational agriculture which, because of their nature and effect upon the outcomes desired, do not contribute towards the achievement of
of desirable outcomes and invariably serve as detrimental influences in the development of a program of vocational agriculture.

8. Plans for Teaching Vocational Agriculture:

a. Plan A—Two consecutive 60-minute periods of instruction, 5 days a week, for one year; and one 60-minute period of instruction, 5 days per week, for the other years.

b. Plan B—Two consecutive 60-minute periods of instruction, 2 days per week, and one 60-minute period, 3 days per week, for each class, each year.

c. Plan C—Two consecutive 45-minute periods of instruction per day, 5 days per week, for each class, each year.

d. Plan D—Sixty minutes of instruction per day, 5 days per week, for each class, each year, provided that there is in operation a program of systematic group instruction for out-of-school young farmers and for adult farmers for not less than a total of 72 clock-hours during the year.

e. Plan E—Thirty clock-hours of schedule class instruction in agriculture during each school month for each class.

Assumptions:

The writer is assuming that one of the most manifest weaknesses in the development of programs of vocational agriculture in this state is the lack of sufficient planning by teachers of vocational agriculture of the teaching activities in programs of vocational agriculture. Such deficits

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in planning of teaching activities usually result in teachers of vocational agriculture being over-burdened with trivialities which are of minor consequence in the achievement of wholesome outcomes.

He is further assuming that the programs for adult and young farmers are primarily of a fragmentary nature, existing as weak links in a strong chain.

Since the production records of crops, livestock, and poultry are rarely used as criteria for determining the final order of placement, the writer is assuming that the so-called "judging contests" are rapidly becoming insignificant in the achievement of educational objectives, as the bases for judgement rest primarily upon an evaluation of external characteristics.

Source and Treatment of Data:

The writer is using the normative survey method of research and the questionnaire technique in making this study. Two hundred and thirty-six questionnaires were sent to teachers of vocational agriculture throughout the state; of this number 151 were received, of which 146 are used in the compilation of this research problem.

For purposes of facilitating the summarization of the data used in this study, the investigator is treating the teaching activities of teachers of vocational agriculture under four separate heads, namely: essential, desirable, undesirable, and activity not performed.
Reasons for Making This Study:

The purpose for making this study is to determine the crucial teaching activities of teachers of vocational agriculture in the major areas within the vocational agricultural programs.

This writer expects the teachers of vocational agriculture who participated in providing information for this study to become more aware of the weaknesses within their programs of vocational agriculture and will make a concerted effort to improve those areas.

At the completion of this study, the author will endeavor to provide a brief summary of his findings for all teachers of vocational agriculture in order that they may become familiar with the trends existing relative to the significance of some of the teaching activities of teachers of vocational agriculture.

It is the sincere desire of the investigator to make some contribution towards the improvement of the programs of vocational agriculture by making a study of the importance of some of the teaching activities within the major areas of the vocational agricultural program.
CHAPTER II
RELATED INFORMATION

Introduction:

The writer includes in this study a section entitled "Related Information" for the purpose of expressing the views of some prominent leaders in the fields of education and vocational agricultural education relative to this specific investigation. Through this means, the reader becomes more informed in matters pertinent to this study and can more intelligently review the findings in this research problem.

The continuous movement of our population from the rural to the semi-urban and urban areas has necessitated numerous adjustments in the program of farmer education. Notwithstanding the fact that only about 14 per cent of our total population is presently engaged in the occupation of farming, we can boast of an enormous supply of food unequalled in any other period of our history. Our food supply is of such enormity that it is sufficient to fulfill not only the needs of our immediate population but also some of the needs of other nations. The production of such an enormous food supply is attributed to the continuous development and improvement of techniques in farming and to the rapid dissemination of such knowledges and skills by trained agricultural leaders throughout our nation.

The Federal Board for Vocational Education makes the
following statement relative to the job of teaching: "The teacher of vocational agriculture faces the most difficult job of teaching to be found anywhere in the educational field." In view of this statement, it is apparent that the teacher must utilize a great portion of his time in planning the teaching activities to be included in his program of vocational agriculture. Program planning has as its natural product "good organization" and good organization rarely results in total failure. The effectiveness of a program of vocational agriculture conducted on a superior merit level and with sufficient possession is in direct correlation with the quality and amount of planning done by teachers of vocational agriculture.

In the planning of the teaching activities to be included in a complete program of vocational agriculture, it is essential that the aims of vocational education in agriculture be kept constantly in mind. The following aims have been outlined for vocational education in agriculture:

1. To produce agricultural products effectively
2. To market agricultural products economically
3. To select and purchase suitable farm equipment and supplies

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4. To cooperate intelligently in economic activities
5. To manage the farm business effectively
6. To establish and maintain a satisfactory farm home
7. To perform appropriate economic farm mechanics activities
8. To participate in worthy rural, civic, and social activities
9. To use scientific knowledge and procedure in a farming occupation
10. To exercise constructive leadership and to recognize and follow worthy leadership
11. To grow vocationally
12. To become established successfully in farming

A further revision of the objectives immediately preceding include the seven major objectives of vocational education in agriculture.

1. Make a beginning and advance in farming
2. Produce farm commodities efficiently
3. Market farm products advantageously
4. Conserve soil and other natural resources
5. Manage a farm business effectively
6. Maintain a favorable environment

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7. Participate in rural leadership activities

These major objectives serve as guiding lights and therefore, give direction in the achievement of the primary aim of vocational agriculture, namely, to train present and prospective farmers for proficiency in farming. Keeping the aim of vocational education in agriculture constantly in mind, the author gives attention firstly to the adult program in vocational agriculture; secondly, to the young farmer program; thirdly, to the all-day program; and fourthly, to other general areas within the total program.

Adult Farmer Program:

The adult farmer program in a department of vocational agriculture provides an opportunity for teachers of vocational agriculture to learn of the farm needs of their school community areas. The development of interest in scientific farming by adults contributes not only to the economic stability of the community and nation but also towards the effectiveness of all other endeavors undertaken by the department.

An adult school is not just a series of meetings as is pointed out in the following review by Mobley:

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1. An agricultural evening class is not a large group of all ages who meet to be entertained.

2. It is not a gathering to discuss problems as "What's wrong with farming?".

3. It is not a group that meets to listen to a lecture by the agriculture teacher.

4. It is not a big "bally-hoo" meeting with a lot of talk and no results.

5. It is not a meeting of the community in response to a general invitation sent out indiscriminately.

6. It is not a series of three or four meetings to discuss one or more varied subjects of interest to farmers.

7. It is not a series of gatherings in which the personnel changes from one meeting to the next.  

The most significant objective of an adult program is to give attention to the immediate problems of farmers. Adults, having common agricultural problems meeting together in an organized manner under the leadership of a capable teacher possessing technical "know-how," can be led to constructively think through the solution to their farming problems.

Other objectives of the adult farmer program are stated by Glen Charles Cook.

1. To give farmers additional information and farm skills.

2. For the betterment of agriculture in general.

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3. To afford an opportunity for the vocational agriculture instructor to render a service to his community and to help sell the vocational agricultural program.

4. To help change or improve certain farm practices in the community and to extend the services of the high school and vocational agriculture to a larger part of the community.

5. To make new contacts and associations and thus increase the enrollment of the all-day department.

6. To lower the per capita cost of the agricultural teacher's instruction.

7. To help create and maintain cooperation between the farmer and the public school.6

The Federal Board for Vocational Education makes the following observations in conjunction with the occupation of farming:

Farm problems are becoming more numerous; they are becoming more complicated in that they are becoming more difficult to solve; that the consequences of bad management are more far-reaching; and that competition is constantly advancing the standards of efficient farm management. There is more to manage, it is harder to manage and the rewards of good management are correspondingly greater. While managerial ability can be developed only by practice in the conduct and control of farm affairs, it should also be fortified with technical knowledge and be informed concerning the policies and practices in

farm management of admittedly successful farmers.  

The need for training adult farmers is becoming more acute as we progress in this period of great scientific developments. Farming practices are constantly changing; the population of our country is steadily increasing; surplus farm commodities are being built up at a tremendous rate. All of the aforementioned circumstances are a great addition to the many other problems facing farmers of today. The farmer who fails to keep abreast with these changing conditions is at a great disadvantage to continue his farming operations.

Although we have continued to increase the productivity of the farm by the development of improved varieties of plants, higher analysis fertilizers, and more efficient farm machinery, it is unreasonable to assume that the nation can continue to lose as many farmers as she has in the past and maintain the same level of economic stability. Therefore, it is incumbent upon every teacher of vocational agriculture to have a program of adult farmer education in operation in his community.

Adult farmer classes can be effectively organized by any teacher of vocational agriculture if he is willing to accept adult farmer education as a responsibility under his
command. In order to effectively organize an adult farmer
group, the teacher must first plan an approach to the
problem and then by the supervisory visit to adults, satisfy
the need for adult farmer education.

Fleenor, in a very exhaustive investigation of adult
education in agriculture through evening schools conducted
by departments of vocational agriculture in 21 Central and
Southern states, arrived at the following conclusions:

The most effective way to organize an agricultural
evening school is to make a definite survey of the
enterprises in the community in order to determine
the needs of the farmers and then follow-up with
personal visits especially to influential or "key"
farmers. Newspaper publicity concerning the school
is also effective as a means of organization.

The limited use of appropriate forms of recrea­tion or entertainment is helpful throughout the course
particularly so at the last meeting of the class.

Ordinarily, the school should be held during
the farmers' dull season of work. Satisfactory
results have come from short extensive courses meet­
ing from 3 to 5 days a week for a period of 2 to 3
weeks, and equally satisfactory results have come
from courses covering a much longer period of time.8

The number of adult farmers receiving organized in­
struction is steadily increasing. A review of some literature
in this regard indicates that individual instruction on the
home farms is being practiced to some extent in lieu of class­
room instruction.

8B. H. Fleenor, Adult Education in Agriculture Through
Evening Schools Conducted by Departments of Vocational Agri­
culture, (Kansas State Board for Vocational Education, 1932),
p. 82.
G. A. Schmidt provides the following statistics to indicate the growth of the adult farmer program from 1918 to 1928.

Table I

<table>
<thead>
<tr>
<th>Year</th>
<th>Evening</th>
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<td>-------</td>
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<tr>
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<td>1922</td>
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<td>29,380</td>
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</table>

This table reveals that from 1918 through 1920, no adult farmers were enrolled in vocational agricultural schools. In 1921, there were 1,139 members; 1922, 1,333; 1923, 9,319; 1924, 15,227; 1925, 15,835; 1926, 19,000; 1927, 29,380. In a period of 7 years, the number of adults receiving organized agricultural instruction increased from 1,139 in 1918 to

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29,380 in 1927.

Although some individuals were being reached during the early development of the program of vocational agriculture, the greatest number of farmers were not receiving organized agricultural instruction.

The use of a program of follow-up appears to be a necessary adjunct to the development of a program for adult farmer education. The practical application of farming practices must be closely supervised in order to facilitate the development of those learning experiences which will promote proficiency in farming activities. Ira L. Plank indicates the importance of follow-up activities with adults in the following statement: "The carry-over of evening school work or improved practices would probably be considered by most of us as the greatest indication of success in the evening school program."\textsuperscript{10}

The teaching activities for adult farmers must be well organized and executed in order that the interests of farmers will not wane in his agricultural endeavors. The greatest assurance for the continued growth and development of the adult farmer program is the "providing of high quality leadership in the solution of the immediate problems of farmers."

\textsuperscript{10}Ira L. Plank, "Factors Contributing to the Success or Failure of Evening Schools," \textit{The Agricultural Education Magazine}, V No. 10 (April, 1933), 160.
Wilson suggests some Summer teaching activities for adult farmer classes. They are as follows:

1. Controlling insects
2. Mechanical practices in soil conservation
3. Organizing groups for special services
4. Repairing heavy equipment
5. Conserving food
6. Planning for fairs and special exhibits
7. Conducting educational tours
8. Planning a yearly program of work for vocational agriculture in the community
9. Organizing a community publicity program

Young Farmer Program:

The period that elapses from the time that a youngster finishes high school until he engages in the occupation of farming is the most critical time for that individual's establishment in farming. If this individual has been exposed to the fundamentals in farming prior to his entrance into farming, his opportunity for success will be greatly enhanced. A review of literature by the investigator indicates that although many youngsters have participated in vocational agricultural activities in high school, the majority do not enter into the occupation of farming. An alarming number

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11N. W. Wilson, "Planning the Summer Program for Adult Farmer Classes," The Agricultural Education Magazine, XIX No. 12 (June, 1947), 225.
begin farming and then leave for industrial endeavors. The location of large industrial centers may have detrimental influences in this respect; however, many leave in spite of the nearness of industrial employment. In a survey conducted by the investigator which involves 101 former students of vocational agriculture in the Gonzales school community area, only 28 youngsters have continued farming operations after graduation. Of the 28 farming, only five are farming on a full-time basis and 23 on a part-time basis. Sixteen young farmers are now enrolled in the Gonzales unit. Similar surveys of other areas would be quite similar to the one made by the writer.

It appears to this writer that the young farmer program receives the least attention of any other phase of the total agricultural program. The factors which appear to have adversely affected the development of the young farmer program are: (1) lack of successes in farming by students during the high school period, (2) increased responsibilities of teachers of vocational agriculture, (3) lack of follow-up immediately after graduation, and (4) periods of national crises.

Schmidt provides the following statistics relative to the enrollment of part-time farmers: From 1918 through 1920, there were no pupils enrolled in vocational agricultural schools; 1921, 1,445; 1922, 5,942; 1923, 2,090; 1924, 2,143; 1925, 2,330; 1926, 2,716; 1927, 4,302. From 1921 through
1927 the membership in part-time instruction increased only 2,857.\textsuperscript{12} When one considers the increase in the number of pupils enrolled in the adult and all-day groups, the insignificant increase in the young farmer group reveals a more alarming situation.

In a study conducted by Knuti\textsuperscript{13} pertaining to the weekly use of time during the Summer months by 377 teachers of vocational agriculture during 1952 in eight Western states, the following statistics were recorded in tabular form:

**Table II**

Weekly Use of Time by 377 Vo-Ag Teachers During 1952 Summer Months in 8 Western States Showing Average Hours and Percent of Time for All Teachers

<table>
<thead>
<tr>
<th>Activities with</th>
<th>Ave. hours for all teachers</th>
<th>% of time for all teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervisory Visits</td>
<td>9.08</td>
<td>17.96</td>
</tr>
<tr>
<td>Project Tours</td>
<td>.20</td>
<td>.40</td>
</tr>
<tr>
<td>FFA Meetings</td>
<td>.73</td>
<td>1.45</td>
</tr>
<tr>
<td>FFA Crop Projects</td>
<td>.75</td>
<td>1.48</td>
</tr>
<tr>
<td>FFA Livestock Projects</td>
<td>1.32</td>
<td>2.60</td>
</tr>
<tr>
<td>Fair Activities</td>
<td>4.17</td>
<td>8.24</td>
</tr>
<tr>
<td>Summer Trips</td>
<td>.80</td>
<td>1.58</td>
</tr>
<tr>
<td>Other High School Activities</td>
<td>.93</td>
<td>1.84</td>
</tr>
<tr>
<td>Young Farmer Classes</td>
<td>2.22</td>
<td>4.39</td>
</tr>
<tr>
<td>Adult Farmer Classes</td>
<td>1.06</td>
<td>2.09</td>
</tr>
<tr>
<td>School Farms &amp; Test Plots</td>
<td>1.93</td>
<td>3.82</td>
</tr>
<tr>
<td>Pre-Enrollment H. S. Classes</td>
<td>1.90</td>
<td>3.76</td>
</tr>
<tr>
<td>Department Improvement</td>
<td>9.14</td>
<td>18.08</td>
</tr>
<tr>
<td>Program Planning &amp; Reports</td>
<td>5.65</td>
<td>11.17</td>
</tr>
<tr>
<td>Professional Improvement</td>
<td>3.16</td>
<td>6.25</td>
</tr>
</tbody>
</table>

(continued on page 23)

\textsuperscript{12}Schmidt, Loc. Cit.

\textsuperscript{13}Leo L. Knuti, "Use of Time During Summer Months," The Agricultural Education Magazine, XXV No. 12 (June, 1953), 258.
Table II Continued

<table>
<thead>
<tr>
<th>Activities with</th>
<th>Ave. hours for all teachers</th>
<th>% of time for all teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Community Service Activities</td>
<td>1.66</td>
<td>3.29</td>
</tr>
<tr>
<td>Public Relations</td>
<td>3.66</td>
<td>7.24</td>
</tr>
<tr>
<td>Advisory Councils</td>
<td>.23</td>
<td>.46</td>
</tr>
<tr>
<td>Other</td>
<td>1.98</td>
<td>3.91</td>
</tr>
<tr>
<td>Totals</td>
<td>50.57</td>
<td>100.00</td>
</tr>
</tbody>
</table>

The average number of hours for all teachers represented in the previous table spent in activities with young farmer classes was 2.22 hours per week. This was only 4.39 per cent of the total time of teachers of vocational agriculture. The summer period provides an opportunity for the devotion of additional time towards the improvement of the out-of-school program. A well coordinated program of activities during the summer months gives the program of vocational agriculture the continuity necessary to insure its progressive development in all aspects.

In culminating this area of teaching activities of teachers of vocational agriculture, the author wishes to give the following observations concerning the public school system by Miller and Spalding:

The schools are an organized means of inducting the young into our culture. Thus the schools serve continuously as an agency by which society examines itself and redirects itself in terms of what it determines to be good.

The public school is a complex situation. It is concerned with a broad range of individual differences and a wide span of ages. It provides a variety of activities and requires a diversified staff and many facilities. It achieves an institutional unity through its constancy in serving central
purposes.

The school is an integral part of a local community. The common elements which permeate both the school and the community it serves are numerous and strong. The kind of community and the quality of its decisions about education are the dominant influence on the school and the influence of the good school changes the nature of the community.

A school is made up of people. It exists for people. It is influenced by people. This influence is most forceful even though not always readily observable when it is exerted through organizations of people.14

All-Day Program:

The all-day program in vocational agriculture continues to consume the greatest portion of the teachers' teaching time. In some instances, administrators elect to use plans other than Plan D and consequently, may operate programs for the all-day groups only. In any event, the all-day program is an essential aspect of any program of vocational agriculture, for the teacher is building the citizens and farmers of tomorrow. Notwithstanding this fact, however, other age groups which are presently farming or are preparing to farm demand fair portions of the teacher's time.

A functional all-day program is considered as one which not only provides effective command of technical and theoretical knowledge but also its practical application

under normal conditions. Hammonds says,

Good teaching is always good teaching no matter at what level. While the techniques may be different on the different levels, the same principles of teaching operate. The college teacher of agriculture should know that learning is a self-active process, that practice is essential to learning; he should make use of the principle of effect and see that the desired experiences of the learner occur together; he should realize the importance of generalization; he should know that meanings for the student come only from the student's experience; he should understand the nature of observation and habit formation, and he should be aware of the necessity for worthwhile goals on the part of the learners and for their having a knowledge of their success and error as they try to reach those goals.  

The statement often made by people in the vocational field, namely, "you learn to do by doing" cannot be overemphasized. Students learn even if they make mistakes, for they can use these experiences to readjust their understandings to improve their chances of succeeding with a given task.

The established purpose for performing a particular job is of great consequence in the achievement of success.

In this regard Keller says,

It is through constant doing, with a purpose, that we learn—to do—to-live. We learn what we do. Without those drives that begin immediately after birth and continue throughout life to make impact upon the environment, we should never learn even enough to remain alive, for learning is a condition of survival. Nothing is learned through mere stimulation of the senses. The learner must actually take part in the experience, for the attitude of the

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participant is quite different from that of the
onlooker. He identifies himself with what he sees
or hears and then is interested enough to do him-
self. Interest is fundamental to learning.16

The actual achievement of pupils is extremely diffi-
cult to measure, for educational experiences learned in
regard to one object may be used in the solution of a number
of other problems having similar facts involved. Relative
to the measure of a pupil's achievement, Briggs makes the
following statements:

A complete measure of a pupil's achievement
after having an educational experience or unit of
study would require the retention and the applica-
tion of everything necessary for the satisfaction
of the purposes for which it had been planned and
taught. Teaching and learning should be so directed
by conscious and convincing purposes that the learn-
ing is characterized by a continuous series of valid
tests, which indicate to both teacher and learner
the readiness and the possibility of proceeding
toward approved objectives.17

The attitude of the teacher towards his life's work
is probably one of the greatest contributing factors to
teacher success. Certainly, it is reasonable to assume that
the attitude taken by the teacher will have considerable
effect upon the attitude of pupils. In a review of related
literature, the investigator finds this statement made by
Arthur I. Gates, et al: "It would be difficult to

16 Franklin Keller, Principles of Vocational Education

17 Thomas H. Briggs, Improving Instruction (New York:
overestimate the importance of the teacher's attitude in the improvement program. There is extensive evidence that the learner's attitude influences such as can be found in almost any good book on educational psychology."

The attitude of the learner is of great significance if learning is to occur. If the attitude of the pupil is not considered, the teacher hinders not only the achievement of that pupil but also the general achievement of the group. In this regard, Barr, Burton, and Brueckner make the following observations:

In the case of teachers, one observes that not only does learning fail to take place when there is neglect of the learner's attitude, but in some instances the opposition is so marked that the whole program may be endangered.18

Planning the course of study for all-day students in such a manner that the needs of the pupil on his home farm will be met is one of the best tools teachers of vocational agriculture have to insure the development of good attitudes and high ideals in the farm youth. The primary interests and capabilities of students must also be given due attention. George Deyoe gives considerable attention to the interests and capabilities of pupils in the paragraph to follow:

It seems valid to assume that the educational needs of the student who plans to enter the vocation of farming are those associated with becoming

proficient in the type of farming in his community on his own farm. Consideration should also be given to the interests of the individual boy. For example, he may be especially interested in dairy cattle, and if that enterprise is not an important one on the home farm or if it seems to have possibilities for expansion and improvement, it is desirable to give weight to these facts in guiding the boy in the selection of his activities of supervised farming. Also, the boy may already have ownership in some enterprises and he may have major responsibilities of various types, which are suggestive of his capabilities as well as his interests. These, likewise should be considered, and a program of supervised farming should be encouraged in which recognition is given to his interests and through which he is challenged to put forth his best effort. In some cases, students may be encouraged to undertake certain projects for their "try-out" or exploratory value in checking interests for which they have no direct experiences.19

Having provided some worthwhile evidence that the attitudes, interests, and capabilities of students are great assets towards the achievement of success, the author wishes to give an additional statement in this respect by McCall who says, "The ultimate criterion of teaching success is the number, kinds, and amounts of desirable changes produced in pupils."20

Future Farmer Chapter:

The all-day program in vocational agriculture sponsors one of the leading youth organizations in America, namely,


the Future Farmers of America. Through the efforts of teachers of vocational agriculture and Future Farmer members many worthwhile objectives have been successfully attained. Such is indicated by the fact that the programs of vocational agriculture have won national and worldly acclaim. Notwithstanding these complimentary statements, if the Future Farmer program is administered under circumstances which will tend to shift all emphasis solely upon the organization itself, the repercussions upon the entire program of vocational agriculture could be disastrous.

Charles F. Hess, vocational agriculture instructor, has this to say concerning the importance of the Future Farmer Chapter:

Probable no one phase of an agriculture teacher's work is more helpful to a successful program of agriculture in his community than a well organized and active FFA Chapter. Such a Chapter will sell the agricultural program in the community in a fashion that cannot be secured by any other means.

Since the FFA organization was founded in 1928 it has grown very rapidly both in number of Chapters and total number of members until today it is the largest organization of farm boys in the world. The growth of the organization in size has been matched by the growth of the chapters in their varied activities. One has only to read or hear of the work accomplished by the chapters entered in the National Chapter Contest to realize the tremendous job that the boys who make up these Chapters are doing to advance agriculture and good citizenship in their own communities and, indeed, in the whole country.

Unfortunately, all FFA Chapters are not equally active. Perhaps no single item is more responsible for the moribund condition of certain Chapters than the failure of the Chapter to carefully plan and execute an annual program of work. This failure may
be due in some scattered instances to the type and caliber of the individual FFA members but the responsibility for such conditions may far more be laid at the doorstep of the Chapter adviser. The adviser, through his enthusiasm, support, and intelligent direction of the chapter activities (or his lack of these qualities) will usually either make or break his Chapter.

For those Chapter advisers who have had difficulty in arranging and carrying out a worthwhile Chapter program and in maintaining an active interest on the part of the individual members, the following outline may be helpful in eliminating some of the trouble spots. Some prerequisites for a successful FFA Program are: (1) there must be student interest in the FFA, (2) the Chapter activities must be practical, (3) directed leadership must be exercised by the FFA members, (4) there must be adequate finances, (5) there must be community support of the chapter, and (6) the adviser must merit the respect and have the good will of the members.  

One of the major activities included in an FFA program of work is the preparation of members for competition in contests. "Contests for contest purposes" in the FFA has been responsible for much of the adverse criticism leveled at programs of vocational agriculture. While the use of such contests can be an invaluable asset in doing a good job of teaching certain skills, it may very easily result in only a limited number of individuals participating in the educational experience. Any purpose which eliminates exposing all members of the department in the development of the skill in question is certainly unwarranted.

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Ralph Mowrer discusses contests and exhibitions at length in an article written in The Agricultural Education Magazine. His remarks are as follows:

The topic of contests is always a "hot" one. In one breath an instructor will bemoan the fate of being overworked and in the next he may be enthusiastically discussing a new type of contest he has read about or heard about in some other section of the state or country.

There are many arguments on how contests can be justified. Most often expressed are the benefits in the field of public relations and the training value to the boy. It is this latter feature, training value, that I wish to develop briefly.

We have all seen potential winning animals at the stock shows placed with the 'also-rans' because of lack of preparation. We recall the student who failed to start in time to get an animal ready for public display. It was not the judge alone who noticed the manure stains, the lack of condition or the untrimmed feet, for the animal shown in the ring without previous training and fitting brings attention to the exhibitor as well as itself. The animal was not ready and neither was the boy. But some educational value should be there. If the student will observe, listen and think, he will learn from the judge, his more successful competitors and his instructor that planning and organization of detailed jobs are necessary for success even when you have a superior animal to start with.

Another example of some valuable training taking place is the building of exhibits for fairs and celebrations. Every boy gets a chance to help! This opportunity for one hundred percent participation is not likely to be surpassed at any other time during the year. The call goes out for the finest fruit and vegetables. It is here that the students learn that the biggest is not necessarily the best. Uniformity, trueness to variety, color, and freedom from blemishes overshadow the two criteria the boy has always used for judging produce, size and taste.

All instructors can undoubtedly name FFA members who were not necessarily top leaders but who, through
superior knowledge of parliamentary law and the assurance that goes with it, became leaders in other organizations, both in school and out. Instances are many of FFA members being delegated responsible positions in adult groups because the membership is impressed with their knowledge of how a meeting should be run and their poise in putting it into practice. 22

In this respect, George Deyoe elaborates further and makes the following remarks:

As educators, we must focus our efforts on the attainment of defensible objectives. To the extent that contests contribute to such ends, we 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 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 individuals 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.

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 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 is 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 findings 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 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 into our activities of selection.

It is not the purpose here to indicate in detail how additional changes might be made in 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.23

As has been previously emphasized in this study, it is of the utmost importance that the program in vocational agriculture be so conducted that pupils will have an opportunity to perform. The teacher of vocational agriculture has one of the best equipped laboratories to be found anywhere in the educational field, namely, the farms within his school area. Opportunities for teaching are readily available on home farms or other farms in the community. These farms provide practical experiences for the farm youth;

students participate in experiences while under the supervision of the teacher of vocational agriculture who tries to build confidence and increase the interest of students in the development of farming skills.

Eldon M. Drake considers the "field trip" in vocational agriculture as of great importance as a teaching device. He makes many observations of the value of the field trip in the paragraphs to follow:

Today, I am attempting to build up in my students, the sincere eagerness to learn, not always within the confines of the classroom but in the field as well. If farmer Kane's cattle dipping vat is presently in use, its effectiveness in illustrating pest control in livestock cannot be equaled. The groundwork and preparation in this learning situation might be constructed in class, but the follow-up must come by actual seeing the job being done. A timely field trip in this instance, gives the students first hand knowledge of one method of animal parasite control.

Learning in other parts of a teaching program can be best secured by utilizing field trips. Take a unit in dairy products for example. Some of your students may enter school with but a vague understanding of modern milk processing. They place the raw milk aboard the routeman's truck and that's about as far as their interest in its future goes. Could they but see the many procedures involved in getting it to the consumer, their appreciation of the whole field of dairy manufacturing might be affected.

You could give them a complete picture of the manufacturing process in the class lecture. At best, this would tend to be an intangible picture. Take this same group of students through a local creamery as a supplement to their classwork. Let them see what happens to raw milk as it makes its way from one process to another. Show them the varied finished products. Then knot together the whole procedure from farm to consumer. Does it give them a tangible know-how in the production of these dairy products? Indeed it does. Furthermore, this
on-the-spot learning carries over into other phases of your agricultural program. Interest is kept at a high ebb.

Spring activities will soon be coming into their own. This might be an opportune time to look over that course of instruction as it's set up for the next few months. Check the possibilities of inserting a field trip here and there in the program. You'll find they can be a welcome change from the regular winter classroom work. And you'll have assistance in reducing that traditional spring fever atmosphere, which usually prevails during those last weeks of inside class activities.24

Summer Program:

It is declared by the Smith-Hughes Act that teachers of vocational agriculture be employed on a 12-month basis. The operation of a program on a continuous or year around plan provides more opportunities for the teacher of vocational agriculture to improve the program of vocational agriculture for his community. There are some isolated cases of administrative units which appear to violate the declarations of the Act; this type of reaction on the part of administrators could deal a critical blow to the programs of vocational agriculture. The actions of administrators in this regard may appear justifiable in some instances. It is incumbent upon each teacher of vocational agriculture, therefore, to keep his administrator informed as to his planned summer teaching activities in order that a more efficient liaison

will exist in the administration of the program. The quality of the summer program of teachers of vocational agriculture is largely responsible for the adverse criticism leveled at programs of vocational agriculture. The "burden of proof" is now resting upon the shoulders of the teachers in service. If he is to continue to improve his program in vocational agriculture, each teacher must utilize to the fullest extent all time available to him in the conduct of a program which will meet the needs of the community.

The summer program of activities must be planned to be effective. In planning their summer teaching activities, teachers should so apportion their time that all activities in a complete program of vocational agriculture will receive maximum attention.

Dick Faganv in a study of the program of work of teachers of vocational agriculture during the summer months makes the following comments:

The Summer program of work in vocational agriculture is an excellent means of improving the present and prospective farmers. An effective program of summer period instruction helps justify the year-round employment of vocational agriculture teachers. Practically every state plan for the administration of vocational agricultural education provides for the employment of instructors for a twelve month period. Few, if any, state plans permit the vocational agriculture teacher to be absent from the job more than one month during the year.

The employment of teachers for 12 months is an innovation in most public school systems. Because of traditional practices, it is difficult to convince many people of the community that a teacher can be usefully employed during the Summer months. Many
school administrators and school board members doubt whether the Summer accomplishment of the vocational agriculture teacher justifies the cost. Upon investigation one may find that the instructor has no definitely planned Summer program. The teacher, rather than the policy of employment of 12 months, may be at fault. In the long run a year-round program must be justified upon its merits. Schools will not indefinitely pay salary and transportation costs of teachers during the Summer months unless the accomplishments appear to them commensurate with the cost. The mere fact that such a policy is provided for in the state and federal standards is not enough to enforce it. While the Summer program of vocational agriculture instructors in western states is probably not inferior to any other area of the U.S., some specific recommendations seem to be warranted in the light of deficiencies revealed in this study.

The Summer accomplishment of the vocational agriculture instructor will be determined largely by his vision of his job. In other words, if the teacher can see and plan for all the jobs he must accomplish during the Summer, his work will be more effective.

Unless a fairly definite and reasonably well-thought plan for the Summer is set up in writing, it is doubtful if the Summer activities of the vocational agriculture instructor can function up to their possibilities. This is especially true of teachers with little experience. Unless the Summer's work is planned with the thought in mind of putting into practice jobs discussed during the Winter months, the value of the instruction is questionable.

Throughout the school year, instructors from time to time should make a note of things they expect to do next Summer to improve the physical equipment of their department or to increase the effectiveness of their teaching. Unless written notes of such needs are made, many of them may be overlooked or forgotten, and as another year gets under way, the teacher finds himself confronted with the same deficiencies largely because he failed
to include them in a written Summer plan of work.25

The lack of an operation plan of the Summer program of teachers of vocational agriculture becomes readily discernible not only to the administrators but to the community itself. Community reaction towards the program will not be favorable and the entire program of vocational agriculture will be materially affected.

Teachers of vocational agriculture have a multitude of teaching activities to plan for in their Summer programs. It is their responsibility, however, that those activities which seem to need the most attention be given due consideration. Fagan lists the following activities which should be included in a successful Summer program of work:

1. Supervising the farming programs of the student
2. Follow-up of young and adult farmer instruction and supervision
3. Visit all parents of students of Vocational agriculture
4. Contact and visit all prospective students of vocational agriculture
5. Plan projects with new students prior to the opening of school
6. Follow-up graduates to assist them with their problems
7. Prepare an annual program of work and a teaching program for each class

8. Coordinate program of work with County Extension Service and other state and federal agencies.

The following outline of suggested jobs and activities which may be included in the summer program of teachers of vocational agriculture are given by Fagan:

A. Activities and Program for the High School Classes
   1. Monthly and special FFA Chapter meetings
   2. Regular supervisory visits
   3. Parent and son meetings
   4. FFA subsidiary organizations
      a. Livestock improvement
      b. Crops and soil improvement
      c. Junior cow testing association
      d. Farm record association
      e. Record flock association
   5. Educational and recreational trips
   6. Practice livestock selection
   7. Fair exhibits—livestock, crops, shop, floats
   8. Training judging and demonstration teams
   9. Train teams for FFA contest and initiations
   10. Picnics and athletic events
   11. Project tours

B. Young Farmer Class Activities
   1. Regular supervisory visits

Ibid.
2. Regular monthly meetings
3. Advisory council meetings
4. Veterans meetings
5. Educational and recreational trips
6. Selection of livestock
7. Purchasing and reconditioning farm machinery

C. Adult Farmer Class Activities
   1. Adult farmer evening school follow-up
   2. Regular visits to farms
   3. Advisory council meetings
   4. Special meetings—feed conservation, weed control, etc.
   5. Trip to experiment stations and state colleges
   6. Selection of livestock and seed
   7. Industrial trips
   8. Picnics and social meetings with business groups

D. Possible Test Plots and Demonstrations
   1. Crops—corn, oats, potatoes, forage, legume
   2. Canning, processing, preserving and storage of food.
   3. Livestock feeding
   4. Seed production
   5. Commercial fertilizers
   6. Soil conservation
   7. Tree planting
   8. Landscaping and home improvement
   9. Weed killing (2-4-D)
10. Control of flies and insects with DDT
11. Vegetable garden
12. Poultry culling, caponizing, feeding and dipping
13. Sheep shearing and dipping
14. Machinery repair and adjustment
15. Drainage and ditching (use of dynamite)
16. Construction of buildings and equipment
17. Paints and painting of buildings and equipment
18. Clean plowing
19. Concrete
20. Tool and rope displays

E. Cooperative Activities

1. Meetings
   a. Farm organization
   b. Community or county show or fair
   c. Junior organizations
   d. Demonstrations
   e. Service clubs
   f. Committee
   g. Rural Day-community celebrations
   h. Cooperative-elevator, creamery, marketing, R. E. A.
   i. Garden and flower clubs
   j. Conservation
   k. Dairy day
   l. Breed association
m. Farm safety

2. Tours and trips
   a. Farm tour
   b. Farm trip to state college
   c. Soil conservation
   d. Irrigation tour

F. Service Activities

1. Assist in locating and securing seed and feed
2. Assist in testing soil and securing fertilizer
3. Assist in locating and securing livestock
4. Pruning and spraying—fruit, weeks, potatoes
5. Testing and treating seed
6. Testing milk and cream separator
7. Identifying and controlling insects, parasites, weeds, diseases
8. Farm records and management problems
9. Community planning
10. Farm surveys
11. Marketing and market information
12. Pest eradication
13. Livestock and poultry management
14. Wildlife conservation
15. Soil erosion control
16. Tree planting
17. Rations
18. Home improvement
19. Farm credit
20. Selecting paints and painting
21. Plans for buildings and equipment
22. Electrification

G. Pre-enrollment Contacts—High School, Young Farmer and Adult Farmer Classes
1. Personal visits
2. Newspapers, letters, bulletins
3. Rural school demonstrations
4. Entertainment of 8th grade graduates by FFA Chapter
5. Invitation to athletic and other school events

H. Program Planning and Department Improvements
1. Annual plans
   a. Preparation of annual program of work
   b. Organize survey information
   c. Make complete records of present and former students
   d. Prepare local and state reports
   c. Correspondence
2. Courses
   a. Revise courses of study and problems
   b. Make detailed plans for young farmer and adult farmer classes
3. Equipment
   a. Inventory and order needed supplies and equipment for shop and agriculture room
   b. Build or reorganize chart filing case
c. Recondition tools and equipment

d. Reorganize filing system

Teachers of vocational agriculture have numerous problems which require immediate attention and rapid solution. Problem-solving has as its greatest reward the challenge to teachers in the solution of more involved and complex problems. Relative to the solution of problems, Theodore Eaton says, "There is a reaching forward for new or better solutions to problems, a testing of those fitter till they become the fit of the day, and a gradual diminution in the use of the less fit to the point of final rejection."

There are as many approaches to the successful operation of a complete program in vocational agriculture as there are teachers of vocational agriculture; nevertheless, there are certain teaching activities which should be used as "guiding lights" in order that the objectives of the program will be realized.

In a study conducted by Guy Albert Luno concerning the professional activities of teachers of vocational agriculture in Louisiana during the summer months, teachers participated in the following activities:

1. Supervising all-day projects
2. Conducting all-day class project tours
3. Making farm surveys

27Ibid.
4. Coaching all-day class livestock judging teams
5. Teaching part-time lessons
6. Supervising part-time class members' projects
7. Teaching evening classes
8. Supervising evening class members' projects
9. Sponsoring FFA meetings
10. Attending state FFA convention
11. Rendering individual community services
12. Attending summer school
13. Reading professional literature
14. Attending the agricultural teachers' conference
15. Attending soil erosion course
16. Making annual community programs
17. Making annual teaching plans
18. Making annual descriptive and statistical reports

The major duties and activities of teachers of vocational agriculture of the summer period as given by Ahalt are as follows:

1. Visiting the home farms of all-day, young farmers, and adult farmers
2. Making community surveys concerning current farming practices

---

3. Conducting a follow-up program with graduates and former students
4. Helping arrange father-son partnership agreements
5. Visiting the homes of incoming students
6. Promoting vocational agriculture and coordinating it with other agricultural activities in the community by participating in local farmers' meetings and making other needed community contacts
7. Helping students to participate and exhibit in established local fairs, shows, and livestock field days
8. Establishing and conducting local fairs and shows if not already in existence
9. Attending local purebred livestock consignment sales (and other sales) to advise with students on purchasing stock to build up herds in their farming programs
10. Attending and participating in state and local FFA contests
11. Participating in state and local FFA leadership conferences
12. Attending and participating in professional and technical conferences of a nature not required of teachers of other subjects
13. Holding summer meetings with FFA, young farmer groups, and adult groups

The teaching of vocational agriculture in the high school varies somewhat from the teaching of academic subjects. It not only varies in scope but in intensity as well. A teacher of vocational agriculture who considers the immediate

and future needs of his community cannot justify being confined to the use of textbooks only in his teaching activities. Certainly, a program of vocational agriculture based solely upon textbook material will be considered anything but vocational and cannot justify its existence.

Harold Penwell gives attention to the planning of teaching activities by teachers of vocational agriculture during the summer months.

Using the summer period to prepare for the new school year is one of the most important tools a vocational agricultural teacher has at his disposal. This is said because of experience gained in teaching general subjects in high school and from six years as a teacher of vocational agriculture.

Perhaps you might ask the question, "What is the difference between teaching general subjects and vocational subjects as to preparation?" The difference lies in the fact that the vocational agricultural program is a program built on the needs of the community as a whole. The planning of a vocational program is done in cooperation with various people in the community while a teacher of other subjects is bound by a set curriculum more or less confined to textbook material.

To use the summer period to prepare for a new school year, one must do his planning well in advance of the time school is out in the spring. This so called planning is not just the work of the teacher sitting down and going over various topics or subjects to be covered the following year; rather it is getting together with the people of the community and finding out what the needs of the community are, their advice on pertinent matters, and then making individual contacts with people of the community. In fact, this "feeler" or fact-finding approach should be used all year preceding a new school term.

By using the above methods of getting information concerning the needs of the community, the vocational agricultural instructor is armed with a
world of ideas that he can incorporate into the programs for the new year and he can formulate plans accordingly. 30

Advisory Council:

Teachers of vocational agriculture often overlook the opportunity of using the advisory council as a means of improving their programs. In order for an advisory council to function properly, the teacher must provide the leadership necessary for its efficient performance. If members of the council assume the leadership role, then the direction of travel becomes ambiguous to the entire group and few if any, desirable outcomes will be forthcoming.

Probably, the greatest single factor contributing to the failure of advisory councils is the indiscriminate methods used by teachers of vocational agriculture in selecting members. Members of the council should be leaders in their communities and their judgement must command the respect of others around them. Council members selected from the business, professional, and farmer groups will more nearly represent the communities as they are. More farmers should be on the council, however, than any other group, for they are the group for which the program is most meaningful.

Teachers of vocational agriculture who have functional advisory councils are ready to admit that the council is one of the best sources of public relations they have.

30Harold E. Penwell, "Using the Summer Period to Prepare for a New School Year," The Agricultural Education Magazine, XXV No. 12, (June, 1953), 270.
Charles Langdon in discussing the functions served by advisory councils makes some very pertinent remarks. These observations are given in the paragraph below:

A council can give a new teacher guidance in setting up a program of agricultural education that will meet the needs of those being served. It can help develop good public relations; help with young-farmer and adult classes; and support and give direction to the day-school program. A council can act as a "sounding board" on any major change the new teacher may wish to make. A council can give a program a degree of continuity when there is a change of instructors. This is important to the continued growth of a program in a community.\textsuperscript{31}

\textsuperscript{31}Charles Langdon, "Experience with an Advisory Council," \textit{The Agricultural Education Magazine}, XXV No. 4, (October, 1952), 78.
CHAPTER III
INTERPRETATION OF DATA

Introduction:

The data in this section of the dissertation is concerned with the interpretation of opinions and actions of teachers of vocational agriculture relative to the teaching activities included in a complete program of vocational agriculture. A thorough analysis of these opinions and actions reflects to a considerable degree the quality of leadership displayed by teachers of vocational agriculture in the formulation, conduct, and development of the program of vocational agriculture.

The data secured from this august group of professional educators provides complete, convincing, and salient facts which serves as a reliable guide in the formulation of generalizations in this study. An explanation of observed uniformities and a comprehension of their numerous implications is necessary to precipitate certain understandings of the underlying principles involved in the data presented. In addition, these data will serve to authenticate assumptions made by the author by bringing their logical connotations into line with the facts of the investigation.

In order for the investigator to determine the relative importance of the teaching activities of teachers of vocational agriculture, the data are arranged to include
the following:

1. Plan for teaching vocational agriculture
2. Subjects taught by teachers of vocational agriculture
3. The enrollment in vocational agriculture
4. Travel expenses for teachers of vocational agriculture
5. The bases for payment of travel expenses
6. Total number of years teaching vocational agriculture
7. Years tenure in present school as teacher of vocational agriculture
8. Survey of number of organized adult groups
9. Survey of number of members in the organized adult group
10. Teaching activities in the adult farmer program
11. Survey of number of organized young farmer groups
12. Survey of number of members in organized young farmer groups
13. Teaching activities in the young farmer program
14. Teaching activities in the all-day program
15. Number of State Farmers in the Future Farmer Chapter
16. Number of American Farmers in the community
17. Number in the Future Farmer Chapter carried as active members for three years after graduation
18. Teaching activities in the summer program
19. Survey of number of advisory councils
20. Survey of number of members on the advisory councils
21. Survey of plan of functioning of advisory councils
22. Teaching activities with the advisory council
23. Teaching activities while performing community service

The writer employs the data from 146 completed questionnaires by teachers of vocational agriculture in making this investigation. Departments of vocational agriculture having more than one teacher of vocational agriculture have only one entry in the statistical analysis in this study.

Table III below deals with the plan for teaching vocational agriculture.

**TABLE III**

Plan for Teaching Vocational Agriculture

<table>
<thead>
<tr>
<th>Plan for Teaching</th>
<th>Number of Teachers</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Plan A</td>
<td>24</td>
<td>16.5</td>
</tr>
<tr>
<td>Plan B</td>
<td>5</td>
<td>3.4</td>
</tr>
<tr>
<td>Plan C</td>
<td>5</td>
<td>3.4</td>
</tr>
<tr>
<td>Plan D</td>
<td>112</td>
<td>76.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>146</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

Plan A, B, and C, as previously defined in this study, are designed primarily for programs of vocational agriculture which do not have an out-of-school program. These plans should not be used as subterfuge for not conducting a complete program in vocational agriculture. The data in Table
III reveal that nearly one-fourth of the teachers responding in this study are operating programs which favor the development of the all-day program exclusively.

The data in the preceding table also show that 24 or 16.5 per cent of the departments of vocational agriculture in this study are operating on the basis of Plan A; only 5 or 3.4 per cent of the departments, on Plan B; 5 or 3.4 per cent, on Plan C; and 112 or 76.7 per cent of the departments, on Plan D. These data clearly indicate that more than 75 per cent of the departments are operating programs of vocational agriculture on Plan D, which categorically requires that a complete program of vocational agriculture must be in effect if reimbursement is to be assured. A complete program in vocational agriculture is one which includes not only the in-school program but also organized instruction for the out-of-school groups.

In order for a teacher of vocational agriculture to conduct a complete program of vocational agriculture on a superior merit level, he must have ample time for planning and executing the various activities included in his program. The total time provided by administrators for the conduct of the program in vocational agriculture, in some instances, is insufficient for the development of a superior program. Some of the lack of cooperation, on the part of the administrators, in providing ample time for conducting the program in vocational agriculture may stem from the attitudes of
some teachers towards the program in vocational agriculture.

The data in Table IV of this study is concerned with the subjects taught by teachers of vocational agriculture.

TABLE IV

<table>
<thead>
<tr>
<th>Subjects Taught</th>
<th>Number of Teachers</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Vocational Agriculture only</td>
<td>74</td>
<td>50.7</td>
</tr>
<tr>
<td>Other Subjects</td>
<td>72</td>
<td>49.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>146</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

It is manifest from the data in Table IV that teachers of vocational agriculture are usually given responsibilities of teaching other subjects in the curriculum other than vocational agriculture. This materially reduces the total available time that the teacher of vocational agriculture has for planning a functional, effective program in vocational agriculture which will meet the needs of the community.

This writer is of the opinion that the best assurance for receiving maximum cooperation from administrators in the conduct of the program of vocational agriculture is for each teacher of vocational agriculture to develop a program which merits full-time employment.

The data in Table IV reveal that 74 or 50.5 per cent of the teachers of vocational agriculture included in this study teach only vocational agriculture and that 72 or 49.3
per cent of the teachers teach subjects in addition to vocational agriculture.

The writer considers next in order the all-day enrollment of the vocational agriculture department. This enrollment does not include the adult and young farmer groups.

### Table V

Enrollment in Vocational Agriculture

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Number of Departments</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-20</td>
<td>8</td>
<td>5.5</td>
</tr>
<tr>
<td>21-35</td>
<td>35</td>
<td>24.0</td>
</tr>
<tr>
<td>36-50</td>
<td>46</td>
<td>31.5</td>
</tr>
<tr>
<td>Over 50</td>
<td>57</td>
<td>38.0</td>
</tr>
<tr>
<td>Total</td>
<td>145</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The data in Table V show that 8 or 5.5 per cent of the departments in this study have an enrollment of from 8-20 students; 35 or 24.0 per cent have an enrollment of 21-35 students; 46 or 31.5 per cent have an enrollment of 36-50 students; and 57 or 38.0 per cent have an enrollment of over 50 students. Several one teacher departments in this study have enrollments of 80 or more students. Teachers of vocational agriculture can most effectively conduct a program in vocational agriculture if they have an optimum number of 40 students. To be effective the supervised farming programs of all students must be closely supervised. Supervision of the farming programs is an essential aspect of the program of vocational agriculture; consequently, the number of students that a teacher may serve is limited.

Use of the major responsibilities of a teacher of vocational agriculture in the supervision of the farming programs of the all-day, young farmer, and adult programs. The possession and use of an automobile is required for employment as teacher of vocational agriculture; therefore, many administrative units reimburse teachers of vocational agriculture for the expenses incurred in the conduct of their programs.

The data in Table VI indicate the extent of reimbursement of travel expenses to teachers of vocational agriculture.

### Table VI

Reimbursement of Travel Expenses for Teachers of Vocational Agriculture

<table>
<thead>
<tr>
<th>Extent of Reimbursement</th>
<th>Number of Teachers</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Travel Expenses Reimbursed</td>
<td>136</td>
<td>93.2</td>
</tr>
<tr>
<td>Travel Expenses not Reimbursed</td>
<td>10</td>
<td>6.8</td>
</tr>
<tr>
<td>Total</td>
<td>146</td>
<td>100.0</td>
</tr>
</tbody>
</table>

These data show that 136 or 93.2 per cent of the teachers of vocational agriculture are reimbursed travel expenses incurred in the conduct of the supervised farming programs of vocational agriculture; 10 or 6.8 per cent of the cases treated in this study do not receive travel expenses for carrying on the supervision of their supervised farming programs in vocational agriculture.

Although the reimbursement of travel expenses by the local administrative unit can be an incentive for the development of a superior program in vocational agriculture, it may not necessarily result in improving the quality of the program. The desire to improve the program in vocational agriculture must be implicitly inherent in each teacher of vocational agriculture. The practice of traveling indiscriminately throughout the school community area without having a definite purpose for farm visits rarely results in meaningful outcomes.

The two most common methods used by the local administrative unit for the payment of travel expenses for teachers of vocational agriculture are: payment on the basis of the number of miles traveled and payment on a lump sum basis, the latter does not usually provide complete coverage of expenses incurred. In some instances, local administrators allow a certain portion of the teacher's fixed salary for the purpose of travel. This practice does not reimburse the teacher's travel expenses; however, some relief is allowed from the fact that this portion of the income is exempt from
taxation.

The data in Table VII of this study is concerned with the basis for payment of travel expenses of teachers of vocational agriculture.

Table VII

<table>
<thead>
<tr>
<th>Bases for Payment</th>
<th>Number of Teachers</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Per Mile</td>
<td>98</td>
<td>72.1</td>
</tr>
<tr>
<td>Lump Sum</td>
<td>38</td>
<td>27.9</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>136</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The data in Table VII reveal that 98 or 72.1 per cent of the teachers of vocational agriculture receive payment on a per mile basis; 38 or 27.9 per cent of the teachers of vocational agriculture receive payment on a lump sum basis.

Payment of travel expenses on a lump sum basis does not provide for complete coverage of travel expenses since it is very difficult to estimate the total amount of travel to be incurred by the teacher of vocational agriculture.

Teachers of vocational agriculture payed travel expenses on a per mile basis are usually paid the current parish rate for travel incurred.

Teachers of vocational agriculture who are in their first year of teaching vocational agriculture usually meet with considerable difficulty in establishing a complete
program of vocational agriculture during the first year. This difficulty arises primarily from the fact that a considerable portion of the teacher's time must of necessity be devoted to becoming familiar with the community and its facilities. The development of a complete program which is meeting the present and future needs of the community must be preceded by the teacher of vocational agriculture accumulating a thorough working knowledge of all aspects of the farming situation in the community.

The data in Table VIII indicate the total number of years of teaching experience of teachers of vocational agriculture included in this investigation.

Table VIII

<table>
<thead>
<tr>
<th>Number of Years Teaching</th>
<th>Number of Teachers</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>49</td>
<td>33.6</td>
</tr>
<tr>
<td>6-10</td>
<td>40</td>
<td>27.4</td>
</tr>
<tr>
<td>11-15</td>
<td>38</td>
<td>26.0</td>
</tr>
<tr>
<td>Over 15</td>
<td>19</td>
<td>13.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>146</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The data in Table VIII show that 49 or 33.6 per cent of the teachers of vocational agriculture included in this study have taught vocational agriculture from (1-5) years; 40 or 27.4 per cent, (6-10 years; 38 or 26.0 per cent, (11-15)
years; and 19 or 13.0 per cent have taught over 15 years. Considerably more than 60 per cent of the number of teachers have from (1-10) years of teaching experience as teachers of vocational agriculture. It appears from the data in Table VIII that teachers with more than 10 years teaching experience as teachers of vocational agriculture are seeking other types of employment. This valuable source of teaching experience could well be used to improve the programs of vocational agriculture throughout the state.

Teachers of vocational agriculture who are familiar with the farming activities of the communities in which they are employed are more likely to succeed in the establishment of complete programs of vocational agriculture. Especially in the development of the out-of-school programs is this fact important. It is reasonable to assume that unless a teacher of vocational agriculture spends a reasonable number of years teaching in a particular community, the program in vocational agriculture will be seriously lacking in continuity. Continuity appears to be of great significance in the development of a program of vocational agriculture which is intended to improve the agriculture of the community.

The data in Table IX indicate the years of service of teachers of vocational agriculture in the school where he is presently employed.
Table IX

<table>
<thead>
<tr>
<th>Years Service</th>
<th>Number of Teachers</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>51</td>
<td>34.9</td>
</tr>
<tr>
<td>6-10</td>
<td>52</td>
<td>35.6</td>
</tr>
<tr>
<td>11-15</td>
<td>35</td>
<td>24.0</td>
</tr>
<tr>
<td>Over 15</td>
<td>8</td>
<td>5.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>146</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

These data in Table IX show that 51 or 34.9 per cent of the teachers of vocational agriculture in this survey have from (1-5) years of service in the present school; 52 or 35.6 per cent, (6-10) years of service; 35 or 24.0 per cent, (11-15) years; and 8 or 5.5 per cent, over 15 years of service in the present school. More than one-third of the teachers of vocational agriculture have from (6-10) years of service in the present school.

In considering the major areas of teaching in a program of vocational agriculture, the author gives attention first in order to the adult farmer program.

Table X in this study indicates the extent to which the teachers of vocational agriculture in this study conduct adult farmer programs.
Table X
Organized Adult Farmer Instruction

<table>
<thead>
<tr>
<th>Extent of Instruction</th>
<th>Number of Teachers</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have</td>
<td>102</td>
<td>69.9</td>
</tr>
<tr>
<td>Do not Have</td>
<td>44</td>
<td>30.1</td>
</tr>
<tr>
<td>Total</td>
<td>146</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The data in Table X reveal that 102 or 69.9 per cent of the teachers dealt with in this study have organized adult farmer programs in progress; however, 44 or 30.1 per cent of the teachers indicate that they do not have organized adult farmer programs. It is interesting to note that in Table III of this study, 112 teachers of vocational agriculture indicated that they were teaching under Plan D. Plan D requires that a complete program must be conducted in order for the department to be eligible for reimbursement. Nevertheless, one observes in the data in Table X of this study that only 102 teachers indicate that they have organized adult farmer instruction.

In the table to follow, the writer shows the data relative to the enrollment in organized adult groups as given by 102 teachers of vocational agriculture.
Table XI

Enrollment in Organized Adult Groups

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Number of Teachers</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>8-15</td>
<td>65</td>
<td>63.7</td>
</tr>
<tr>
<td>16-23</td>
<td>18</td>
<td>17.7</td>
</tr>
<tr>
<td>24-32</td>
<td>11</td>
<td>10.8</td>
</tr>
<tr>
<td>Over 32</td>
<td>8</td>
<td>7.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>102</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The data in Table XI reveal that 65 or 63.7 per cent of the teachers of vocational agriculture surveyed in this study have an enrollment of from (8-15) adult members; 18 or 17.7 per cent, from (16-23); 11 or 10.8 per cent, from (24-32); and 8 or 7.8 per cent, over 32.

Of considerable significance in the data presented in Table XI is the fact that more than one-half of the teachers of vocational agriculture have enrollments of from (8-15) adult members.

It is reasonable to assume that the enrollment in the adult farmer program depends to a considerable extent upon the quality of leadership being demonstrated by the teacher of vocational agriculture in the conduct of his program of vocational agriculture. In order to conduct a successful educational program for adults, it appears apparent, therefore, that the adult program must be well organized and well developed to assure its continued progress.
The teaching activities to be included in a program for adults are varied in number and scope. In this regard, however, there are certain teaching activities which when properly employed have invariably contributed to the successful development of adult farmer programs. The broad functions of some of the teaching activities appear to be for organizing and planning.

In order to ascertain the relative importance of the teaching activities of teachers of vocational agriculture, the writer considers each teaching activity under four specific categories, namely, essential, desirable, undesirable, and activity not performed.

The data in Table XII of this investigation deal with some of the teaching activities included in the adult farmer program.

The data in Table XII show that formulating with adults a course of study on a long-time basis, as a teaching activity, appears 39 or 26.7 per cent of the times as essential, 48 or 32.9 per cent of the times as desirable, and 9 or 6.2 per cent of the times as undesirable. Fifty or 34.2 per cent of the teachers indicated that they do not perform this teaching activity.

Modifying the course of study to meet needs of adult members, as a teaching activity, appears 54 or 37.0 per cent of the times as essential, 44 or 30.1 per cent of the times as desirable, and 3 or 2.1 per cent of the times as
Table XII

Teaching Activities in the Adult Farmer Program

<table>
<thead>
<tr>
<th>Teaching Activities</th>
<th>Rating as to Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Essential</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Formulating with adults a course of study on a long-time basis</td>
<td>39</td>
</tr>
<tr>
<td>Modifying course of study to meet needs of adult members</td>
<td>54</td>
</tr>
<tr>
<td>Providing adult member participation in recreational activities</td>
<td>17</td>
</tr>
<tr>
<td>Providing adult member participation in farm shop activities</td>
<td>35</td>
</tr>
<tr>
<td>Conducting demonstrations on the home farm for purposes of instruction</td>
<td>44</td>
</tr>
<tr>
<td>Teaching all adults in small groups in the field rather than in an organized group situation</td>
<td>26</td>
</tr>
<tr>
<td>Electing class officers for purposes of teaching leadership and responsibility</td>
<td>17</td>
</tr>
<tr>
<td>Inviting specialists in the field to teach all classes to adults</td>
<td>27</td>
</tr>
<tr>
<td>The teacher of vocational agriculture to teach classes but calls specialists only when he feels that he can't do a good job of the unit</td>
<td>33</td>
</tr>
<tr>
<td>Inviting adults to annual father and son banquet for purposes of keeping interest in adult farmer instruction</td>
<td>28</td>
</tr>
<tr>
<td>Supervising adult programs as their individual programs need it</td>
<td>40</td>
</tr>
</tbody>
</table>

*Denotes that activity is not performed
undesirable. Of the 146 teachers included in this study 45 or 30.3 per cent reveal that they do not perform this teaching activity.

Providing adult member participation in recreational activities, as a teaching activity, appears 17 or 11.6 per cent of the times as essential, 69 or 47.3 per cent of the times as desirable, and 5 or 3.4 per cent of the times as undesirable. There are 55 or 37.7 per cent of the teachers included in this study that do not perform this teaching activity.

Providing adult member participation in farm shop activities, as a teaching activity, appears 35 or 24.0 per cent of the times as essential, 62 or 42.5 per cent of the times as desirable, and 4 or 2.7 per cent of the times as undesirable. Forty-five teachers or 30.8 per cent indicate that they do not perform this teaching activity.

Conducting demonstrations on the home farm for purposes of instruction, as a teaching activity, appears 44 or 30.1 per cent of the times as essential, 56 or 38.4 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. Forty-six teachers or 31.5 per cent indicate that they do not perform this teaching activity.

Teaching all adults in small groups in the field rather than in an organized group situation, as a teaching activity, appears 26 or 17.8 per cent of the times as essential, 48 or 32.9 per cent of the times as desirable, and 21 or 14.4 per
cent of the teachers of vocational agriculture who do not perform this teaching activity.

Electing class officers for purposes of teaching leadership and responsibility, as a teaching activity, appears 17 or 11.6 per cent of the times as essential, 46 or 31.5 per cent of the times as desirable, and 9 or 6.2 per cent of the times as undesirable. Seventy-four or 50.7 per cent of the teachers of vocational agriculture indicate that they do not perform this teaching activity.

Inviting specialists in the field to teach all classes to adults, as a teaching activity, appears 27 or 18.5 per cent of the times as essential, 40 or 27.4 per cent of the times as desirable, and 24 or 16.4 per cent of the times as undesirable. There are 55 or 37.7 per cent of the teachers of vocational agriculture who do not perform this teaching activity.

The teacher of vocational agriculture to teach classes but calls specialists only when he feels that he can't do a good job of the unit, as a teaching activity, appears 33 or 22.6 per cent of the times as essential, 52 or 35.6 per cent of the times as desirable, and 13 or 8.9 per cent of the times as undesirable. Forty-eight or 32.9 per cent of the teachers of vocational agriculture reveal that they do not perform this teaching activity.

Inviting adults to annual father and son banquet for purposes of keeping interest in adult farmer instruction, as a teaching activity, appears 28 or 19.2 per cent of the times
as essential, 65 or 44.5 per cent of the times as desirable, and 2 or 2.1 per cent of the times as undesirable. Fifty or 34.2 per cent of the teachers indicate that they do not perform this teaching activity.

Supervising adult programs as their individual programs need it, as a teaching activity, appears 40 or 27.4 per cent of the times as essential, 62 or 42.5 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. There are 44 or 30.1 per cent of the teachers who do not perform this teaching activity.

In order to facilitate the classification of crucial and non-crucial teaching activities of teachers of vocational agriculture, the investigator combines the responses for the essential and desirable categories. Teaching activities that have a combined total of 75.0 per cent in the essential and desirable categories are considered as crucial teaching activities.

A summary of the data in Table XII reveals the following relative to the teaching activities in the adult farmer program:

**Crucial teaching activities in the adult farmer program**

There are no crucial teaching activities in the adult farmer program revealed in this investigation.

**Non-crucial teaching activities in the adult farmer program**

1. Formulating with adults a course of study on a long-time basis
2. Modifying course of study to meet needs of adult members

3. Providing adult member participation in recreational activities

4. Providing adult member participation in farm shop activities

5. Conducting demonstrations on the home farm for purposes of instruction

6. Teaching all adults in small groups in the field rather than in an organized group situation

7. Electing class officers for purposes of teaching leadership and responsibility

8. Inviting specialists in the field to teach all classes to adults

9. The teacher of vocational agriculture to teach classes but calls specialists only when he feels that he can't do a good job of the unit

10. Inviting adults to annual father and son banquet for purposes of keeping interest in adult farmer instruction

11. Supervising adult programs as their individual programs need it

The author considers next in order the extent to which teachers of vocational agriculture conduct young farmer programs.

Table XIII on the following page will reveal the extent to which teachers of vocational agriculture participate in this phase of the total vocational agricultural program.

These data indicate that 84 or 57.5 per cent of the teachers of vocational agriculture in this study have organized young farmer instruction. There are 62 or 42.5 per cent of the teachers who do not have organized young farmer
instruction.

Table XIII

Organized Young Farmer Instruction

<table>
<thead>
<tr>
<th>Extent of Instruction</th>
<th>Number of Teachers</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Have</td>
<td>84</td>
<td>57.5</td>
</tr>
<tr>
<td>Do not Have</td>
<td>62</td>
<td>42.5</td>
</tr>
<tr>
<td>Total</td>
<td>146</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The data in Table XIV give the enrollment in the organized young farmer groups as revealed in Table XIII of this study.

Table XIV

Enrollment in Organized Young Farmer Groups

<table>
<thead>
<tr>
<th>Enrollment</th>
<th>Number of Teachers</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>5-12</td>
<td>59</td>
<td>70.2</td>
</tr>
<tr>
<td>13-18</td>
<td>21</td>
<td>25.0</td>
</tr>
<tr>
<td>19-24</td>
<td>3</td>
<td>3.6</td>
</tr>
<tr>
<td>Over 24</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>Total</td>
<td>84</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The data in Table XIV indicate that 59 or 70.2 per cent of the teachers of vocational agriculture have young farmer groups with an enrollment of from (5-12) members; 21 or 25.0 per cent have enrollments of from (13-18) members; 3 or 3.6 per cent have enrollments of from (19-24) members;
and 1 or 1.2 per cent has an enrollment of over 24 young farmer members.

Table XIV indicates that the greatest number of young farmer groups is in the (5-12) membership area. This number represents a very small number of the number of young men available for instruction for most of the communities having vocational agricultural programs. It appears extremely difficult to conceive of a community eventually replacing its full-time farmers by preparing such an insignificant number of young farmers for the occupation of farming.

The author is aware of the fact that young men between the ages of 18 and 25 are subject to duty with the Armed Forces of the United States; however, he is also cognizant of the fact that many are being returned to civilian occupations. A significant portion of those returning, especially in rural areas, will engage in farming endeavors of some nature.

An evaluation of the evidence presented in Table XIV reveals that much remains to be done with the young farmer program in order to justify this phase of our vocational agricultural programs as defined by the Smith-Hughes Act.

There are many teaching activities which may be included in the young farmer program. Most of the teaching activities used in this study pertain to all areas in the state; however, some other teaching activities are usually found in each department.
<table>
<thead>
<tr>
<th>Teaching Activities</th>
<th>Essential</th>
<th>Desirable</th>
<th>Undesirable</th>
<th>O*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retaining students in the FFA for three years after graduation</td>
<td>12 8.2</td>
<td>62 42.5</td>
<td>1 .7</td>
<td>71 48.1</td>
</tr>
<tr>
<td>Follow-up on Veteran-on-the-Farm Program to recruit eligible members</td>
<td>13 8.9</td>
<td>58 39.7</td>
<td>9 6.2</td>
<td>66 45.2</td>
</tr>
<tr>
<td>Organizing a local Young Farmer Chapter</td>
<td>14 9.6</td>
<td>48 32.9</td>
<td>6 4.1</td>
<td>78 53.4</td>
</tr>
<tr>
<td>Formulating with young farmers a desirable, flexible, long-time course of study</td>
<td>18 12.3</td>
<td>58 39.7</td>
<td>6 4.1</td>
<td>64 43.9</td>
</tr>
<tr>
<td>Meeting with individual students rather than as an organized group for purposes of instruction</td>
<td>22 15.1</td>
<td>39 26.7</td>
<td>20 13.7</td>
<td>65 44.5</td>
</tr>
<tr>
<td>Supervising the farming programs of all young farmers</td>
<td>35 24.0</td>
<td>47 32.1</td>
<td>0 0.0</td>
<td>64 43.9</td>
</tr>
<tr>
<td>Inviting prospective members to attend an adult meeting in progress</td>
<td>24 16.4</td>
<td>54 37.0</td>
<td>5 3.4</td>
<td>63 43.2</td>
</tr>
<tr>
<td>Providing farm shop opportunities for young farmers</td>
<td>30 24.7</td>
<td>41 28.1</td>
<td>4 2.7</td>
<td>65 44.5</td>
</tr>
<tr>
<td>Encouraging members to keep efficient records of farm plans, expenses, receipts, etc.</td>
<td>33 22.6</td>
<td>48 32.9</td>
<td>2 1.3</td>
<td>63 43.2</td>
</tr>
<tr>
<td>Formulating with young farmers as part of their Young Farmer Chapter activities, appropriate farming activities</td>
<td>25 17.1</td>
<td>57 39.0</td>
<td>1 .7</td>
<td>63 43.2</td>
</tr>
</tbody>
</table>

*Denotes that activity is not performed
Table XV of this study deals with the teaching activities in the young farmer program.

The data in Table XV indicate that retaining students in the FFA for three years after graduation, as a teaching activity, appears 12 or 8.2 per cent of the times as essential, 62 or 42.5 percent of the times as desirable, and 1 or .7 per cent of the times as undesirable. There are 71 or 48.6 per cent of the teachers of vocational agriculture who indicate that they do not perform this activity.

Follow-up on Veteran-on-the-Farm Program to recruit eligible members, as a teaching activity, appears 13 or 8.9 per cent of the times as essential, 58 or 39.7 per cent of the times as desirable, and 9 or 6.2 per cent of the times as undesirable. Sixty-six or 45.2 per cent of the teachers of vocational agriculture reveal that they do not perform this teaching activity.

Organizing a local Young Farmer Chapter, as a teaching activity, appears 14 or 9.6 per cent of the times as essential, 48 or 32.9 per cent of the times as desirable, and 6 or 4.1 per cent of the times as undesirable. There are 78 or 53.4 per cent of the teachers of vocational agriculture who indicate that they do not perform this activity.

Formulating with young farmers a desirable, flexible, long-time course of study, as a teaching activity, appears 18 or 12.3 per cent of the times as essential, 58 or 39.7 per cent of the times as desirable, and 6 or 4.1 per cent of
the times as undesirable. There are 64 or 43.9 per cent of the teachers of vocational agriculture who indicate that they do not perform this teaching activity.

Meeting with individual students rather than as an organized group for purposes of instruction as a teaching activity appears 22 or 15.1 per cent of the times as essential, 39 or 26.7 per cent of the times as desirable, and 20 or 13.7 per cent of the times as undesirable. Sixty-five or 44.5 per cent of the teachers of vocational agriculture included in this study do not perform this teaching activity.

Supervising the farming programs of all young farmers, as a teaching activity, appears 35 or 24.0 per cent of the times as essential, 47 or 32.1 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. There are 64 or 43.9 per cent of the teachers represented in this study who do not perform this teaching activity.

Inviting prospective members to attend an adult meeting in progress, as a teaching activity, appears 24 or 16.4 per cent of the times listed as essential, 54 or 37.0 per cent of the times as desirable, and 5 or 3.4 per cent of the times as undesirable. There are 63 or 43.2 per cent of the teachers of vocational agriculture included in this study who do not perform this teaching activity.

Providing recreational opportunities for young farmers, as a teaching activity, appears 23 or 15.8 per cent of the times as essential, 51 or 34.9 per cent of the times as
desirable, and 7 or 4.8 per cent of the times as undesirable. Sixty-five or 44.5 per cent of the teachers of vocational agriculture in this study do not perform this teaching activity.

Providing farm shop opportunities for young farmers, as a teaching activity, appears 30 or 24.7 per cent of the times as essential, 41 or 28.1 per cent of the times as desirable, and 4 or 2.7 per cent of the times as undesirable. Sixty-five or 44.5 per cent of the teachers of vocational agriculture in this study do not perform this teaching activity.

Encouraging members to keep efficient records of farm plans, expenses, receipts, etc., as a teaching activity, appears 33 or 22.6 per cent of the times as essential, 48 or 32.9 per cent of the times as desirable, and 2 or 1.3 per cent of the times as undesirable. There are 63 or 43.2 per cent of the teachers of vocational agriculture represented in this investigation who do not perform this teaching activity.

Formulating with young farmers as part of their Young Farmer Chapter activities appropriate farming activities, as a teaching activity, appears 25 or 17.1 per cent of the times as essential, 57 or 39.0 per cent of the times as desirable, and 1 or .7 per cent of the times as undesirable. There are 63 or 43.2 per cent of the teachers of vocational agriculture included in this study who do not perform this teaching activity.

A summary of the data in Table XV shows the following relative to the teaching activities in the young farmer program:
Crucial teaching activities in the young farmer program

There are no crucial teaching activities in the young farmer program indicated in this study.

Non-crucial teaching activities in the young farmer program

1. Retaining students in the FFA for three years after graduation
2. Follow-up on Veteran-on-the-Farm Program to recruit eligible members
3. Organizing a local Young Farmer Chapter
4. Formulating with young farmers a desirable, flexible, long-time course of study
5. Meeting with individual students rather than as an organized group for purposes of instruction
6. Supervising the farming programs of all young farmers
7. Inviting prospective members to attend an adult meeting in progress
8. Providing recreational opportunities for young farmers
9. Providing farm shop opportunities for young farmers
10. Encouraging members to keep efficient records of farm plans, expenses, receipts, etc.
11. Formulating with young farmers as part of their Young Farmer Chapter activities, appropriate farming activities

The author surveys the teaching activities in the launching program in Table XVI which follows immediately in this study.

The data in Table XVI show that familiarizing the student with the program in vocational agriculture, as a
<table>
<thead>
<tr>
<th>Teaching Activities</th>
<th>Essential</th>
<th>Desirable</th>
<th>Undesirable</th>
<th>O*</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>---------------------------------------------------------</td>
<td>-----------</td>
<td>-----------</td>
<td>-------------</td>
<td>----</td>
</tr>
<tr>
<td>Familiarizing the student with the program in vocational agriculture</td>
<td>139</td>
<td>95.2</td>
<td>7</td>
<td>4.8</td>
</tr>
<tr>
<td>Familiarizing the parent with the program in vocational agriculture</td>
<td>93</td>
<td>63.7</td>
<td>53</td>
<td>36.3</td>
</tr>
<tr>
<td>Counseling students in choice of high school course</td>
<td>42</td>
<td>28.8</td>
<td>80</td>
<td>54.8</td>
</tr>
<tr>
<td>Selecting the farming type for which training is to be given</td>
<td>83</td>
<td>56.8</td>
<td>61</td>
<td>41.8</td>
</tr>
<tr>
<td>Analyzing the farming types into enterprises</td>
<td>91</td>
<td>62.4</td>
<td>5</td>
<td>35.0</td>
</tr>
<tr>
<td>Making a facility survey of the home farm</td>
<td>83</td>
<td>56.8</td>
<td>63</td>
<td>43.2</td>
</tr>
<tr>
<td>Selecting enterprises to be included in course of study</td>
<td>121</td>
<td>82.9</td>
<td>25</td>
<td>17.1</td>
</tr>
<tr>
<td>Selecting the jobs to be included in the course of study</td>
<td>114</td>
<td>78.1</td>
<td>32</td>
<td>21.9</td>
</tr>
<tr>
<td>Distributing jobs over training period</td>
<td>120</td>
<td>82.2</td>
<td>26</td>
<td>17.8</td>
</tr>
<tr>
<td>Building the individual participation program</td>
<td>98</td>
<td>67.1</td>
<td>48</td>
<td>32.9</td>
</tr>
<tr>
<td>Spending a sufficient length of time in launching students in Vocational agriculture</td>
<td>96</td>
<td>65.8</td>
<td>48</td>
<td>32.9</td>
</tr>
<tr>
<td>Familiarizing all students with parliamentary procedure</td>
<td>82</td>
<td>56.2</td>
<td>64</td>
<td>43.8</td>
</tr>
<tr>
<td>Familiarizing all students with FFA manual</td>
<td>76</td>
<td>47.9</td>
<td>70</td>
<td>52.1</td>
</tr>
<tr>
<td>Familiarizing students with procedure for teaching vocational agriculture</td>
<td>75</td>
<td>51.4</td>
<td>67</td>
<td>45.9</td>
</tr>
</tbody>
</table>

*Denotes that activity is not performed
teaching activity, appears 139 or 95.2 per cent of the times as essential, 7 or 4.8 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. All teachers represented in this study indicate that they perform this teaching activity.

Familiarizing the parent with the program in vocational agriculture, as a teaching activity, appears 93 or 63.7 per cent of the times as essential, 53 or 36.3 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. All teachers of vocational agriculture included in this study perform this teaching activity.

Counseling students in choice of high school course, as a teaching activity, appears 42 or 28.8 per cent of the times as essential, 80 or 54.8 per cent of the times as desirable, and 4 or 2.7 per cent of the times as undesirable. Twenty or 13.7 per cent of the teachers of vocational agriculture do not perform this teaching activity.

Selecting the farming type for which training is to be given, as a teaching activity, appears 83 or 56.3 per cent of the times as essential, 61 or 41.8 per cent of the times as desirable, and 1 or .7 per cent of the times as undesirable. One or .7 per cent of the teachers of vocational agriculture does not perform this teaching activity.

Analyzing the farming types into enterprises, as a teaching activity, appears 91 or 62.4 per cent of the times as essential; 5 or 35.0 per cent of the times as desirable,
and 2 or 1.3 per cent of the times as undesirable. Two or 1.3 per cent of the teachers do not perform this teaching activity.

Making a facility survey of the home farm, as a teaching activity, appears 83 or 56.8 per cent of the times as essential, 63 or 43.2 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. All teachers of vocational agriculture represented in this study indicate that they perform this teaching activity.

Selecting enterprises to be included in the course of study, as a teaching activity, appears 121 or 82.9 per cent of the times as essential, 25 or 17.1 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. All teachers of vocational agriculture included in this investigation reveal that they perform this teaching activity.

Selecting the jobs to be included in the course of study, as a teaching activity, appears 114 or 78.1 per cent of the times as essential, 32 or 21.9 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. All teachers of vocational agriculture included in this study perform this teaching activity.

Distributing the jobs over the training period, as a teaching activity, appears 120 or 82.2 per cent of the times as essential, 26 or 17.8 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. All teachers included in this study indicate that they perform this teaching activity.

Building the individual participation program, as a
teaching activity, appears 98 or 67.1 per cent of the times as essential, 48 or 32.9 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. All teachers of vocational agriculture indicate that they perform this teaching activity.

Spending a sufficient length of time in launching students in vocational agriculture, as a teaching activity, appears 96 or 65.8 per cent of the times as essential, 48 or 32.9 per cent of the times as desirable, and 2 or 1.3 per cent of the times as undesirable. All teachers indicate that they perform this teaching activity.

Familiarizing all students with parliamentary procedure, as a teaching activity, appears 82 or 56.2 per cent of the times as essential, 64 or 43.8 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. All teachers of vocational agriculture represented in this study reveal that they perform this teaching activity.

Familiarizing all students with the FFA manual, as a teaching activity, appears 76 or 47.9 per cent of the times as essential, 70 or 52.1 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. All teachers included in this study indicate that they perform this teaching activity.

Familiarizing students with procedure for teaching vocational agriculture, as a teaching activity, appears 75 or 51.4 per cent of the times as essential, 67 or 45.9 per cent
of the times as desirable, and 4 or 2.7 per cent of the times as undesirable. All teachers of vocational agriculture represented in this study indicate that they perform this teaching activity.

A summary of the data in Table XVI reveals the following relative to the teaching activities in the launching program:

Crucial teaching activities in the launching program

1. Familiarizing the student with the program in vocational agriculture
2. Familiarizing the parent with the program in vocational agriculture
3. Counseling students in choice of high school course
4. Selecting the farming type for which training is to be given
5. Analyzing the farming type into enterprises
6. Making a facility survey of the home farm
7. Selecting enterprises to be included in the course of study
8. Selecting the jobs to be included in the course of study
9. Distributing the jobs over the training period
10. Building the individual participation program
11. Spending a sufficient length of time in launching students in vocational agriculture
12. Familiarizing all students with parliamentary procedure
13. Familiarizing all students with the FFA manual
14. Familiarizing students with the procedure for teaching vocational agriculture
Non-crucial teaching activities in the launching program

All teaching activities in the launching program are considered as crucial.

The supervised farming programs of the all-day students constitute an integral part of the program of vocational agriculture. All students having a supervised farming program have an opportunity to conduct improved farming practices studied in the classroom. This phase of the program is really the testing of what has been taught and learned.

In Table XVII of this study the investigator surveys the teaching activities in the supervised farming programs of the all-day students.

The data in Table XVII reveal that initiation of parent-son agreements, as a teaching activity, appears 61 or 41.8 per cent of the times as essential, 80 or 54.8 per cent of the times as desirable, and 3 or 2.1 per cent of the times as undesirable. Two or 1.3 per cent of the teachers represented in this study indicate that they do not perform this teaching activity.

Visiting homes previous to first year in vocational agriculture, as a teaching activity, appears 42 or 28.8 per cent of the times as essential, 93 or 63.7 per cent of the times as desirable, and 2 or 1.3 per cent of the times as undesirable. Nine or 6.2 per cent of the teachers of vocational agriculture represented in this study indicate that they do not perform this teaching activity.
Table XVII

Teaching Activities in Supervised Farming

<table>
<thead>
<tr>
<th>Teaching Activities</th>
<th>Rating as to Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Essential</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Initiation of parent-son agreements</td>
<td>61</td>
</tr>
<tr>
<td>Visiting homes previous to first year in vocational agriculture</td>
<td>42</td>
</tr>
<tr>
<td>Visiting students based on needs of program</td>
<td>95</td>
</tr>
<tr>
<td>Visiting students regularly each six-weeks period</td>
<td>28</td>
</tr>
<tr>
<td>Visiting students with superior programs more frequently</td>
<td>41</td>
</tr>
<tr>
<td>Planning during his first year a tentative long-time supervised farming program</td>
<td>87</td>
</tr>
<tr>
<td>Formulation of job plans for all units studied</td>
<td>73</td>
</tr>
<tr>
<td>Formulation of job plans for only those units which will be carried out in the immediate future</td>
<td>40</td>
</tr>
</tbody>
</table>

*Denotes that activity is not performed
Visiting students based on needs of the program, as a teaching activity, appears 95 or 65.1 per cent of the times as essential, 46 or 31.5 per cent of the times as desirable, and 3 or 2.1 per cent of the times as undesirable. Two or 1.3 per cent of the teachers of vocational agriculture included in this study do not perform this teaching activity.

Visiting students regularly each six-weeks period, as a teaching activity, appears 28 or 9.2 per cent of the times as essential, 75 or 51.4 per cent of the times as desirable, and 32 or 21.9 per cent of the times as undesirable. Eleven or 2.7 per cent of the teachers indicated that they do not perform this teaching activity.

Visiting students with superior programs more frequently, as a teaching activity, appears 41 or 28.1 per cent of the times as essential, 71 or 48.6 per cent of the times as desirable, and 28 or 19.2 per cent of the times as undesirable. Six or 4.1 per cent of the teachers indicate that they do not perform this teaching activity.

Planning during his first year a tentative long-time supervised farming program, as a teaching activity, appears 87 or 59.6 per cent of the times as essential, 53 or 36.3 per cent of the times as desirable, and 5 or 3.4 per cent of the times as undesirable. One or .7 per cent of the teachers indicates that he does not perform this teaching activity.

Formulating job plans for all units studied, as a teaching activity, appears 73 or 50.0 per cent of the times
as essential, 59 or 40.4 per cent of the times as desirable, and 5 or 3.4 per cent of the times as undesirable. Nine or 6.2 per cent of the teachers included in this study do not perform this teaching activity.

Formulation of job plans for only those units which will be carried out in the immediate future, as a teaching activity, appears 40 or 27.4 per cent of the times as essential, 66 or 45.2 per cent of the times as desirable, and 26 or 17.8 per cent of the times as undesirable. Fourteen or 9.6 per cent of the teachers of vocational agriculture do not perform this teaching activity.

A summary of the data in Table XVII shows the following relative to the teaching activities in the supervised farming programs:

**Crucial teaching activities in the supervised farming programs**

1. Initiation of parent-son agreements
2. Visiting homes previous to first year in vocational agriculture
3. Visiting students based on needs of program
4. Visiting students with superior programs more frequently
5. Planning during his first year a tentative long-time supervised farming program
6. Formulation of job plans for all units studied

**Non-crucial teaching activities in the supervised farming programs**

1. Visiting students regularly each six-weeks period
2. Formulation of job plans for only those units which will be carried out in the immediate future

Keeping complete and accurate farm records is a very significant aspect of the supervised farming program in vocational agriculture. A careful study of such records will reveal weaknesses of the individual's supervised farming program.

In Table XVIII of this study the investigator surveys the teaching activities in keeping supervised farming records.

The data in Table XVIII indicate that teaching farm records as an organized instructional unit as needed, as a teaching activity, appears 93 or 63.7 per cent of the times as essential, 53 or 36.3 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. All teachers of vocational agriculture included in this study perform this teaching activity.

Instructing students to keep completed records at home for constant use, as a teaching activity, appears 92 or 63.0 per cent of the times as essential, 53 or 36.3 per cent of the times as desirable, and 1 or .7 per cent of the times as undesirable. All teachers represented in this study indicate that they perform this teaching activity.

Checking record books at frequent intervals for purposes of determining accuracy and completeness, as a teaching activity, appears 87 or 59.6 per cent of the times as essential, 59 or 40.4 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. All teachers
Table XVIII

Teaching Activities in Keeping Supervised Farming Records

<table>
<thead>
<tr>
<th>Teaching Activities</th>
<th>Essential</th>
<th>Desirable</th>
<th>Undesirable</th>
<th>0*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
<td>No. %</td>
</tr>
<tr>
<td>Teaching farm records as an organized instructional unit as needed</td>
<td>93 63.7</td>
<td>53 36.3</td>
<td>0 0.0</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Instructing students to keep completed records at home for constant use</td>
<td>92 63.0</td>
<td>53 36.3</td>
<td>1 0.7</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Checking record books at frequent intervals for purposes of determining accuracy and completeness</td>
<td>87 59.6</td>
<td>59 40.4</td>
<td>0 0.0</td>
<td>0 0.0</td>
</tr>
<tr>
<td>Checking record books for teaching purposes</td>
<td>61 41.8</td>
<td>78 53.4</td>
<td>3 2.0</td>
<td>4 2.8</td>
</tr>
<tr>
<td>Evaluation of records to determine balance between livestock and crop enterprises</td>
<td>37 25.4</td>
<td>91 62.3</td>
<td>7 4.8</td>
<td>11 7.5</td>
</tr>
<tr>
<td>Keeping individual records of student enterprise achievements</td>
<td>40 27.4</td>
<td>88 60.3</td>
<td>7 4.8</td>
<td>11 7.5</td>
</tr>
<tr>
<td>Keeping a summary of all student enterprise achievements</td>
<td>28 19.2</td>
<td>105 71.9</td>
<td>4 2.7</td>
<td>9 6.2</td>
</tr>
<tr>
<td>Teaching farm records as they pertain to the student's program</td>
<td>67 45.9</td>
<td>69 47.3</td>
<td>5 3.4</td>
<td>5 3.4</td>
</tr>
<tr>
<td>Individual instruction only in farm record keeping</td>
<td>12 8.2</td>
<td>67 45.9</td>
<td>41 28.1</td>
<td>26 17.8</td>
</tr>
<tr>
<td>Teaching record keeping only when visiting students</td>
<td>8 5.5</td>
<td>51 34.9</td>
<td>59 40.4</td>
<td>28 19.2</td>
</tr>
<tr>
<td>Keeping all record books on file in the department after students graduate</td>
<td>28 19.2</td>
<td>66 45.2</td>
<td>25 17.1</td>
<td>27 18.5</td>
</tr>
</tbody>
</table>

*Denotes that activity is not performed
Included in this study reveal that they perform this teaching activity.

Checking record books for teaching purposes, as a teaching activity, appears 61 or 41.8 per cent of the times as essential, 78 or 53.4 per cent of the times as desirable, and 3 or 2.0 per cent of the times as undesirable. Four or 2.8 per cent of the teachers of vocational agriculture do not perform this teaching activity.

Evaluation of records to determine balance between livestock and crop enterprises, as a teaching activity, appears 37 or 25.4 per cent of the times as essential, 91 or 62.3 per cent of the times as desirable, and 7 or 4.8 per cent of the times as undesirable. Eleven or 7.5 per cent of the teachers of vocational agriculture do not perform this teaching activity.

Keeping individual records of student enterprise achievements, as a teaching activity, appears 40 or 27.4 per cent of the times as essential, 88 or 60.3 per cent of the times as desirable, and 7 or 4.8 per cent of the times as undesirable. Eleven or 7.5 per cent of the teachers of vocational agriculture do not perform this teaching activity.

Keeping a summary of all student enterprise achievements, as a teaching activity, appears 28 or 19.2 per cent of the times as essential, 105 or 71.9 per cent of the times as desirable, and 4 or 2.7 per cent of the times as undesirable. Nine or 6.2 per cent of the teachers do not perform this teaching activity.
Teaching farm records as they pertain to the student's program, as a teaching activity, appears 67 or 45.9 per cent of the times as essential, 69 or 47.3 per cent of the times as desirable, and 5 or 3.4 per cent of the times as undesirable. Five or 3.4 per cent of the teachers indicate that they do not perform this teaching activity.

Individual instruction only in farm record keeping, as a teaching activity, appears 12 or 8.2 per cent of the times as essential, 67 or 45.9 per cent of the times as desirable, and 41 or 28.1 per cent of the times as undesirable. Twenty-six or 17.8 per cent of the teachers of vocational agriculture represented in this study indicate that they do not perform this teaching activity.

Teaching record keeping only when visiting students, as a teaching activity, appears 8 or 51.5 per cent of the times as essential, 51 or 34.9 per cent of the times as desirable, and 59 or 40.4 per cent of the times as undesirable. Twenty-eight or 19.2 per cent of the teachers included in this study do not perform this teaching activity.

Keeping all record books on file in the department after students graduate, as a teaching activity, appears 28 or 19.2 per cent of the times as essential, 66 or 45.2 per cent of the times as desirable, and 25 or 17.1 per cent of the times as undesirable. Twenty-seven or 18.5 per cent of the teachers included in this study do not perform this teaching activity.
A summary of the data in Table XVIII shows the following relative to the teaching activities in keeping supervised farming records:

Crucial teaching activities in keeping supervised farming records

1. Teaching farm records as an organized instructional unit as needed
2. Instructing students to keep completed records at home for constant use
3. Checking record books at frequent intervals for purposes of determining accuracy and completeness
4. Checking record books for teaching purposes
5. Evaluation of records to determine balance between livestock and crop enterprises
6. Keeping individual records of student enterprise achievements
7. Keeping a summary of all student enterprise achievements
8. Teaching farm records as they pertain to the student's program

Non-crucial teaching activities in keeping supervised farming records

1. Individual instruction only in farm record keeping
2. Teaching record keeping only when visiting students
3. Keeping all record books on file in the department after students graduate

The farm shop provides an opportunity for the acquisition of certain farming skills which are necessary for the occupation of farming. It is of great import, therefore,
that farm shop activities be closely integrated to meet the needs of the individual's farming program.

Table XIX, which follows, deals with the teaching activities in the farm shop program.

The data in Table XIX reveal that teaching first aid in the farm shop, as a teaching activity, appears 43 or 29.5 per cent of the times as essential, 70 or 47.9 per cent of the times as desirable, and 4 or 2.7 per cent of the times as undesirable. Twenty-nine or 19.9 per cent of the teachers included in this study do not perform this teaching activity.

Teaching units in farm safety, as a teaching activity, appears 91 or 62.3 per cent of the times as essential, 43 or 29.5 per cent of the times as desirable, and 1 or .7 per cent of the times as undesirable. Eleven or 7.5 per cent of the teachers represented in this study indicate that they do not perform this teaching activity.

Teaching students farm shop management, as a teaching activity, appears 52 or 35.6 per cent of the times as essential, 75 or 61.4 per cent of the times as desirable, and 6 or 4.1 per cent of the times as undesirable. Thirteen or 8.9 per cent of the teachers of vocational agriculture included in this study do not perform this teaching activity.

Surveying with students the farm shop needs of the home farm, as a teaching activity, appears 32 or 21.9 per cent of the times as essential, 90 or 61.7 per cent of the times as desirable, and 4 or 2.7 per cent of the times as undesirable. Twenty or 13.7 per cent of the teachers dealt
<table>
<thead>
<tr>
<th>Teaching Activities</th>
<th>Essential</th>
<th>Desirable</th>
<th>Undesirable</th>
<th>0*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Teaching first aid in farm shop</td>
<td>43</td>
<td>29.5</td>
<td>70</td>
<td>47.9</td>
</tr>
<tr>
<td>Teaching units on farm safety</td>
<td>91</td>
<td>62.3</td>
<td>43</td>
<td>29.5</td>
</tr>
<tr>
<td>Teaching students farm shop management</td>
<td>52</td>
<td>35.6</td>
<td>75</td>
<td>51.4</td>
</tr>
<tr>
<td>Surveying with students the farm shop needs of the home farm</td>
<td>32</td>
<td>21.9</td>
<td>90</td>
<td>61.7</td>
</tr>
<tr>
<td>Teaching students proper selection of farm shop tools and equipment</td>
<td>55</td>
<td>37.7</td>
<td>76</td>
<td>52.0</td>
</tr>
<tr>
<td>Teaching students the establishment of home farm shops</td>
<td>36</td>
<td>24.7</td>
<td>92</td>
<td>63.0</td>
</tr>
<tr>
<td>Teaching students skills as they apply to their farming programs</td>
<td>59</td>
<td>40.4</td>
<td>70</td>
<td>47.9</td>
</tr>
<tr>
<td>Maintaining a chart schedule of farm shop skills acquired</td>
<td>27</td>
<td>18.5</td>
<td>76</td>
<td>52.0</td>
</tr>
<tr>
<td>Teaching students power equipment skills</td>
<td>35</td>
<td>24.0</td>
<td>86</td>
<td>58.9</td>
</tr>
<tr>
<td>Teaching students hand tool skills</td>
<td>62</td>
<td>42.5</td>
<td>73</td>
<td>50.0</td>
</tr>
<tr>
<td>Teaching students arc-welding skills</td>
<td>28</td>
<td>19.2</td>
<td>90</td>
<td>61.7</td>
</tr>
<tr>
<td>Teaching students acetylene welding skills</td>
<td>23</td>
<td>15.8</td>
<td>81</td>
<td>55.5</td>
</tr>
</tbody>
</table>

*Denotes that activity is not performed
with in this study do not perform this teaching activity.

Teaching students proper selection of farm shop tools and equipment, as a teaching activity, appears 55 or 37.7 per cent of the times as essential, 76 or 52.0 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. Fifteen or 10.3 per cent of the teachers included in this study do not perform this teaching activity.

Teaching students the establishment of home farm shops, as a teaching activity, appears 36 or 24.7 per cent of the times as essential, 92 or 63.0 per cent of the times as desirable, and 2 or 1.3 per cent of the times as undesirable. Sixteen or 11.0 per cent of the teachers represented in this study do not perform this teaching activity.

Teaching students skills as they apply to their farming programs, as a teaching activity, appears 59 or 40.4 per cent of the times as essential, 70 or 47.9 per cent of the times as desirable, and 3 or 2.1 per cent of the times as undesirable. Fourteen or 9.6 per cent of the teachers included in this study do not perform this teaching activity.

Maintaining a chart schedule of farm shop skills acquired, as a teaching activity, appears 27 or 18.5 per cent of the times as essential, 76 or 52.0 per cent of the times as desirable, and 3 or 2.1 per cent of the times as undesirable. Forty or 27.4 per cent of the teachers represented in this study do not perform this teaching activity.

Teaching students power equipment skills, as a teaching
activity, appears 35 or 24.0 per cent of the times as essential, 86 or 58.9 per cent of the times as desirable, and 5 or 3.4 per cent of the times as undesirable. Twenty or 13.7 per cent of the teachers represented in this study do not perform this teaching activity.

Teaching students hand tool skills, as a teaching activity, appears 62 or 42.5 per cent of the times as essential, 73 or 50.0 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. Eleven or 7.5 per cent of the teachers included in this study do not perform this teaching activity.

Teaching students arc-welding skills, as a teaching activity, appears 28 or 19.2 per cent of the times as essential, 90 or 61.7 per cent of the times as desirable, and 2 or 1.3 per cent of the times as undesirable. Twenty-six or 17.8 per cent of the teachers of vocational agriculture dealt with in this study do not perform this teaching activity.

Teaching students acetelyene welding skills, as a teaching activity, appears 23 or 15.8 per cent of the times as essential, 81 or 55.5 per cent of the times as desirable, and 5 or 3.4 per cent of the times as undesirable. Thirty-seven or 25.3 per cent of the teachers included in this study indicate that they do not perform this teaching activity.

A summary of the data in Table XIX reveals the following relative to the teaching activities in farm shop:
Crucial teaching activities in the farm shop

1. Teaching first aid in the farm shop
2. Teaching units on farm safety
3. Teaching students farm shop management
4. Surveying with students the farm shop needs of the home farm
5. Teaching students proper selection of farm shop tools and equipment
6. Teaching students the establishment of home farm shops
7. Teaching students skills as they apply to their farming programs
8. Teaching students power equipment skills
9. Teaching students hand tool skills
10. Teaching students arc-welding skills

Non-crucial teaching activities in the farm shop

1. Maintaining a chart schedule of farm shop skills acquired
2. Teaching students acetelyene welding skills

A well organized and directed Future Farmer Chapter is an invaluable asset to the proper functioning of a department of vocational agriculture in the high school. Through the activities of the Future Farmer Chapter, many wholesome outcomes accrue which contribute to the effectiveness of the program of vocational agriculture.

The data in Table XX, to follow, deal with the teaching activities in the Future Farmer Chapter.

The data in Table XX show that guiding the formulation of a desirable program of work, as a teaching activity, appears
### Table XX

#### Teaching Activities in the Future Farmer Chapter

<table>
<thead>
<tr>
<th>Teaching Activities</th>
<th>Essential</th>
<th>Desirable</th>
<th>Undesirable</th>
<th>O*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Guiding the formulation of a desirable program of work</td>
<td>114</td>
<td>78.1</td>
<td>32</td>
<td>21.9</td>
</tr>
<tr>
<td>Reviewing accomplishments of previous year's work with chapter members</td>
<td>63</td>
<td>43.1</td>
<td>76</td>
<td>52.1</td>
</tr>
<tr>
<td>Keeping a neat, accurate, and complete secretary's book by student</td>
<td>90</td>
<td>61.6</td>
<td>56</td>
<td>38.4</td>
</tr>
<tr>
<td>Keeping a neat, accurate, and complete treasurer's book by student</td>
<td>98</td>
<td>67.1</td>
<td>42</td>
<td>28.8</td>
</tr>
<tr>
<td>Maintaining an up-to-date chapter history</td>
<td>22</td>
<td>15.1</td>
<td>85</td>
<td>55.2</td>
</tr>
<tr>
<td>Teaching news reporting as an organized unit</td>
<td>28</td>
<td>19.2</td>
<td>77</td>
<td>52.7</td>
</tr>
<tr>
<td>Maintaining close contact with all committees</td>
<td>72</td>
<td>49.3</td>
<td>73</td>
<td>50.0</td>
</tr>
<tr>
<td>Sponsoring a special FFA Day</td>
<td>39</td>
<td>26.7</td>
<td>83</td>
<td>56.9</td>
</tr>
<tr>
<td>Conducting at least one radio program</td>
<td>36</td>
<td>24.6</td>
<td>93</td>
<td>63.7</td>
</tr>
<tr>
<td>Sponsoring at least one FFA play</td>
<td>21</td>
<td>14.4</td>
<td>79</td>
<td>54.1</td>
</tr>
<tr>
<td>Keeping a copy of program of work available to students at all times</td>
<td>85</td>
<td>58.2</td>
<td>61</td>
<td>41.8</td>
</tr>
<tr>
<td>Maintaining a chapter bulletin board</td>
<td>77</td>
<td>52.8</td>
<td>65</td>
<td>44.5</td>
</tr>
<tr>
<td>Keeping an honor roll of chapter members</td>
<td>25</td>
<td>17.1</td>
<td>91</td>
<td>62.3</td>
</tr>
<tr>
<td>Keeping a cumulative record of participation by members in chapter and school activities</td>
<td>31</td>
<td>21.2</td>
<td>87</td>
<td>59.6</td>
</tr>
<tr>
<td>Sponsoring a FFA Church Day</td>
<td>32</td>
<td>21.9</td>
<td>90</td>
<td>61.6</td>
</tr>
<tr>
<td>Operating a thrift bank for chapter members</td>
<td>13</td>
<td>8.9</td>
<td>66</td>
<td>45.2</td>
</tr>
<tr>
<td>Maintaining a follow-up record on members</td>
<td>35</td>
<td>24.7</td>
<td>98</td>
<td>67.1</td>
</tr>
<tr>
<td>Checking officers' records to maintain completeness, accuracy, and neatness</td>
<td>56</td>
<td>39.4</td>
<td>85</td>
<td>58.2</td>
</tr>
<tr>
<td>Encouraging students in the formation of good study habits</td>
<td>79</td>
<td>54.1</td>
<td>67</td>
<td>45.9</td>
</tr>
</tbody>
</table>

*Denotes that activity is not performed
114 or 78.1 per cent of the times as essential, 32 or 21.9 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. All teachers of vocational agriculture represented in this study indicate that they perform this teaching activity.

Reviewing accomplishments of previous year's work with chapter members, as a teaching activity, appears 63 or 43.1 per cent of the times as essential, 76 or 52.1 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. Seven or 4.8 per cent of the teachers included in this study indicate that they do not perform this teaching activity.

Keeping a neat, accurate, and complete secretary's book by the student, as a teaching activity, appears 90 or 61.6 per cent of the times as essential, 56 or 38.4 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. All teachers of vocational agriculture included in this study reveal that they perform this teaching activity.

Keeping a neat, accurate, and complete treasurer's book by the student, as a teaching activity, appears 98 or 67.1 per cent of the times as essential, 42 or 28.8 per cent of the times as desirable, and 6 or 4.1 per cent of the times as undesirable. All teachers of vocational agriculture represented in this study indicate that they perform this teaching activity.
Maintaining an up-to-date chapter history, as a teaching activity, appears 22 or 15.1 per cent of the times as essential, 85 or 58.2 per cent of the times as desirable, and 7 or 4.8 per cent of the times as undesirable. Thirty-two or 21.9 per cent of the teachers dealt with in this study do not perform this teaching activity.

Teaching news reporting as an organized unit, as a teaching activity, appears 28 or 19.2 per cent of the times as essential, 77 or 52.7 per cent of the times as desirable, and 9 or 6.2 per cent of the times as undesirable. Thirty-two or 21.9 per cent of the teachers represented in this study do not perform this teaching activity.

Maintaining close contact with all committees, as a teaching activity, appears 72 or 49.3 per cent of the times as essential, 73 or 50.0 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. One or .7 per cent of the teachers indicates that this teaching activity is not performed.

Sponsoring a special FFA Day, as a teaching activity, appears 39 or 26.7 per cent of the times as essential, 83 or 56.9 per cent of the times as desirable, and 4 or 2.7 per cent of the times as undesirable. Twenty or 13.7 per cent of the teachers dealt with in this study indicate that they do not perform this teaching activity.

Conducting at least one radio program, as a teaching activity, appears 36 or 24.6 per cent of the times as
essential, 93 or 63.7 per cent of the times as desirable, and 3 or 2.1 per cent of the times as undesirable. Fourteen or 9.6 per cent of the teachers included in this study do not perform this teaching activity.

Sponsoring at least one FFA play, as a teaching activity, appears 21 or 14.4 per cent of the times as essential, 79 or 54.1 per cent of the times as desirable, and 3 or 2.1 per cent of the times as undesirable. Forty-three or 29.4 per cent of the teachers represented in this study do not perform this teaching activity.

Keeping a copy of program of work available to students at all times, as a teaching activity, appears 85 or 58.2 per cent of the times as essential, 61 or 41.8 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. All teachers included in this study indicate that they perform this teaching activity.

Maintaining a chapter bulletin board, as a teaching activity, appears 77 or 52.8 per cent of the times as essential, 65 or 44.5 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. Four or 2.7 per cent of the teachers represented in this study indicate that they do not perform this teaching activity.

Keeping an honor roll of chapter members, as a teaching activity, appears 25 or 17.1 per cent of the times as essential, 91 or 62.3 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. Thirty or
20.6 per cent of the teachers dealt with in this study indicate that they do not perform this teaching activity.

Keeping a cumulative record of participation by members in chapter and school activities, as a teaching activity, appears 31 or 21.2 per cent of the times as essential, 87 or 59.6 per cent of the times as desirable, and 5 or 3.4 per cent of the times as undesirable. Twenty-three or 15.8 per cent of the teachers represented in this study do not perform this teaching activity.

Sponsoring a FFA Church Day, as a teaching activity, appears 32 or 21.9 per cent of the times as essential, 90 or 61.6 per cent of the times as desirable, and 3 or 2.1 per cent of the times as undesirable. Twenty-one or 14.4 per cent of the teachers included in this study do not perform this teaching activity.

Operating a thrift bank for chapter members, as a teaching activity, appears 13 or 8.9 per cent of the times as essential, 66 or 54.2 per cent of the times as desirable, and 10 or 6.8 per cent of the times as undesirable. Fifty-seven or 39.1 per cent of the teachers included in this study do not perform this teaching activity.

Maintaining a follow-up record on members, as a teaching activity, appears 36 or 24.7 per cent of the times as essential, 98 or 67.1 per cent of the times as desirable, and 6 or 4.1 per cent of the times as undesirable. Six or 4.1 per cent of the teachers included in this study do not perform
this teaching activity.

Checking officers' records to maintain completeness, accuracy, and neatness, as a teaching activity, appears 56 or 38.4 per cent of the times as essential, 85 or 58.2 per cent of the times as desirable, and 3 or 2.1 per cent of the times as undesirable. Two or 1.3 per cent of the teachers of vocational agriculture represented in this study do not perform this teaching activity.

Encouraging students in the formation of good study habits, as a teaching activity, appears 79 or 54.1 per cent of the times as essential, 67 or 45.9 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. All teachers included in this study indicate that they perform this teaching activity.

A summary of the data in Table XX reveals the following relative to the teaching activities in the Future Farmer Chapter:

Crucial teaching activities in the Future Farmer Chapter:

1. Guiding the formulation of a desirable program of work
2. Reviewing the accomplishments of previous year's work with chapter members
3. Keeping a neat, accurate, and complete secretary's book by student
4. Keeping a neat, accurate, and complete treasurer's book by student
5. Maintaining close contact with all committees
6. Sponsoring a special FFA Day
7. Conducting at least one radio program

8. Keeping a copy of program of work available to students at all times

9. Maintaining a chapter bulletin board

10. Keeping an honor roll of chapter members

11. Keeping a cumulative record of participation by members in chapter and school activities

12. Sponsoring a FFA Church Day

13. Maintaining a follow-up record on members

14. Checking officers' records to maintain completeness, accuracy, and neatness

15. Encouraging students in the formation of good study habits

Non-crucial teaching activities in the Future Farmer Chapter

1. Maintaining an up-to-date chapter history

2. Teaching news reporting as an organized unit

3. Sponsoring at least one FFA play

4. Operating a thrift bank for chapter members

In conjunction with the teaching activities included in the Future Farmer Chapter, the author interprets some of the accomplishments of the chapter membership in terms of their advancement in degree. The accumulation of farming assets will contribute to a considerable extent to establishment in farming.

The data in Table XXI deals with the number of state Farmers in the Future Farmer Chapter.
### Table XXI

State Farmers in the Future Farmer Chapter

<table>
<thead>
<tr>
<th>Number of State Farmers</th>
<th>Number of Chapters</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>77</td>
<td>52.8</td>
</tr>
<tr>
<td>1-5</td>
<td>47</td>
<td>32.1</td>
</tr>
<tr>
<td>Over 5</td>
<td>22</td>
<td>15.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>146</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The data in the above table show that 77 or 52.8 per cent of the chapters have no State Farmers in the Future Farmer Chapter; 47 or 32.1 per cent have from (1-5) State Farmers; and 22 or 15.1 have over 5 State Farmers.

It is interesting to note that more than one-half of the departments represented in this study do not have a member with the State Farmer Degree.

Table XXII reveals the number of American Farmers in the communities represented in this study.

### Table XXII

American Farmers in the Community

<table>
<thead>
<tr>
<th>Number of American Farmers</th>
<th>Number of Chapters</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>126</td>
<td>86.3</td>
</tr>
<tr>
<td>1-5</td>
<td>19</td>
<td>13.0</td>
</tr>
<tr>
<td>Over 5</td>
<td>1</td>
<td>.7</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>146</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>
The data in Table XXII indicate that 126 or 86.3 per cent of the chapters do not have any American Farmers in the community; 19 or 13.0 per cent have from (1-5) American Farmers; and 1 or .7 per cent has over 5 American Farmers in the community.

In order to ascertain the carry-over and follow-up of former Future Farmer members, the writer surveys the departments relative to the number of Future Farmer members remaining active for three years after graduation.

The data in Table XXIII reveals the number of Future Farmer members carried as active members for three years after graduation.

**Table XXIII**

<table>
<thead>
<tr>
<th>Number Remaining Active</th>
<th>Number of Chapters</th>
<th>Per Cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td>87</td>
<td>59.6</td>
</tr>
<tr>
<td>1-5</td>
<td>33</td>
<td>22.6</td>
</tr>
<tr>
<td>Over 5</td>
<td>26</td>
<td>17.8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>146</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The data in Table XXIII reveal that 87 or 59.6 per cent of the chapters do not have any former members remaining active for three years after graduation; 33 or 22.6 per cent of the chapters have from (1-5); and 26 or 17.8 per cent of the chapters have over 5 remaining active for three years.
after graduation.

Immediately following in this study, the author presents his findings relative to the teaching activities in the various contests conducted by the Future Farmer Chapter.

Table XXIV, on the following page, considers first in order, the teaching activities in dairy cattle judging.

The data in Table XXIV show that teaching all students dairy cattle judging as an organized instructional unit, as a teaching activity appears 91 or 62.3 per cent of the times as essential, 51 or 34.9 per cent of the times as desirable, and 1 or .7 per cent of the times as undesirable. Three or 2.1 per cent of the teachers of vocational agriculture included in this study do not perform this teaching activity.

Training only team members for participation in contests, as a teaching activity appears 17 or 11.6 per cent of the times as essential, 21 or 14.4 per cent of the times as desirable, and 66 or 45.2 per cent of the times as undesirable. Forty-two or 28.8 per cent of the teachers dealt with in this study do not perform this teaching activity.

Visiting with students at home for purposes of judging dairy cattle, as a teaching activity, appears 33 or 22.6 per cent of the times as essential, 86 or 58.9 per cent of the times as desirable, and 6 or 4.1 per cent of the times as undesirable. Twenty-one or 14.4 per cent of the teachers represented in this study indicate that they do not perform
<table>
<thead>
<tr>
<th>Teaching Activities</th>
<th>Rating as to Importance</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Essential</td>
<td>Desirable</td>
<td>Undesirable</td>
<td>0*</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Teaching all students dairy cattle judging as an organized instructional unit</td>
<td>91</td>
<td>62.3</td>
<td>51</td>
<td>34.9</td>
<td>1</td>
<td>.7</td>
</tr>
<tr>
<td>Training only team members for participation in contests</td>
<td>17</td>
<td>11.6</td>
<td>21</td>
<td>14.4</td>
<td>66</td>
<td>45.2</td>
</tr>
<tr>
<td>Visiting with students at home for purposes of judging dairy cattle</td>
<td>33</td>
<td>22.6</td>
<td>86</td>
<td>58.9</td>
<td>6</td>
<td>4.1</td>
</tr>
<tr>
<td>Taking field tours in the community for purposes of judging dairy cattle</td>
<td>46</td>
<td>31.5</td>
<td>93</td>
<td>63.7</td>
<td>3</td>
<td>2.1</td>
</tr>
<tr>
<td>Visiting institutions of higher learning as a laboratory exercise in judging</td>
<td>35</td>
<td>24.0</td>
<td>81</td>
<td>55.5</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Teaching dairy cattle judging as it pertains to the growth and development of the dairy cattle enterprise in the community</td>
<td>45</td>
<td>30.8</td>
<td>82</td>
<td>56.2</td>
<td>9</td>
<td>6.2</td>
</tr>
<tr>
<td>Visiting local dairies for the purpose of practical judging</td>
<td>46</td>
<td>31.5</td>
<td>87</td>
<td>59.6</td>
<td>1</td>
<td>.7</td>
</tr>
<tr>
<td>Teaching dairy cattle judging by using charts, graphs, etc.</td>
<td>46</td>
<td>31.5</td>
<td>86</td>
<td>58.9</td>
<td>8</td>
<td>5.5</td>
</tr>
</tbody>
</table>

*Denotes that activity is not performed
this teaching activity.

Taking field tours in the community for purposes of judging dairy cattle, as a teaching activity, appears 46 or 31.5 per cent of the times as essential, 93 or 63.7 per cent of the times as desirable, and 3 or 2.1 per cent of the times as undesirable. Only 4 or 2.7 per cent of the teachers included in this study do not perform this teaching activity.

Visiting institutions of higher learning as a laboratory exercise in judging, as a teaching activity, appears 35 or 24.0 per cent of the times as essential, 81 or 55.5 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. Thirty or 20.5 per cent of the teachers included in this study do not perform this teaching activity.

Teaching dairy cattle judging as it pertains to the growth and development of the dairy cattle enterprise in the community, as a teaching activity, appears 45 or 30.8 per cent of the times as essential, 82 or 56.2 per cent of the times as desirable, and 9 or 6.2 per cent of the times as undesirable. Ten or 6.8 per cent of the teachers of vocational agriculture dealt with in this study do not perform this teaching activity.

Visiting local dairies for the purpose of practical judging, as a teaching activity, appears 46 or 31.5 per cent of the times as essential, 87 or 59.6 per cent of the times as desirable, and 1 or .7 per cent of the times as undesirable. Twelve or 8.2 per cent of the teachers represented in this
study do not perform this teaching activity.

Teaching dairy cattle judging by using charts, graphs, etc., as a teaching activity, appears 46 or 31.5 per cent of the times as essential, 86 or 58.9 per cent of the times as desirable, and 8 or 5.5 per cent of the times as undesirable. Six or 4.1 per cent of the teachers do not perform this teaching activity.

A summary of the data in Table XXIV reveals the following relative to the teaching activities in dairy cattle judging:

Crucial teaching activities in dairy cattle judging

1. Teaching all students dairy cattle judging as an organized instructional unit
2. Visiting with students at home for purposes of judging dairy cattle
3. Taking field tours in the community for purposes of judging dairy cattle
4. Visiting institutions of higher learning as a laboratory exercise in judging
5. Teaching dairy cattle judging as it pertains to the growth and development of the dairy cattle enterprise in the community
6. Visiting local dairies for the purpose of practical judging
7. Teaching dairy cattle judging by using charts, graphs, etc.

Non-crucial teaching activities in dairy cattle judging

1. Training only team members for participation in contests

The dairy and beef cattle enterprises in this state constitute a large portion of the total farm income. The climatic conditions are favorable for livestock production.
The production of high quality forage, especially during the winter months, accounts for the greater margin of profit on a per unit basis.

The data in Table XXV, on the following page, deals with the teaching activities in forage judging.

The data in Table XXV indicate that teaching all students forage identification as an organized instructional unit, as a teaching activity, appears 58 or 39.7 per cent of the times as essential, 68 or 46.6 per cent of the times as desirable, and 5 or 3.4 per cent of the times as undesirable. Fifteen or 10.3 per cent of the teachers represented in this study do not perform this teaching activity.

Teaching only team members for contest purposes, as a teaching activity, appears 13 or 8.9 per cent of the times as essential, 27 or 18.5 per cent of the times as desirable, and 58 or 39.7 per cent of the times as undesirable.

Using students' home farms as laboratories for teaching forage judging, as a teaching activity, appears 31 or 21.2 per cent of the times as essential, 92 or 63.0 per cent of the times as desirable, and 7 or 4.8 per cent of the times as undesirable. Sixteen or 11.0 per cent of the teachers of vocational agriculture included in this study do not perform this teaching activity.

Teaching forage judging as it pertains to the improvement of the agriculture of the community, as a teaching activity, appears 52 or 35.6 per cent of the times as essential,
Table XXV
Teaching Activities in Forage Judging

<table>
<thead>
<tr>
<th>Teaching Activities</th>
<th>Rating as to Importance</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Essential</td>
<td>Desirable</td>
<td>Undesirable</td>
<td>O*</td>
<td></td>
</tr>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>-------------------------------</td>
<td>-----------</td>
<td>---------</td>
<td>-----------</td>
<td>---------</td>
<td>-----------</td>
</tr>
<tr>
<td>Teaching all students forage identification as an organized instructional unit</td>
<td>58</td>
<td>39.7</td>
<td>68</td>
<td>46.6</td>
<td>5</td>
</tr>
<tr>
<td>Teaching only team members for contest purposes</td>
<td>13</td>
<td>9.9</td>
<td>27</td>
<td>18.5</td>
<td>58</td>
</tr>
<tr>
<td>Using students' home farms as laboratories for teaching forage judging</td>
<td>31</td>
<td>21.2</td>
<td>92</td>
<td>63.0</td>
<td>7</td>
</tr>
<tr>
<td>Teaching forage judging as it pertains to the improvement of the agriculture of the community</td>
<td>52</td>
<td>35.6</td>
<td>84</td>
<td>57.5</td>
<td>0</td>
</tr>
<tr>
<td>Teaching the feed value of forage crops</td>
<td>72</td>
<td>49.3</td>
<td>66</td>
<td>45.2</td>
<td>0</td>
</tr>
<tr>
<td>Teaching soil conservation through the use of forage crops</td>
<td>63</td>
<td>43.2</td>
<td>72</td>
<td>49.3</td>
<td>6</td>
</tr>
<tr>
<td>Teaching soil deficiencies as is manifest in the growth of forage crops</td>
<td>53</td>
<td>36.3</td>
<td>84</td>
<td>57.5</td>
<td>0</td>
</tr>
<tr>
<td>Teaching farm economics through use of forage crops as feed for livestock and poultry</td>
<td>47</td>
<td>32.1</td>
<td>83</td>
<td>56.9</td>
<td>3</td>
</tr>
<tr>
<td>Teaching forage judging by using forage mounts, slides, film strips, etc.</td>
<td>42</td>
<td>28.8</td>
<td>86</td>
<td>58.9</td>
<td>2</td>
</tr>
</tbody>
</table>

*Denotes that activity is not performed
84 or 57.5 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. Ten or 6.9 per cent of the teachers dealt with in this study do not perform this teaching activity.

Teaching the feed value of forage crops, as a teaching activity, appears 72 or 49.3 per cent of the times as essential, 66 or 45.2 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. Eight or 5.5 per cent of the teachers included in this study do not perform this teaching activity.

Teaching soil conservation through the use of forage crops, as a teaching activity, appears 63 or 43.2 per cent of the times as essential, 72 or 49.3 per cent of the times as desirable, and 6 or 4.1 per cent of the times as undesirable. Five or 3.4 per cent of the teachers indicate that they do not perform this teaching activity.

Teaching soil deficiencies as is manifest in the growth of forage crops, as a teaching activity, appears 53 or 36.3 per cent of the times as essential, 84 or 57.5 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. Nine or 6.2 per cent of the teachers represented in this study do not perform this teaching activity.

Teaching farm economics through the use of forage crops as feed for livestock and poultry, as a teaching activity, appears 47 or 32.1 per cent of the times as essential, 83 or 56.9 per cent of the times as desirable, and 3 or 2.1 per cent
of the times as undesirable. Thirteen or 8.9 per cent of the teachers included in this study reveal that they do not perform this teaching activity.

Teaching forage judging by using forage mounts, slides, film strips, etc., as a teaching activity, appears 42 or 28.8 per cent of the times as essential, 86 or 58.9 per cent of the times as desirable, and 2 or 1.3 per cent of the times as undesirable. Sixteen or 11.0 per cent of the teachers represented in this study do not perform this teaching activity.

A summary of the data in Table XXV shows the following relative to the teaching activities in forage judging:

**Crucial teaching activities in forage judging**
1. Teaching all students forage identification as an organized instructional unit
2. Using students' home farms as laboratories for teaching forage judging
3. Teaching forage judging as it pertains to the improvement of the agriculture of the community
4. Teaching the feed value of forage crops
5. Teaching soil conservation through the use of forage crops
6. Teaching soil deficiencies as is manifest in the growth of forage crops
7. Teaching farm economics through the use of forage crops as feed for livestock and poultry
8. Teaching forage judging by using forage mounts, slides, film strips, etc.

**Non-Crucial teaching activities in forage judging**
1. Teaching only team members for contest purposes
Table XXVI

Teaching Activities in General Livestock Judging

<table>
<thead>
<tr>
<th>Teaching Activities</th>
<th>Essential</th>
<th>Desirable</th>
<th>Undesirable</th>
<th>O*</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Teaching all students general livestock judging as an organized instructional unit</td>
<td>98</td>
<td>67.1</td>
<td>48</td>
<td>32.9</td>
</tr>
<tr>
<td>Training only team members for contest purposes</td>
<td>16</td>
<td>11.0</td>
<td>32</td>
<td>21.9</td>
</tr>
<tr>
<td>Visiting with students at home for purposes of general livestock judging</td>
<td>31</td>
<td>21.2</td>
<td>89</td>
<td>61.0</td>
</tr>
<tr>
<td>Taking field tours with students within the community for purposes of judging</td>
<td>48</td>
<td>32.9</td>
<td>89</td>
<td>61.0</td>
</tr>
<tr>
<td>Visiting institutions of higher learning to provide laboratory for judging</td>
<td>39</td>
<td>26.7</td>
<td>77</td>
<td>52.7</td>
</tr>
<tr>
<td>Teaching general livestock judging as it pertains to the growth and development of the general livestock enterprise in the community</td>
<td>52</td>
<td>35.6</td>
<td>83</td>
<td>56.8</td>
</tr>
<tr>
<td>Teaching general livestock judging by using charts, graphs, slides, etc.</td>
<td>48</td>
<td>32.9</td>
<td>89</td>
<td>61.0</td>
</tr>
</tbody>
</table>

*Denotes that activity is not performed
In the preceding table, the writer deals with some of the teaching activities in general livestock judging.

The data in Table XXVI reveal that teaching all students general livestock judging as an organized instructional unit, as a teaching activity, appears 98 or 67.1 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. All teachers of vocational agriculture included in this study indicate that they perform this teaching activity.

Training only team members for contest purposes, as a teaching activity, appears 16 or 11.0 per cent of the times as essential, 32 or 21.9 per cent of the times as desirable, and 65 or 44.5 per cent of the times as undesirable. Thirty-three or 22.6 per cent of the teachers in this investigation indicate that they do not perform this teaching activity. It is interesting to note that slightly more than 30 per cent of the teachers represented in this study consider this teaching activity as either essential or desirable.

Visiting with students at home for purposes of general livestock judging, as a teaching activity, appears 31 or 21.2 per cent of the times as essential, 89 or 61.0 per cent of the times as desirable, and 12 or 8.2 per cent of the times as undesirable. Fourteen or 9.6 per cent of the teachers dealt with in this study indicate that they do not perform this teaching activity.

Taking field tours with students within the community for purposes of judging, as a teaching activity, appears 48
or 32.9 per cent of the times as essential, 89 or 61.0 per cent of the times as desirable, and 2 or 1.3 per cent of the times as undesirable. Seven or 4.8 per cent of the teachers surveyed in this investigation indicate that they do not perform this teaching activity.

Visiting institutions of higher learning to provide laboratory for judging, as a teaching activity, appears 39 or 26.7 per cent of the times as essential, 77 or 52.7 per cent of the times as desirable, and 7 or 4.8 per cent of the times as undesirable. Twenty-three or 15.8 per cent of the teachers included in this study reveal that they do not perform this teaching activity.

Teaching general livestock judging as it pertains to the growth and development of the general livestock enterprise in the community, as a teaching activity, appears 52 or 35.6 per cent of the times as essential, 83 or 56.8 per cent of the times as desirable, and 3 or 2.1 per cent of the times as undesirable. Eight or 5.5 per cent of the teachers represented in this study do not perform this teaching activity.

Teaching general livestock judging by using charts, graphs, slides, etc., as a teaching activity, appears 48 or 32.9 per cent of the times as essential, 89 or 61.0 per cent of the times as desirable, and 7 or 4.8 per cent of the times as undesirable. Two or 1.3 per cent of the teachers dealt with in this study do not perform this teaching activity.

A summary of the data in Table XXVI reveals the
following relative to the teaching activities in general livestock judging:

Crucial teaching activities in general livestock judging

1. Teaching all students general livestock judging as an organized instructional unit
2. Visiting with students at home for purposes of general livestock judging
3. Taking field tours with students within the community for purposes of judging
4. Visiting institutions of higher learning to provide laboratory for judging
5. Teaching general livestock judging as it pertains to the growth and development of the general livestock enterprise in the community
6. Teaching general livestock judging by using charts, graphs, slides, etc.

Non-crucial teaching activities in general livestock judging

1. Training only team members for contest purposes

The data in Table XXVII, on the following page, of this study deals with the teaching activities in the practice of meat identification instruction.

The data in Table XXVII indicate that teaching all students the wholesale cuts of meat as an organized instructional unit, as a teaching activity, appears 68 or 46.6 per cent of the times as essential, 69 or 47.3 per cent of the times as desirable, and 2 or 1.3 per cent of the times as undesirable. Seven or 4.8 per cent of the teachers included in this study do not perform this teaching activity.
<table>
<thead>
<tr>
<th>Teaching Activities</th>
<th>Rating as to Importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Essential</td>
</tr>
<tr>
<td></td>
<td>No. %</td>
</tr>
<tr>
<td>Teaching all students the wholesale cuts of meat as an organized instructional unit</td>
<td>68 46.6</td>
</tr>
<tr>
<td>Training only team members for contest purposes</td>
<td>20 13.7</td>
</tr>
<tr>
<td>Teaching students the relative value of wholesale cuts of meat</td>
<td>39 26.7</td>
</tr>
<tr>
<td>Teaching students food preservation in conjunction with meat identification</td>
<td>33 22.6</td>
</tr>
<tr>
<td>Visiting local meat markets for purposes of comparing methods of cutting</td>
<td>32 21.9</td>
</tr>
<tr>
<td>Conducting an organized class in meat cutting at the local school community center</td>
<td>27 18.5</td>
</tr>
<tr>
<td>Teaching students how to calculate dressing per cent in the laboratory</td>
<td>16 11.0</td>
</tr>
<tr>
<td>Teaching students the effects of good feeding practices as it relates to the quality of meat produced</td>
<td>35 24.0</td>
</tr>
<tr>
<td>Teaching health and nutrition as an organized instructional unit</td>
<td>39 26.7</td>
</tr>
<tr>
<td>Using visual aids in teaching meat identification</td>
<td>42 28.8</td>
</tr>
</tbody>
</table>

*Denotes that activity is not performed
Training only team members for contest purposes, as a teaching activity, appears 20 or 13.7 per cent of the times as essential, 23 or 15.8 per cent of the times as desirable, and 59 or 40.4 per cent of the times as undesirable. Forty-four or 30.1 per cent of the teachers represented in this study indicate that they do not perform this teaching activity.

Teaching students the relative value of wholesale cuts of meat, as a teaching activity, appears 39 or 26.7 per cent of the times as essential, 96 or 65.8 per cent of the times as desirable, and 2 or 1.3 per cent of the times as undesirable. Nine or 6.2 per cent of the teachers represented in this study do not perform this teaching activity.

Teaching students food preservation in conjunction with meat identification, as a teaching activity, appears 33 or 22.6 per cent of the times as essential, 81 or 55.5 per cent of the times as desirable, and 8 or 5.5 per cent of the times as undesirable. Twenty-four or 16.4 per cent of the teachers included in this study indicate that they do not perform this teaching activity.

Visiting local meat markets for purposes of comparing methods of cutting, as a teaching activity, appears 32 or 21.9 per cent of the times as essential, 94 or 64.4 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. Twenty or 13.7 per cent of the teachers included in this study do not perform this teaching activity.

Conducting an organized class in meat cutting at the
local school community center, as a teaching activity, appears 27 or 18.5 per cent of the times as essential, 66 or 45.2 per cent of the times as desirable, and 5 or 3.4 per cent of the times as undesirable. Forty-eight or 32.9 per cent of the teachers represented in this study reveal that they do not perform this teaching activity.

Teaching students how to calculate dressing per cent in the laboratory, as a teaching activity, appears 16 or 11.0 per cent of the times as essential, 88 or 60.3 per cent of the times as desirable, and 2 or 1.3 per cent of the times as undesirable. Forty or 27.4 per cent of the teachers included in this study do not perform this teaching activity.

Teaching students the effects of good feeding practices as it relates to the quality of meat produced, as a teaching activity, appears 35 or 24.0 per cent of the times as essential, 101 or 69.2 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. Ten or 6.8 per cent of the teachers included in this study indicate that they do not perform this teaching activity.

Teaching health and nutrition as an organized instructional unit, as a teaching activity, appears 39 or 26.7 per cent of the times as essential, 87 or 59.6 per cent of the times as desirable, and 1 or .7 per cent of the times as undesirable. Nineteen or 13.0 per cent of the teachers represented in this study indicate that they do not perform this teaching activity.
Using visual aids in teaching meat identification, as a teaching activity, appears 42 or 28.8 per cent of the times as essential, 92 or 63.0 per cent of the times as desirable, and 4 or 2.7 per cent of the times as undesirable. Eight or 5.5 per cent of the teachers dealt with in this study do not perform this teaching activity.

A summary of the data in Table XXVII indicates the following relative to the teaching activities in the practice of meat identification:

Crucial teaching activities in meat identification
1. Teaching all students the wholesale cuts of meat as an organized instructional unit
2. Teaching students the relative value of wholesale cuts of meat
3. Teaching students food preservation in conjunction with meat identification
4. Visiting local meat markets for purposes of comparing methods of cutting
5. Teaching students the effects of good feeding practices as it relates to the quality of meat produced
6. Teaching health and nutrition as an organized instructional unit
7. Using visual aids in teaching meat identification

Non-crucial teaching activities in meat identification
1. Training only team members for contest purposes
2. Conducting an organized class in meat cutting at the local school community center
3. Teaching students how to calculate dressing per cent in the laboratory
Table XXVIII

Teaching Activities in Milk and Milk-Product Judging

<table>
<thead>
<tr>
<th>Teaching Activities</th>
<th>Rating as to Importance</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Essential</td>
<td>Desirable</td>
<td>Undesirable</td>
<td>No.*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Teaching milk and milk-product judging as an organized instructional unit to all students</td>
<td>37</td>
<td>25.3</td>
<td>69</td>
<td>47.3</td>
<td>3</td>
</tr>
<tr>
<td>Teaching only team members to become proficient in judging milk and milk products</td>
<td>10</td>
<td>6.8</td>
<td>23</td>
<td>15.8</td>
<td>54</td>
</tr>
<tr>
<td>Visiting local dairies to observe methods of handling milk</td>
<td>30</td>
<td>20.5</td>
<td>66</td>
<td>45.7</td>
<td>8</td>
</tr>
<tr>
<td>Visiting local creamery to observe methods of handling milk and milk products</td>
<td>29</td>
<td>19.9</td>
<td>67</td>
<td>45.9</td>
<td>9</td>
</tr>
<tr>
<td>Using visual aids in teaching milk and milk product judging</td>
<td>30</td>
<td>20.5</td>
<td>68</td>
<td>46.6</td>
<td>8</td>
</tr>
<tr>
<td>Conducting a demonstration on milk testing in the laboratory</td>
<td>20</td>
<td>13.7</td>
<td>75</td>
<td>51.4</td>
<td>1</td>
</tr>
<tr>
<td>Teaching students the sanitary production and disposition of market milk</td>
<td>43</td>
<td>29.5</td>
<td>73</td>
<td>50.0</td>
<td>2</td>
</tr>
<tr>
<td>Teaching students how to make milk products in the laboratory</td>
<td>12</td>
<td>8.2</td>
<td>49</td>
<td>33.6</td>
<td>10</td>
</tr>
<tr>
<td>Teaching students health and nutrition as it pertains to milk and milk products</td>
<td>32</td>
<td>21.9</td>
<td>76</td>
<td>52.1</td>
<td>10</td>
</tr>
</tbody>
</table>

*Denotes that activity is not performed
The data in Table XXVIII in this study deal with the teaching activities in milk and milk products judging.

The data in Table XXVIII indicate that teaching milk and milk-product judging as an organized instructional unit to all students, as a teaching activity, appears 37 or 25.3 per cent of the times as essential, 69 or 47.3 per cent of the times as desirable, and 3 or 2.1 per cent of the times as undesirable. Thirty-seven or 25.3 per cent of the teachers dealt with in this study indicate that they do not perform this teaching activity.

Teaching only team members to become proficient in judging milk and milk-products, as a teaching activity, appears 10 or 6.8 per cent of the times as essential, 23 or 15.8 per cent of the times as desirable, and 54 or 37.0 per cent of the times as undesirable. Fifty-nine or 40.4 per cent of the teachers included in this study do not perform this teaching activity.

Visiting local dairies to observe methods of handling milk, as a teaching activity, appears 30 or 20.5 per cent of the times as essential, 66 or 45.7 per cent of the times as desirable, and 8 or 5.5 per cent of the times as undesirable. Forty-two or 28.8 per cent of the teachers included in this study do not perform this teaching activity.

Visiting the local creamery to observe methods of handling milk and milk products, as a teaching activity, appears 29 or 19.9 per cent of the times as essential, 67 or
45.9 per cent of the times as desirable, and 9 or 6.1 per cent of the times as undesirable. Forty-one or 28.1 per cent of the teachers included in this study do not perform this teaching activity.

Using visual aids in teaching milk and milk-product judging, as a teaching activity, appears 30 or 20.5 per cent of the times as essential, 68 or 46.6 per cent of the times as desirable, and 8 or 5.5 per cent of the times as undesirable. Forty or 27.4 per cent of the teachers of vocational agriculture represented in this study reveal that they do not perform this teaching activity.

Conducting a demonstration on milk testing in the laboratory, as a teaching activity, appears 20 or 13.7 per cent of the times as essential, 75 or 51.4 per cent of the times as desirable, and 1 or .7 per cent of the times as undesirable. Fifty or 34.2 per cent of the teachers included in this study indicate that they do not perform this teaching activity.

Teaching students the sanitary production and disposition of market milk, as a teaching activity, appears 43 or 29.5 per cent of the times as essential, 73 or 50.0 per cent of the times as desirable, and 2 or 1.3 per cent of the times as undesirable. Twenty-eight or 19.2 per cent of the teachers included in this study do not perform this teaching activity.

Teaching students how to make milk products in the
laboratory, as a teaching activity, appears 12 or 8.2 per cent of the times as essential, 49 or 33.6 per cent of the times as desirable, and 10 or 6.8 per cent of the times as undesirable. Seventy-five or 51.4 per cent of the teachers included in this study do not perform this teaching activity.

Teaching students health and nutrition as it pertains to milk and milk products, as a teaching activity, appears 32 or 21.9 per cent of the times as essential, 76 or 52.1 per cent of the times as desirable, and 10 or 6.8 per cent of the times as undesirable. Twenty-eight or 19.2 per cent of the teachers represented in this study do not perform this teaching activity.

A summary of the data in Table XXVIII reveals the following relative to the teaching activities in milk and milk-product judging:

**Crucial teaching activities in milk and milk-product judging**

1. Teaching students the sanitary production and disposition of market milk

**Non-crucial teaching activities in milk and milk-product judging**

1. Teaching milk and milk-product judging as an organized instructional unit to all students
2. Teaching only team members to become proficient in judging milk and milk products
3. Visiting local dairies to observe methods of handling milk and milk products
4. Visiting local creamery to observe methods of handling milk and milk products
5. Using visual aids in teaching milk and milk-product judging
6. Conducting a demonstration on milk testing in the laboratory
7. Teaching students how to make milk products in the laboratory
8. Teaching students health and nutrition as it pertains to milk and milk products

Poultry production in Louisiana has increased in significance during the past five years. The production of poultry for meat and eggs has become a major enterprise for some areas in Louisiana. Probably the greatest single factor for the increased emphasis on poultry production is the development of improved drugs for purposes of combating certain diseases.

In as much as the greatest emphasis thus far in poultry judging centers around the laying flock, the writer includes more teaching activities in this area of poultry production.

Table XXIX of this study considers the teaching activities in poultry judging.

The data in Table XXIX show that teaching all students poultry judging as an organized instructional unit, as a teaching activity, appears 82 or 56.2 per cent of the times as essential, 57 or 39.0 per cent of the times as desirable, and 1 or .7 per cent of the times as undesirable. Six or 4.1 per cent of the teachers included in this study do not perform
Table XXIX

Teaching Activities in Poultry Judging

<table>
<thead>
<tr>
<th>Teaching Activities</th>
<th>Essential No.</th>
<th>Essential %</th>
<th>Desirable No.</th>
<th>Desirable %</th>
<th>Undesirable No.</th>
<th>Undesirable %</th>
<th>0* No.</th>
<th>0* %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching all students poultry judging as an organized instructional unit</td>
<td>82</td>
<td>56.2</td>
<td>57</td>
<td>39.0</td>
<td>1</td>
<td>.7</td>
<td>6</td>
<td>4.1</td>
</tr>
<tr>
<td>Teaching only team members to become proficient in poultry judging</td>
<td>18</td>
<td>12.3</td>
<td>25</td>
<td>17.1</td>
<td>63</td>
<td>43.2</td>
<td>40</td>
<td>27.4</td>
</tr>
<tr>
<td>Visiting local flocks for purposes of poultry judging</td>
<td>54</td>
<td>37.0</td>
<td>77</td>
<td>52.7</td>
<td>6</td>
<td>4.1</td>
<td>9</td>
<td>6.2</td>
</tr>
<tr>
<td>Teaching health and nutrition as it relates to poultry consumption</td>
<td>40</td>
<td>27.4</td>
<td>78</td>
<td>53.4</td>
<td>5</td>
<td>3.4</td>
<td>23</td>
<td>15.8</td>
</tr>
<tr>
<td>Visiting with students on home farms for purposes of teaching judging</td>
<td>41</td>
<td>28.1</td>
<td>87</td>
<td>59.6</td>
<td>6</td>
<td>4.1</td>
<td>12</td>
<td>8.2</td>
</tr>
<tr>
<td>Teaching students the value of feed and breeding in the production of eggs and meat</td>
<td>59</td>
<td>40.4</td>
<td>76</td>
<td>52.1</td>
<td>4</td>
<td>2.7</td>
<td>7</td>
<td>4.8</td>
</tr>
<tr>
<td>Teaching students how to dress poultry in the local community center</td>
<td>16</td>
<td>11.0</td>
<td>63</td>
<td>43.2</td>
<td>10</td>
<td>6.8</td>
<td>57</td>
<td>39.0</td>
</tr>
<tr>
<td>Teaching students how to preserve poultry meat in the local community center</td>
<td>15</td>
<td>10.3</td>
<td>73</td>
<td>50.0</td>
<td>4</td>
<td>2.7</td>
<td>54</td>
<td>37.0</td>
</tr>
<tr>
<td>Teaching all students how to grade eggs</td>
<td>37</td>
<td>25.3</td>
<td>87</td>
<td>59.6</td>
<td>6</td>
<td>4.1</td>
<td>16</td>
<td>11.0</td>
</tr>
<tr>
<td>Using visual aids in teaching poultry judging</td>
<td>48</td>
<td>32.9</td>
<td>93</td>
<td>63.7</td>
<td>0</td>
<td>0.0</td>
<td>5</td>
<td>3.4</td>
</tr>
</tbody>
</table>

*Denotes that activity is not performed
this teaching activity.

Teaching only team members to become proficient in poultry judging, as a teaching activity, appears 18 or 12.3 per cent of the times as essential, 25 or 17.1 per cent of the times as desirable, and 63 or 43.2 per cent of the times as undesirable. Forty or 27.4 per cent of the teachers represented in this study indicate that they do not perform this teaching activity.

Visiting local flocks for purposes of poultry judging, as a teaching activity, appears 54 or 37.0 per cent of the times as essential, 77 or 52.7 per cent of the times as desirable, and 6 or 4.1 per cent of the times as undesirable. Nine or 6.2 per cent of the teachers represented in this study do not perform this teaching activity.

Teaching health and nutrition as it relates to poultry consumption, as a teaching activity, appears 40 or 27.4 per cent of the times as essential, 78 or 53.4 per cent of the times as desirable, and 5 or 3.4 per cent of the times as undesirable. Twenty-three or 15.8 per cent of the teachers dealt with in this study do not perform this teaching activity.

Visiting with students on home farms for purposes of teaching judging, as a teaching activity, appears 41 or 28.1 per cent of the times as essential, 87 or 59.6 per cent of the times as desirable, and 6 or 4.1 per cent of the times as undesirable. Twelve or 8.2 per cent of the teachers included in this study reveal that they do not perform this
teaching activity.

Teaching students the value of feed and breeding in the production of eggs and meat, as a teaching activity, appears 59 or 40.4 per cent of the times as essential, 76 or 52.1 per cent of the times as desirable, and 4 or 2.7 per cent of the times as undesirable. Only 7 or 4.8 per cent of the teachers represented in this study indicate that they do not perform this teaching activity.

Teaching students how to dress poultry in the local community center, as a teaching activity, appears 16 or 11.0 per cent of the times as essential, 63 or 43.2 per cent of the times as desirable, and 10 or 6.8 per cent of the times as undesirable. Fifty-seven or 39.0 per cent of the teachers represented in this study reveal that they do not perform this teaching activity.

Teaching students how to preserve poultry meat in the local community center, as a teaching activity, appears 15 or 10.3 per cent of the times as essential, 73 or 50.0 per cent of the times as desirable, and 4 or 2.7 per cent of the times as undesirable. As many as 54 or 37.0 per cent of the teachers of vocational agriculture included in this study indicate that they do not perform this teaching activity.

Teaching all students how to grade eggs, as a teaching activity, appears 37 or 25.3 per cent of the times as essential, 87 or 59.6 per cent of the times as desirable, and 6 or 4.1 per cent of the times as undesirable. Sixteen or 11.0 per cent of the teachers dealt with in this study do not
perform this teaching activity.

Using visual aids in teaching poultry judging, as a teaching activity, appears 48 or 32.9 per cent of the times as essential, 93 or 63.7 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. Five or 3.4 per cent of the teachers represented in this study do not perform this teaching activity.

A summary of the data in Table XXIX indicates the following relative to the teaching activities in poultry judging:

Crucial teaching activities in poultry judging
1. Teaching all students poultry judging as an organized unit
2. Visiting local flocks for purposes of poultry judging
3. Teaching health and nutrition as it relates to poultry consumption
4. Visiting with students on home farms for purposes of teaching judging
5. Teaching students the value of feed and breeding in the production of eggs and meat
6. Teaching all students how to grade eggs
7. Using visual aids in teaching poultry judging

Non-crucial teaching activities in poultry judging
1. Teaching only team members to become proficient in poultry judging
2. Teaching students how to dress poultry in the local community center
3. Teaching students how to preserve poultry meat in the local community center
<table>
<thead>
<tr>
<th>Teaching Activities</th>
<th>Essential No.</th>
<th>Essential %</th>
<th>Desirable No.</th>
<th>Desirable %</th>
<th>Undesirable No.</th>
<th>Undesirable %</th>
<th>O* No.</th>
<th>O* %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teaching all students units in parliamentary procedure as an organized instructional unit</td>
<td>104</td>
<td>71.2</td>
<td>42</td>
<td>28.8</td>
<td>0</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Teaching only team members to become proficient in parliamentary procedure</td>
<td>16</td>
<td>11.0</td>
<td>26</td>
<td>17.8</td>
<td>70</td>
<td>47.9</td>
<td>34</td>
<td>23.3</td>
</tr>
<tr>
<td>Conducting demonstrations before groups for purposes of teaching groups how to properly conduct meetings</td>
<td>57</td>
<td>39.0</td>
<td>79</td>
<td>54.1</td>
<td>1</td>
<td>0.7</td>
<td>9</td>
<td>6.2</td>
</tr>
<tr>
<td>Providing extra periods after school hours for team practice</td>
<td>37</td>
<td>23.3</td>
<td>73</td>
<td>50.0</td>
<td>14</td>
<td>9.6</td>
<td>22</td>
<td>15.1</td>
</tr>
<tr>
<td>Selecting the best students from all classes to be members of the participating team</td>
<td>67</td>
<td>45.9</td>
<td>67</td>
<td>45.9</td>
<td>5</td>
<td>3.4</td>
<td>7</td>
<td>4.8</td>
</tr>
<tr>
<td>Providing for team practice during regular agriculture period</td>
<td>31</td>
<td>21.2</td>
<td>61</td>
<td>41.8</td>
<td>29</td>
<td>19.9</td>
<td>25</td>
<td>17.1</td>
</tr>
<tr>
<td>Teaching parliamentary procedure during certain periods each year in vocational agriculture</td>
<td>48</td>
<td>32.9</td>
<td>81</td>
<td>55.5</td>
<td>6</td>
<td>4.1</td>
<td>11</td>
<td>7.5</td>
</tr>
<tr>
<td>Providing frequent opportunities during meetings for student participation in parliamentary procedure</td>
<td>59</td>
<td>40.4</td>
<td>80</td>
<td>54.8</td>
<td>0</td>
<td>0.0</td>
<td>7</td>
<td>4.8</td>
</tr>
<tr>
<td>Providing frequent opportunities in the classroom for use of parliamentary procedure</td>
<td>40</td>
<td>27.4</td>
<td>88</td>
<td>60.3</td>
<td>10</td>
<td>6.8</td>
<td>8</td>
<td>5.5</td>
</tr>
<tr>
<td>Limiting parliamentary procedure contests to ninth grade students</td>
<td>5</td>
<td>3.4</td>
<td>24</td>
<td>16.4</td>
<td>69</td>
<td>47.3</td>
<td>48</td>
<td>32.9</td>
</tr>
</tbody>
</table>

*Denotes that activity is not performed
In Table XXX of this study, the author offers for consideration the teaching activities in the teaching of parliamentary procedure.

The data in Table XXX indicate that teaching all students units in parliamentary procedure as an organized instructional unit, as a teaching activity, appears 104 or 71.2 per cent of the times as essential, 42 or 28.8 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. All teachers included in this study indicate that they perform this teaching activity.

Teaching only team members to become proficient in parliamentary procedure, as a teaching activity, appears 16 or 11.0 per cent of the times as essential, 26 or 17.8 per cent of the times as desirable, and 70 or 47.9 per cent of the times as undesirable. Thirty-four or 23.3 per cent of the teachers represented in this study do not perform this teaching activity.

Conducting demonstrations before groups for purposes of teaching groups how to properly conduct meetings, as a teaching activity, appears 57 or 39.0 per cent of the times as essential, 79 or 54.1 per cent of the times as desirable, and 1 or .7 per cent of the times as undesirable. Nine or 6.2 per cent of the teachers represented in this study do not perform this teaching activity.

Providing extra periods after school hours for team practice, as a teaching activity, appears 37 or 23.3 per cent
of the times as essential, 73 or 50.0 per cent of the times as desirable, and 14 or 9.6 per cent of the times as undesirable. Twenty-two or 15.1 per cent of the teachers included in this study indicate that they do not perform this teaching activity.

Selecting the best students from all classes to be members of the participating team, as a teaching activity, appears 67 or 45.9 per cent of the times as essential, 67 or 45.9 per cent of the times as desirable, and 5 or 3.4 per cent of the times as undesirable. Seven or 4.8 per cent of the teachers represented in this study do not perform this teaching activity.

Providing team practice during regular agriculture period, as a teaching activity, appears 31 or 21.2 per cent of the times as essential, 61 or 41.8 per cent of the times as desirable, and 29 or 19.9 per cent of the times as undesirable. Twenty-five or 17.1 per cent of the teachers of vocational agriculture included in this study do not perform this teaching activity.

Teaching parliamentary procedure during certain periods each year in vocational agriculture, as a teaching activity, appears 48 or 32.9 per cent of the times as essential, 81 or 55.5 per cent of the times as desirable, and 6 or 4.1 per cent of the times as undesirable. Eleven or 7.5 per cent of the teachers of vocational agriculture represented in this study indicate that they do not perform this teaching activity.
activity.

Providing frequent opportunities during meetings for student participation in parliamentary procedure, as a teaching activity, appears 59 or 40.4 per cent of the times as essential, 80 or 54.8 per cent of the times as desirable, and 0 or 0.0 per cent of the time as undesirable. Seven or 4.8 per cent of the teachers dealt with in this study do not perform this teaching activity.

Providing frequent opportunities in the classroom for use of parliamentary procedure, as a teaching activity, appears 40 or 27.4 per cent of the times as essential, 88 or 60.3 per cent of the times as desirable, and 10 or 6.8 per cent of the times as undesirable. Eight or 5.5 per cent of the teachers included in this study reveal that they do not perform this teaching activity.

Limiting parliamentary procedure contests to ninth grade students, as a teaching activity, appears 5 or 3.4 per cent of the times as essential, 24 or 16.4 per cent of the times as desirable, and 69 or 47.3 per cent of the times as undesirable. Forty-eight or 32.9 per cent of the teachers included in this study do not perform this teaching activity.

A summary of the data in Table XXX shows the following relative to the teaching activities in teaching parliamentary procedure:

Crucial teaching activities in teaching parliamentary procedure
1. Teaching all students units in parliamentary procedure

2. Conducting demonstrations before groups for purposes of teaching groups how to properly conduct meetings

3. Selecting the best students from all classes to be members of the participating team

4. Teaching parliamentary procedure during certain periods each year in vocational agriculture

5. Providing frequent opportunities during meetings for student participation in parliamentary procedure

6. Providing frequent opportunities in the classroom for use of parliamentary procedure

Non-crucial teaching activities in teaching parliamentary procedure

1. Teaching only team members to become proficient in parliamentary procedure

2. Providing extra periods after school hours for team practice

3. Providing for team practice during regular agriculture period

4. Limiting parliamentary procedure contests to ninth grade students

Table XXXI, on the following page, deals with the teaching activities in public speaking.

The data in Table XXXI indicate that teaching all students to write and deliver a speech and selecting the best for contest purposes, as a teaching activity, appears 65 or 44.5 per cent of the times as essential, 57 or 39.0 per cent of the times as desirable, and 4 or 2.8 per cent of the times as undesirable. Twenty or 13.7 per cent of the teachers
<table>
<thead>
<tr>
<th>Teaching Activities</th>
<th>Essential</th>
<th>Desirable</th>
<th>Undesirable</th>
<th>O*</th>
</tr>
</thead>
<tbody>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Teaching all students to write and deliver a speech and selecting the best for contest purposes</td>
<td>65</td>
<td>44.5</td>
<td>57</td>
<td>39.0</td>
</tr>
<tr>
<td>Teaching only public speaker to write and deliver speech</td>
<td>9</td>
<td>6.2</td>
<td>17</td>
<td>11.6</td>
</tr>
<tr>
<td>Providing opportunities for students to speak before assemblies, clubs, etc.</td>
<td>45</td>
<td>30.8</td>
<td>83</td>
<td>56.8</td>
</tr>
<tr>
<td>Securing expert advice and help in writing the speech to be delivered</td>
<td>32</td>
<td>21.9</td>
<td>60</td>
<td>41.1</td>
</tr>
<tr>
<td>Providing an opportunity for the student to organize and do research before writing his speech</td>
<td>70</td>
<td>47.9</td>
<td>63</td>
<td>43.2</td>
</tr>
<tr>
<td>Assisting the student in organization, phrasing, and grammar, but the student to do the actual writing</td>
<td>62</td>
<td>42.5</td>
<td>74</td>
<td>50.7</td>
</tr>
<tr>
<td>To work with speaker after school hours for purposes of improving delivery</td>
<td>36</td>
<td>24.7</td>
<td>86</td>
<td>58.9</td>
</tr>
<tr>
<td>Providing opportunities during class periods for student to demonstrate his ability to speak before groups</td>
<td>44</td>
<td>30.1</td>
<td>85</td>
<td>58.2</td>
</tr>
<tr>
<td>Using visual aids in teaching public speaking to all classes</td>
<td>16</td>
<td>11.0</td>
<td>86</td>
<td>58.9</td>
</tr>
<tr>
<td>Providing opportunity for speaker to deliver speech on radio</td>
<td>23</td>
<td>15.8</td>
<td>79</td>
<td>54.1</td>
</tr>
<tr>
<td>Providing opportunity for speaker to deliver speech on public address system in school</td>
<td>27</td>
<td>18.5</td>
<td>87</td>
<td>59.6</td>
</tr>
</tbody>
</table>

*Denotes that activity is not performed
included in this study do not perform this teaching activity.

Teaching only public speaker to write and deliver speech, as a teaching activity, appears 9 or 6.2 per cent of the times as essential, 17 or 11.6 per cent of the times as desirable, and 69 or 47.3 per cent of the times as undesirable. Fifty-one or 34.9 per cent of the teachers represented in this study do not perform this teaching activity.

Providing opportunities for students to speak before assemblies, clubs, etc., as a teaching activity, appears 45 or 30.8 per cent of the times as essential, 83 or 56.8 per cent of the times as desirable, and 9 or 6.2 per cent of the times as undesirable. Only 9 or 6.2 per cent of the teachers represented in this study indicate that they do not perform this teaching activity.

Securing expert advice and help in writing the speech to be delivered, as a teaching activity, appears 32 or 21.9 per cent of the times as essential, 60 or 41.1 per cent of the times as desirable, and 26 or 17.8 per cent of the times as undesirable. Twenty-eight or 19.2 per cent of the teachers included in this study reveal that they do not perform this teaching activity.

Providing an opportunity for the student to organize and do research before writing his speech, as a teaching activity, appears 70 or 47.9 per cent of the times as essential, 63 or 43.2 per cent of the times as desirable, and 1 or .7 per cent of the times as undesirable. Twelve or 8.2
per cent of the teachers included in this study do not perform this teaching activity.

Assisting the student in organization, phrasing, and grammar, but the student to do the actual writing, as a teaching activity, appears 62 or 42.5 per cent of the times as essential, 74 or 50.7 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. Ten or 6.8 per cent of the teachers represented in this study do not perform this teaching activity.

To work with speaker after school hours for purposes of improving delivery, as a teaching activity, appears 36 or 24.7 per cent of the times as essential, 86 or 58.9 per cent of the times as desirable, and 7 or 4.8 per cent of the times as undesirable. Seventeen or 11.6 per cent of the teachers of vocational agriculture included in this study reveal that they do not perform this teaching activity.

Providing opportunities during class periods for student to demonstrate his ability to speak before groups, as a teaching activity, appears 44 or 30.1 per cent of the times as essential, 85 or 58.2 per cent of the times as desirable, and 9 or 6.2 per cent of the times as undesirable. Only 8 or 5.5 per cent of the teachers represented in this study do not perform this teaching activity.

Using visual aids in teaching public speaking to all classes, as a teaching activity, appears 16 or 11.0 per cent of the times as essential, 86 or 58.9 per cent of the times
as desirable, and 6 or 4.1 per cent of the times as undesirable. As many as 38 or 26.0 per cent of the teachers represented in this study indicate that they do not perform this teaching activity.

Providing opportunity for speaker to deliver speech on radio, as a teaching activity, appears 23 or 15.8 per cent of the times as essential, 79 or 54.1 per cent of the times as desirable, and 7 or 4.8 per cent of the times as undesirable. Thirty-seven or 25.3 per cent of the teachers included in this study do not perform this teaching activity.

Providing opportunity for speaker to deliver speech on public address system in school, as a teaching activity, appears 27 or 18.5 per cent of the times as essential, 87 or 59.6 per cent of the times as desirable, and 4 or 2.7 per cent of the times as undesirable. Twenty-eight or 19.2 per cent of the teachers dealt with in this study do not perform this teaching activity.

A summary of the data in Table XXXI shows the following relative to the teaching activities in public speaking:

Crucial teaching activities in public speaking

1. Teaching all students to write and deliver a speech and selecting the best for contest purposes

2. Providing opportunities for students to speak before assemblies, clubs, etc.

3. Providing an opportunity for the student to organize and do research before writing his speech
4. Assisting the student in organization, phrasing, and grammar, but the student to do the actual writing

5. To work with the speaker after school hours for purposes of improving delivery

6. Providing opportunities during class periods for student to demonstrate his ability to speak before groups

7. Providing opportunity for speaker to deliver speech on public address system in school

Non-crucial teaching activities in public speaking

1. Teaching only public speaker to write and deliver speech

2. Securing expert advice and help in writing the speech to be delivered

3. Using visual aids in teaching public speaking to all classes

4. Providing opportunity for speaker to deliver speech on radio

One of the most important and often neglected areas in the vocational agricultural program is the summer program. Teachers of vocational agriculture have a tremendous number of teaching activities to perform during the regular school year; the summer period offers some consolation in this regard. However, it is of the utmost importance that teachers capitalize on the additional time available for purposes of improving certain weaker aspects of their programs.

In addition, the summer period offers a challenge to each teacher in using his training, initiative, and ambition towards offering a more intense program of vocational agriculture to his community. It is for this purpose that teachers
of vocational agriculture are employed on a twelve-month basis.

In order for the teacher to provide the continuity necessary between school sessions, it appears necessary to formulate a flexible plan of operation for the summer program.

The data in Table XXXII, on the following page, deal with some of the teaching activities of teachers of vocational agriculture in the summer program.

The data in Table XXXII reveal that maintaining a closer contact with your vocational agriculture students during summer months, as a teaching activity, appears 77 or 52.7 per cent of the times as essential, 69 or 47.3 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. All teachers of vocational agriculture included in this study indicate that they perform this teaching activity.

Contacting all former students with the intent of recruiting them in young farmer classes, as a teaching activity, appears 34 or 23.3 per cent of the times as essential, 97 or 66.4 per cent of the times as desirable, and 7 or 4.8 per cent of the times as undesirable. Only 8 or 5.5 per cent of the teachers represented in this study do not perform this teaching activity.

Spending additional time in recruiting other young farmer prospects during summer months, as a teaching activity, appears 26 or 17.8 per cent of the times as essential, 100 or 68.5 per cent of the times as desirable, and 9 or 6.2 per cent
<table>
<thead>
<tr>
<th>Teaching Activities</th>
<th>Rating as to Importance</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Essential</td>
<td>Desirable</td>
<td>Undesirable</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Maintaining a closer contact with your vocational agriculture students during summer months</td>
<td></td>
<td>77</td>
<td>52.7</td>
<td>69</td>
<td>47.3</td>
</tr>
<tr>
<td>Contacting all former students with the intent of recruiting them in young farmer classes</td>
<td></td>
<td>34</td>
<td>23.3</td>
<td>97</td>
<td>66.4</td>
</tr>
<tr>
<td>Spending additional time recruiting other young farmer prospects during summer months</td>
<td></td>
<td>26</td>
<td>17.8</td>
<td>100</td>
<td>68.5</td>
</tr>
<tr>
<td>Making and analyzing at least three enterprise surveys each year during summer for use in teaching</td>
<td></td>
<td>18</td>
<td>12.3</td>
<td>95</td>
<td>65.1</td>
</tr>
<tr>
<td>Attending leadership training conference with officers of Future Farmer Chapter</td>
<td></td>
<td>73</td>
<td>50.0</td>
<td>68</td>
<td>46.6</td>
</tr>
<tr>
<td>Securing services of soil testing laboratory for purposes of analyzing soil samples in the community</td>
<td></td>
<td>36</td>
<td>24.7</td>
<td>97</td>
<td>66.4</td>
</tr>
<tr>
<td>Holding special summer meetings with officers to improve their leadership ability</td>
<td></td>
<td>33</td>
<td>22.6</td>
<td>88</td>
<td>60.3</td>
</tr>
<tr>
<td>Teaching young farmer and adult groups during summer months</td>
<td></td>
<td>36</td>
<td>24.7</td>
<td>92</td>
<td>63.0</td>
</tr>
<tr>
<td>Conducting and analyzing at least three general farm surveys for use in teaching</td>
<td></td>
<td>12</td>
<td>8.2</td>
<td>92</td>
<td>63.0</td>
</tr>
</tbody>
</table>

*Denotes that activity is not performed
of the times as undesirable. Eleven or 7.5 per cent of the teachers of vocational agriculture dealt with in this study do not perform this teaching activity.

Making and analyzing at least three enterprise surveys each year during summer for use in teaching, as a teaching activity, appears 18 or 12.3 per cent of the times as essential, 95 or 65.1 per cent of the times as desirable, and 9 or 5.5 per cent of the times as undesirable. Twenty-five or 17.1 per cent of the teachers represented in this study indicate that they do not perform this teaching activity.

Attending leadership training conference with officers of Future Farmer Chapter, as a teaching activity, appears 73 or 50.0 per cent of the times as essential, 68 or 46.6 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. Only 5 or 3.4 per cent of the teachers included in this study reveal that they do not perform this teaching activity.

Securing services of soil testing laboratory for purposes of analyzing soil samples in the community, as a teaching activity, appears 36 or 24.7 per cent of the times as essential, 97 or 66.4 per cent of the times as desirable, and 7 or 4.8 per cent of the times as undesirable. Only 6 or 4.1 per cent of the teachers represented in this study do not perform this teaching activity.

Holding special summer meetings with officers to improve their leadership ability, as a teaching activity,
appears 33 or 22.6 per cent of the times as essential, 88 or 60.3 per cent of the times as desirable, and 5 or 3.4 per cent of the times as undesirable. Twenty or 13.7 per cent of the teachers included in this study indicate that they do not perform this teaching activity.

Teaching young farmer and adult groups during summer months, as a teaching activity, appears 36 or 24.7 per cent of the times as essential, 92 or 63.0 per cent of the times as desirable, and 4 or 2.7 per cent of the times as undesirable. Fourteen or 9.6 per cent of the teachers included in this study do not perform this teaching activity.

Conducting and analyzing at least three general farm surveys for use in teaching, as a teaching activity, appears 12 or 8.2 per cent of the times as essential, 92 or 63.0 per cent of the times as desirable, and 7 or 4.8 per cent of the times as undesirable. As many as 35 or 24.0 per cent of the teachers of vocational agriculture represented in this study indicate that they do not perform this teaching activity.

A summary of the data in Table XXXII indicate the following relative to the teaching activities in the summer program:

Crucial teaching activities in the summer program

1. Maintaining a closer contact with your vocational agriculture students during the summer months

2. Contacting all former students with the intent of recruiting them in young farmer classes
3. Spending additional time recruiting other young farmer prospects during summer months

4. Making and analyzing at least three enterprise surveys each year during summer for use in teaching

5. Attending leadership training conference with officers of Future Farmer Chapter

6. Securing services of soil testing laboratory for purposes of analyzing soil samples in the community

7. Holding special summer meetings with officers to improve their leadership ability

8. Teaching young farmer and adult groups during summer months

Non-crucial teaching activities in the summer program

1. Conducting and analyzing at least three general farm surveys for use in teaching

The advisory council in a department of vocational agriculture can be one of the most valuable assets that a teacher of vocational agriculture has at his command. Table XXXIII of this study shows the number of teachers with and without a functioning advisory council.

Table XXXIII

<table>
<thead>
<tr>
<th>Functioning Advisory Council</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
</tr>
<tr>
<td>Number of Teachers</td>
</tr>
<tr>
<td>-------------------</td>
</tr>
<tr>
<td>Have</td>
</tr>
<tr>
<td>Do Not Have</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

The data in Table XXXIII show that 121 or 82.9 per
cent of the teachers of vocational agriculture in this study have a functioning advisory council, 25 or 17.1 per cent of the teachers in this study do not have a functioning advisory council.

The number of members on the advisory council varies considerably according to the size of the community and the plan of organization used by the local teacher of vocational agriculture. Table XXXIV of this study treats the data concerning the number of members on the advisory council.

Table XXXIV

<table>
<thead>
<tr>
<th>Number on Advisory Council</th>
<th>Number of Teachers</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-5</td>
<td>44</td>
<td>36.4</td>
</tr>
<tr>
<td>6-10</td>
<td>56</td>
<td>46.3</td>
</tr>
<tr>
<td>Over 10</td>
<td>21</td>
<td>17.3</td>
</tr>
<tr>
<td><strong>Total Responses</strong></td>
<td><strong>121</strong></td>
<td><strong>100.0</strong></td>
</tr>
</tbody>
</table>

The data in Table XXXIV reveal that 44 or 36.4 per cent of the teachers of vocational agriculture have advisory councils with a membership of from (1-5) members; 56 or 46.3 per cent, from (6-10); and 21 or 17.3 per cent have a membership of over 10 members.

The data in the table to follow consider the actual method of functioning of the advisory council:
Table XXXV

Functioning of the Advisory Council

<table>
<thead>
<tr>
<th>Method of Functioning</th>
<th>Number of Teachers</th>
<th>Per cent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Function as a Group</td>
<td>116</td>
<td>95.9</td>
</tr>
<tr>
<td>Function as Committees</td>
<td>5</td>
<td>4.1</td>
</tr>
<tr>
<td>Total Responses</td>
<td>121</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The data in Table XXXV indicate that 116 or 95.9 per cent of the teachers of vocational agriculture in this study have advisory councils which function as one single group; only 5 or 4.1 per cent of the teachers have advisory councils which function as various committees.

The data in Table XXXVI of this study, on the following page, deal with teaching activities with the advisory council.

The data in Table XXXVI reveal that use of the advisory council to determine agricultural needs in the community, as a teaching activity, appears 50 or 34.2 per cent of the times as essential, 71 or 48.6 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. Twenty-five or 17.1 per cent of the teachers of vocational agriculture included in this study indicate that they do not perform this teaching activity.

Use of advisory councils to help plan effective, long-time programs, as a teaching activity, appears 42 or 28.8 per cent of the times as essential, 68 or 46.6 per cent of the
Table XXXVI

Teaching Activities with the Advisory Council

<table>
<thead>
<tr>
<th>Teaching Activities</th>
<th>Essential No.</th>
<th>Essential %</th>
<th>Desirable No.</th>
<th>Desirable %</th>
<th>Undesirable No.</th>
<th>Undesirable %</th>
<th>O* No.</th>
<th>O* %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of the advisory council to determine agricultural needs in the community</td>
<td>50</td>
<td>34.2</td>
<td>71</td>
<td>48.6</td>
<td>0</td>
<td>0.0</td>
<td>25</td>
<td>17.1</td>
</tr>
<tr>
<td>Use of advisory councils to help plan effective, annual long-time programs</td>
<td>42</td>
<td>28.8</td>
<td>68</td>
<td>46.6</td>
<td>10</td>
<td>6.8</td>
<td>26</td>
<td>17.8</td>
</tr>
<tr>
<td>Use of advisory council to help coordinate the all-day, young farmer, and adult programs</td>
<td>31</td>
<td>21.2</td>
<td>76</td>
<td>52.1</td>
<td>13</td>
<td>8.9</td>
<td>26</td>
<td>17.9</td>
</tr>
<tr>
<td>Use of the advisory council to help secure finances for interested agricultural students</td>
<td>23</td>
<td>15.8</td>
<td>73</td>
<td>50.0</td>
<td>5</td>
<td>3.4</td>
<td>45</td>
<td>30.8</td>
</tr>
<tr>
<td>Use of the advisory council to help promote the FFA Chapter</td>
<td>37</td>
<td>25.3</td>
<td>82</td>
<td>56.2</td>
<td>0</td>
<td>0.0</td>
<td>27</td>
<td>18.5</td>
</tr>
<tr>
<td>Use of the advisory council in organizing young farmer and adult farmer classes</td>
<td>25</td>
<td>17.1</td>
<td>76</td>
<td>52.1</td>
<td>8</td>
<td>5.5</td>
<td>37</td>
<td>25.3</td>
</tr>
<tr>
<td>Use of advisory council in recruiting members for young farmer and adult programs</td>
<td>24</td>
<td>16.4</td>
<td>75</td>
<td>51.4</td>
<td>7</td>
<td>4.3</td>
<td>40</td>
<td>27.4</td>
</tr>
<tr>
<td>Use of advisory council as a &quot;study group&quot; rather than as a &quot;pressure group&quot;</td>
<td>35</td>
<td>24.0</td>
<td>77</td>
<td>52.7</td>
<td>3</td>
<td>2.1</td>
<td>31</td>
<td>21.2</td>
</tr>
</tbody>
</table>

*Denotes that activity is not performed
times as desirable, and 10 or 6.8 per cent of the times as undesirable. Twenty-six or 17.8 per cent of the teachers represented in this study do not perform this teaching activity.

Use of advisory council to help coordinate the all-day, young farmer, and adult programs, as a teaching activity, appears 31 or 21.2 per cent of the times as essential, 76 or 52.1 per cent of the times as desirable, and 13 or 8.9 per cent of the times as undesirable. Twenty-six or 17.8 per cent of the teachers included in this study do not perform this teaching activity.

Use of the advisory council to help secure finances for interested agricultural students, as a teaching activity, appears 23 or 15.8 per cent of the times as essential, 73 or 50.0 per cent of the times as desirable, and 5 or 3.4 per cent of the times as undesirable. Forty-five or 30.8 per cent of the teachers included in this study indicate that they do not perform this teaching activity.

Use of the advisory council to help promote the FFA Chapter, as a teaching activity, appears 37 or 25.3 per cent of the times as essential, 82 or 56.2 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. Twenty-seven or 18.5 per cent of the teachers of vocational agriculture represented in this study do not perform this teaching activity.

Use of the advisory council in organizing young farmer and adult farmer classes, as a teaching activity,
appears 25 or 17.1 per cent of the times as essential, 76 or 52.1 per cent of the times as desirable, and 8 or 5.5 per cent of the times as undesirable. Thirty-seven or 25.3 per cent of the teachers included in this study reveal that they do not perform this teaching activity.

Use of advisory council in recruiting members for young farmer and adult programs, as a teaching activity, appears 24 or 16.4 per cent of the times as essential, 75 or 51.4 per cent of the times as desirable, and 7 or 4.8 per cent of the times as undesirable. Forty or 27.4 per cent of the teachers included in this study do not perform this teaching activity.

Use of advisory council as a "study group" rather than as a "pressure group", as a teaching activity, appears, 35 or 24.0 per cent of the times as essential, 77 or 52.7 per cent of the times as desirable, and 3 or 2.1 per cent of the times as undesirable. Thirty-one or 21.2 per cent of the teachers of vocational agriculture included in this study do not perform this teaching activity.

A summary of the data in Table XXXVI shows the following relative to the teaching activities with the advisory council:

1. Use of the advisory council to determine agricultural needs in the community
2. Use of advisory council to help plan effective, annual long-time programs
3. Use of the advisory council to help promote the FFA Chapter

4. Use of the advisory council as a "study group" rather than as a "pressure group"

Non-crucial teaching activities with the advisory council

1. Use of advisory council to help coordinate the all-day, young farmer, and adult programs

2. Use of the advisory council to help secure finances for interested agricultural students

3. Use of the advisory council in organizing young farmer and adult farmer classes

4. Use of advisory council in recruiting members for young farmer and adult programs

The data in Table XXXVII, on the following page, in this study deal with teaching activities with the advisory council.

The data in Table XXXVII show that performing community service in livestock and crops as a basis for demonstration to adults and young farmers, as a teaching activity, appears 71 or 48.6 per cent of the times as essential, 74 or 50.7 per cent of the times as desirable, and 0 or 0.0 per cent of the times as undesirable. Only 1 or 0.7 per cent of the teachers included in this study do not perform this teaching activity.

Performing community service in livestock and crops on an emergency basis only, as a teaching activity, appears 16 or 11.0 per cent of the times as essential, 65 or 44.5 per cent of the times as desirable, and 45 or 30.8 per cent
Table XXXVII

Teaching Activities in Performing Community Service

<table>
<thead>
<tr>
<th>Teaching Activities</th>
<th>Rating as to Importance</th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Essential</td>
<td>Desirable</td>
<td>Undesirable</td>
<td>O*</td>
<td></td>
</tr>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Performing community service in livestock and crops as a basis for demonstration to adults and young farmers</td>
<td>71 48.6</td>
<td>74 50.7</td>
<td>0 0.0</td>
<td>1 0.7</td>
<td></td>
</tr>
<tr>
<td>Performing community service in livestock and crops on an emergency basis only</td>
<td>16 11.0</td>
<td>65 44.5</td>
<td>45 30.8</td>
<td>20 13.7</td>
<td></td>
</tr>
<tr>
<td>Using local farms as a laboratory for demonstrating what adults and students should know for successful farming</td>
<td>55 37.7</td>
<td>76 52.1</td>
<td>4 2.7</td>
<td>11 7.5</td>
<td></td>
</tr>
<tr>
<td>Promoting through the department extensive campaigns for the purpose of reducing losses due to diseases of crops and livestock</td>
<td>58 39.7</td>
<td>76 52.1</td>
<td>6 4.1</td>
<td>6 4.1</td>
<td></td>
</tr>
<tr>
<td>To participate actively in the preventive vaccination of livestock against diseases</td>
<td>45 30.8</td>
<td>68 46.6</td>
<td>25 17.1</td>
<td>9 5.5</td>
<td></td>
</tr>
<tr>
<td>To actively participate in the spraying of crops to control crop diseases and insects</td>
<td>32 21.9</td>
<td>63 43.2</td>
<td>32 21.9</td>
<td>19 13.0</td>
<td></td>
</tr>
<tr>
<td>To determine the need for competent veterinary service</td>
<td>45 30.8</td>
<td>86 58.9</td>
<td>8 5.5</td>
<td>7 4.8</td>
<td></td>
</tr>
<tr>
<td>To assist in securing professional veterinary service for farmers in need</td>
<td>63 43.2</td>
<td>72 49.3</td>
<td>6 4.1</td>
<td>5 3.4</td>
<td></td>
</tr>
<tr>
<td>To prescribe simple treatments to livestock of such a nature that a veterinarian is not necessary</td>
<td>41 28.1</td>
<td>82 56.2</td>
<td>18 12.3</td>
<td>5 3.4</td>
<td></td>
</tr>
<tr>
<td>To regard community service as out of the realm of the teaching activities of teachers of vocational agriculture</td>
<td>11 7.5</td>
<td>38 26.0</td>
<td>55 37.7</td>
<td>42 28.8</td>
<td></td>
</tr>
<tr>
<td>To perform veterinary services only if a veterinarian is not available</td>
<td>30 20.5</td>
<td>95 65.1</td>
<td>12 8.2</td>
<td>9 6.2</td>
<td></td>
</tr>
<tr>
<td>To act between the farmer and the person most competent to render assistance</td>
<td>42 28.8</td>
<td>99 61.0</td>
<td>10 6.8</td>
<td>5 3.4</td>
<td></td>
</tr>
</tbody>
</table>

*Denotes that activity is not performed
of the times as undesirable. Twenty or 13.7 per cent of the teachers of vocational agriculture represented in this study indicate that they do not perform this teaching activity.

Using local farms as a laboratory for demonstrating what adults and students should know for successful farming, as a teaching activity, appears 55 or 37.7 per cent of the times as essential, 76 or 52.1 per cent of the times as desirable, and 4 or 2.7 per cent of the times as undesirable. Eleven or 7.5 per cent of the teachers included in this study do not perform this teaching activity.

Promoting through the department extensive campaigns for the purpose of reducing losses due to diseases of crops and livestock, as a teaching activity, appears 58 or 39.7 per cent of the times as essential, 76 or 52.1 per cent of the times as desirable, and 6 or 4.1 per cent of the times as undesirable. Six or 4.1 per cent of the teachers included in this study do not perform this teaching activity.

To participate actively in the preventive vaccination of livestock against diseases, as a teaching activity, appears 45 or 30.8 per cent of the times as essential, 68 or 46.6 per cent of the times as desirable, and 25 or 17.1 per cent of the times as undesirable. Eight or 5.5 per cent of the teachers represented in this study do not perform this teaching activity.

To actively participate in the spraying of crops to control crop diseases and insects, as a teaching activity,
appears 32 or 21.9 per cent of the times as essential, 63 or 43.2 per cent of the times as desirable, and 32 or 21.9 per cent of the times as undesirable. Nineteen or 13.0 per cent of the teachers included in this study do not perform this teaching activity.

To determine the need for competent veterinary service, as a teaching activity, appears 45 or 30.8 per cent of the times as essential, 86 or 58.9 per cent of the times as desirable, and 8 or 5.5 per cent of the times as undesirable. Seven or 4.8 per cent of the teachers represented in this study reveal that they do not perform this teaching activity.

To assist in securing professional veterinary service for farmers in need, as a teaching activity, appears 63 or 43.2 per cent of the times as essential, 72 or 49.3 per cent of the times as desirable, and 6 or 4.1 per cent of the times as undesirable. Five or 3.4 per cent of the teachers included in this study do not perform this teaching activity.

To prescribe simple treatments to livestock of such a nature that a veterinarian is not necessary, as a teaching activity, appears 41 or 28.1 per cent of the times as essential, 82 or 56.2 per cent of the times as desirable, and 18 or 12.3 per cent of the times as undesirable. Only 5 or 3.4 per cent of the teachers of vocational agriculture represented in this study indicate that they do not perform this teaching activity.

To regard community service as out of the realm of
the teaching activities of teachers of vocational agriculture, as a teaching activity, appears 11 or 7.5 per cent of the times as essential, 38 or 26.0 per cent of the times as desirable, and 55 or 37.7 per cent of the times as undesirable. As many as 42 or 28.8 per cent of the teachers included in this study do not perform this teaching activity.

To perform veterinary services only if a veterinarian is not available, as a teaching activity, appears 30 or 20.5 per cent of the times as essential, 95 or 65.1 per cent of the times as desirable, and 12 or 8.2 per cent of the times as undesirable. Nine or 6.2 per cent of the teachers included in this study do not perform this teaching activity.

To act between the farmer and the person most competent to render assistance, as a teaching activity, appears 42 or 29.8 per cent of the times as essential, 89 or 61.0 per cent of the times as desirable, and 10 or 6.8 per cent of the times as undesirable. Five or 3.4 per cent of the teachers of vocational agriculture represented in this study indicate that they do not perform this teaching activity.

A summary of the data in Table XXXVII reveals the following relative to the teaching activities in performing community service:

Crucial teaching activities in performing community service

1. Performing community service in livestock and crops as a basis for demonstration to adults and young farmers
2. Using local farms as a laboratory for demonstrating what adults and students should know for successful farming

3. Promoting through the department extensive campaigns for the purpose of reducing losses due to diseases of crops and livestock

4. To participate actively in the preventive vaccination of livestock against diseases

5. To determine the need for competent veterinary service

6. To assist in securing professional veterinary service for farmers in need

7. To prescribe simple treatments to livestock of such a nature that a veterinarian is not necessary

8. To perform veterinary services only if a veterinarian is not available

9. To act between the farmer and the person most competent to render assistance

Non-crucial teaching activities in performing community service

1. Performing community service in livestock and crops on an emergency basis only

2. To actively participate in the spraying of crops to control crop diseases and insects

3. To regard community service as out of the realm of the teaching activities of teachers of vocational agriculture
CHAPTER IV
SUMMARY AND CONCLUSIONS

Summary

The purpose for the summary in this study is to provide for the reader a quick review of the statistical data as analyzed in the preceding chapter. A summary of the data included in this study is as follows:

I. Teaching activities in the adult farmer program
   A. Crucial teaching activities
      1. There are no crucial teaching activities in the adult farmer program revealed in this study
   B. Non-crucial teaching activities
      1. Formulating with adults a course of study on a long-time basis
      2. Modifying course of study to meet needs of adult members
      3. Providing adult member participation in recreational activities
      4. Providing adult member participation in farm shop activities
      5. Conducting demonstrations on the home farm for purposes of instruction
      6. Teaching all adults in small groups in the field rather than in an organized
II. Teaching activities in the young farmer program

A. Crucial teaching activities
   1. There are no crucial teaching activities in the young farmer program indicated in this study

B. Non-crucial teaching activities
   1. Retaining students in the FFA for three years after graduation
   2. Follow-up on Veteran-on-the-Farm Program to recruit eligible members
   3. Organizing a local Young Farmer Chapter
   4. Formulating with young farmers a
desirable, flexible, long-time course of study

5. Meeting with individual students rather than as an organized group for purposes of instruction

6. Supervising the farming programs of all young farmers

7. Inviting prospective members to attend an adult meeting in progress

8. Providing recreational opportunities for young farmers

9. Providing farm shop opportunities for young farmers

10. Encouraging members to keep efficient records of farm plans, expenses, receipts, etc.

11. Formulating with young farmers as part of their Young Farmer Chapter activities, appropriate farming activities

III. Teaching activities in the launching program

A. Crucial teaching activities

1. Familiarizing the student with the program in vocational agriculture

2. Familiarizing the parent with the program in vocational agriculture

3. Counseling students in choice of high school course
4. Selecting the farming type for which training is to be given
5. Analyzing the farming type into enterprises
6. Making a facility survey of the home farm
7. Selecting enterprises to be included in the course of study
8. Selecting the jobs to be included in the course of study
9. Distributing the jobs over the training period
10. Building the individual participation program
11. Spending a sufficient length of time in launching students in vocational agriculture
12. Familiarizing all students with parliamentary procedure
13. Familiarizing all students with the FFA manual
14. Familiarizing students with the procedure for teaching vocational agriculture

B. Non-crucial teaching activities
   1. All teaching activities in the launching
program are considered as crucial

IV. Teaching activities in the supervised farming program

A. Crucial teaching activities

1. Initiation of parent-son agreements
2. Visiting homes previous to first year in vocational agriculture
3. Visiting students based on needs of program
4. Visiting students with superior programs more frequently
5. Planning during his first year a tentative long-time supervised farming program
6. Formulation of job plans for all units studied

B. Non-crucial teaching activities

1. Visiting students regularly each six-weeks period
2. Formulation of job plans for only those units which will be carried out in the immediate future

V. Teaching activities in keeping supervised farming records

A. Crucial teaching activities

Teaching farm records as an organized
instructional unit as needed

2. Instructing students to keep completed records at home for constant use

3. Checking record books at frequent intervals for purposes of determining accuracy and completeness

4. Checking record books for teaching purposes

5. Evaluation of records to determine balance

6. Keeping individual records of student enterprise achievements

7. Keeping a summary of all student enterprise achievements

8. Teaching farm records as they pertain to the student's program

B. Non-crucial teaching activities

1. Individual instruction only in farm record keeping

2. Teaching record keeping only when visiting students

3. Keeping all record books on file in the department after students graduate

VI. Teaching activities in the Future Farmer Chapter

A. Crucial teaching activities

1. Guiding the formulation of a desirable program of work

2. Reviewing the accomplishments of previous
year's work with chapter members

3. Keeping a neat, accurate, and complete secretary's book by student

4. Keeping a neat, accurate, and complete treasurer's book by student

5. Maintaining close contact with all committees

6. Sponsoring a special FFA Day

7. Conducting at least one radio program

8. Keeping a copy of program of work available to students at all times

9. Maintaining a chapter bulletin board

10. Keeping an honor roll of chapter members

11. Keeping a cumulative record of participation by members in chapter and school activities

12. Sponsoring a FFA Church Day

13. Maintaining a follow-up record on members

14. Checking officers' records to maintain completeness, accuracy, and neatness

15. Encouraging students in the formation of good study habits

B. Non-crucial teaching activities

1. Maintaining an up-to-date chapter history
2. Teaching news reporting as an organized unit
3. Sponsoring at least one FFA play
4. Operating a thrift bank for chapter members

VII. Teaching activities in dairy cattle judging

A. Crucial teaching activities
1. Teaching all students dairy cattle judging as an organized instructional unit
2. Visiting with students at home for purposes of judging dairy cattle
3. Taking field tours in the community for purposes of judging dairy cattle
4. Visiting institutions of higher learning as a laboratory exercise in judging
5. Teaching dairy cattle judging as it pertains to the growth and development of the dairy cattle enterprise in the community
6. Visiting local dairies for the purpose of practical judging
7. Teaching dairy cattle judging by using charts, graphs, etc.

B. Non-crucial teaching activities
1. Teaching all students forage
identification as an organized instructional unit

2. Using students' home farms as laboratories for teaching judging

3. Teaching forage judging as it pertains to the improvement of the agriculture of the community

4. Teaching the feed value of forage crops

5. Teaching soil conservation through the use of forage crops

6. Teaching soil deficiencies as is manifest in the growth of forage crops

7. Teaching farm economics through the use of forage crops as feed for livestock and poultry

8. Teaching forage judging by using forage mounts, slides, film strips, etc.

B. Non-crucial teaching activities

1. Teaching only team members for contest purposes

IX. Teaching activities in general livestock judging

A. Crucial teaching activities

1. Teaching all students general livestock judging as an organized instructional unit

2. Visiting with students at home for purposes of general livestock judging
3. Taking field tours with students within the community for purposes of judging

4. Visiting institutions of higher learning to provide laboratory for judging

5. Teaching general livestock judging as it pertains to the growth and development of the general livestock enterprise in the community

6. Teaching general livestock judging by using charts, graphs, slides, etc.

B. Non-crucial teaching activities

1. Training only team members for contest purposes

X. Teaching activities in meat identification

A. Crucial teaching activities

1. Teaching all students the wholesale cuts of meat as an organized instructional unit

2. Teaching students the relative value of wholesale cuts of meat

3. Teaching students food preservation in conjunction with meat identification

4. Visiting local meat markets for purposes of comparing methods of cutting

5. Teaching students the effects of good
feeding practices as it relates to the quality of meat produced

6. Teaching health and nutrition as an organized instructional unit

7. Using visual aids in teaching meat identification

B. Non-crucial teaching activities

1. Training only team members for contest purposes

2. Conducting an organized class in meat cutting at the local school community center

3. Teaching students how to calculate dressing per cent in the laboratory

XI. Teaching activities in milk and milk-product judging

A. Crucial teaching activities

1. Teaching students the sanitary production and disposition of market milk

2. Teaching only team members to become proficient in judging milk and milk products

3. Visiting local dairies to observe methods of handling milk and milk products

4. Visiting local creamery to observe
methods of handling milk and milk products

5. Using visual aids in teaching milk and milk-product judging

6. Conducting a demonstration on milk testing in the laboratory

7. Teaching students how to make milk products in the laboratory

8. Teaching students health and nutrition as it pertains to milk and milk products

XII. Teaching activities in poultry judging

A. Crucial teaching activities

1. Teaching all students poultry judging as an organized instructional unit

2. Visiting local flocks for purposes of poultry judging

3. Teaching health and nutrition as it relates to poultry consumption

4. Visiting with students on home farms for purposes of teaching judging

5. Teaching students the value of feed and breeding in the production of eggs and meat

6. Teaching all students how to grade eggs

7. Using visual aids in teaching poultry judging
B. Non-crucial teaching activities

1. Teaching only team members to become proficient in poultry judging
2. Teaching students how to dress poultry in the local community center
3. Teaching students how to preserve meat in the local community center

XIII. Teaching activities in teaching parliamentary procedure

A. Crucial teaching activities

1. Teaching all students units in parliamentary procedure
2. Conducting demonstrations before groups for purposes of teaching groups how to properly conduct meetings
3. Selecting the best students from all classes to be members of the participating team
4. Teaching parliamentary procedure during certain periods each year in vocational agriculture
5. Providing frequent opportunities during meetings for student participation in parliamentary procedure
6. Providing frequent opportunities in classroom for use of parliamentary
procedure

B. Non-crucial teaching activities

1. Teaching only team members to become proficient in parliamentary procedure
2. Providing extra periods after school hours for team practice
3. Providing team practice during regular agriculture period
4. Limiting parliamentary procedure contests to ninth grade students

XIV. Teaching activities in public speaking

A. Crucial teaching activities

1. Teaching all students to write and deliver a speech and selecting the best for contest purposes
2. Providing opportunities for students to speak before assemblies, clubs, etc.
3. Providing an opportunity for the student to organize and do research before writing his speech
4. Assisting the student in organization, phrasing, and grammar, but the student to do the actual writing
5. To work with the speaker after school hours for purposes of improving delivery
6. Providing opportunities during class
periods for student to demonstrate his ability to speak before groups

7. Providing opportunity for speaker to deliver speech on public address system in school

B. Non-crucial teaching activities

1. Teaching only public speaker to write and deliver speech
2. Securing expert advice and help in writing the speech to be delivered
3. Using visual aids in teaching public speaking to all classes
4. Providing opportunity for speaker to deliver speech on radio

XV. Teaching activities in the summer program

A. Crucial teaching activities

1. Maintaining a closer contact with your vocational agriculture students during the summer months
2. Contacting all former students with the intent of recruiting them in young farmer classes
3. Spending additional time recruiting other young farmer prospects during summer months
4. Making and analyzing at least three
enterprise surveys each year during summer for use in teaching

5. Attending leadership training conference with officers of Future Farmer Chapter

6. Securing services of soil testing laboratory for purposes of analyzing soil samples in the community

7. Holding special summer meetings with officers to improve their leadership ability

8. Teaching young farmer and adult groups during summer months

B. Non-crucial teaching activities

1. Conducting and analyzing at least three general farm surveys for use in teaching

XVI. Teaching activities with the advisory council

A. Crucial teaching activities

1. Use of the advisory council to determine agricultural needs in the community

2. Use of advisory council to help plan effective, annual long-time programs

3. Use of the advisory council to help promote the FFA Chapter

4. Use of the advisory council as a "study group" rather than as a
"pressure group"

B. Non-crucial teaching activities

1. Use of advisory council to help coordinate the all-day, young farmer, and adult programs

2. Use of the advisory council to help secure finances for interested agricultural students

3. Use of the advisory council in organizing young farmer and adult farmer classes

4. Use of advisory council in recruiting members for young farmer and adult programs

XVII. Teaching activities in performing community service

A. Crucial teaching activities

1. Performing community service in livestock and crops as a basis for demonstration to adults and young farmers

2. Using local farms as a laboratory for demonstrating what adults and students should know for successful farming

3. Promoting through the department extensive campaigns for the purpose of reducing losses due to diseases of
crops and livestock

4. To participate actively in the preventive vaccination of livestock against diseases

5. To determine the need for competent veterinary service

6. To assist in securing professional veterinary service for farmers in need

7. To prescribe simple treatments to livestock of such a nature that a veterinarian is not necessary

8. To perform veterinary services only if a veterinarian is not available

9. To act between the farmer and the person most competent to render assistance

B. Non-crucial teaching activities

1. Performing community service in livestock and crops on an emergency basis only

2. To actively participate in the spraying of crops to control crop diseases and insects

3. To regard community service as out of the realm of the teaching activities
of teachers of vocational agriculture

Conclusions

The author has drawn several conclusions in this study which should be of some assistance to all teachers of vocational agriculture in the further development and growth of the programs of vocational agriculture. They are as follows:

1. There is sufficient evidence in this study to indicate that the teaching schedule provided by local administrators for teachers of vocational agriculture may be a deterrent to the development of a complete program in vocational agriculture.

   The teaching of vocational agriculture on a superior merit level demands all of the teacher's teaching time. It is urgent that local administrators become cognizant of this fact and make provisions for the development of definite, functional plans, which when properly executed by the teacher of vocational agriculture, will result in the progressive development of the program.

2. Evidence in this investigation reveals that the out-of-school program of teachers of vocational agriculture is seriously lacking in those teaching activities which normally result in a program of functional and systematic instruction for individuals in the young farmer and adult groups.

   The Smith-Hughes Act places the greatest emphasis upon the operation of programs of vocational agriculture consisting of organized instruction for all-day, young farmer and adult groups. The teacher of vocational agriculture should have a complete program of vocational agriculture functioning in the community where he is employed. The planning of
definite, purposeful teaching activities is an essential prerequisite to the development of a superior program of vocational agriculture. Teachers of vocational agriculture who have a complete, well planned and executed program in vocational agriculture are less likely to become involved in responsibilities that are usually considered as "service" activities.

3. The data in this study reveal that teachers of vocational agriculture plan purposeful teaching activities for launching all-day students in vocational agriculture.

A well planned launching program for the all-day student is fundamental to the development of a program of vocational agriculture which is intended to accomplish wholesome outcomes. The development of interest during this early period becomes a significant factor for determining the need for the student continuing the program of vocational agriculture. Consequently, the launching program constitutes a "blue print" for continuance of the program of study. Those interests, attitudes and ideals established by students during the first year in vocational agriculture will largely determine the degree of success that all-day students will experience in their farming activities.

4. A review of the data in this study indicates that teachers of vocational agriculture give most of their attention to the conduct of the all-day program.

While the all-day program is an integral part of a complete program of vocational agriculture, it is by no means the only part. Under the provisions of the Smith-Hughes Act, instruction is provided for three recognized groups: (1) students who are enrolled in all-day classes and who are preparing for farming; (2) out-of-school young men who are enrolled in young farmer classes to develop ability to establish themselves in farming; and (3) adult farmers who are enrolled in adult farmer classes to improve themselves in specific farming occupations. These three groups should be recognized by States when developing plans, policies, and programs for vocational education in agriculture.
5. The evidence provided by the data in this investigation indicates that contests, as a whole, conducted by teachers of vocational agriculture are serving as means to implement desirable changes of behavior in students relevant to the achievement of those ends which serve as antecedents to success in farming.

Teachers of vocational agriculture who have the determination to do a superior job of teaching must realize the necessity of providing the best possible learning situations for the development and growth of the student's farming program. Frequent opportunities must be provided for doing, thinking, seeing and hearing. Contests, which are conducted with purposeful teaching activities serving as "guiding lights" for the development of programs of vocational agriculture, are useful instructional tools for the achievement of meaningful outcomes.

6. There is enough evidence in this study to conclude that the advisory councils in departments of vocational agriculture are not serving their most useful purposes. This conclusion is substantiated by the fact that advisory councils are not being used to coordinate the all-day, young farmer and adult programs.

A well selected and informed advisory council, functioning together with a competent teacher of vocational agriculture as their leader, is an invaluable asset in the development of a superior program of vocational agriculture. There are many opportunities for teaching and learning for both the teacher and council members in an efficiently coordinated advisory council.

7. The data in this study further reveal that the type and quality of individual, personal services performed by teachers of vocational agriculture, in some instances, are not consistent with the teaching of vocational agriculture
on a superior merit level.

The only justification for the performance of individual, personal service by teachers of vocational agriculture is the use of such opportunities as educational experiences for youngsters as well as adults. The wholesale performance of individual, personal services for "service sake" rapidly involves the teacher of vocational agriculture into such a multitude of insignificant chores that the effectiveness of the entire program of vocational agriculture will be jeopardized.
Dear Fellow Agriculture Teacher:

The purpose for this letter is to ask you for a few minutes of your valuable time in providing information concerning a study which I am presently making entitled "A Study of the Teaching Activities of Teachers of Vocational Agriculture in Louisiana High Schools."

You will please find enclosed in this letter a questionnaire dealing with the teaching activities of teachers of vocational agriculture in the major areas in the vocational agricultural program. A self-addressed, stamped envelope is also enclosed for your convenience in returning the completed questionnaire.

Your cooperation is absolutely necessary in order that the major objectives of this study will be realized.

Thanking you in advance for your thoughtfulness,

I remain

Anthony Mumphrey
Teacher of Vocational Agriculture
Gonzales, Louisiana
APPENDIX-B

A QUESTIONNAIRE

General Information

1. Do you have an organized young farmer class? _____ if so, how many in the group _______. Do you have an organized adult farmer class? _____ if so, how many in the group? _______.

2. Years teaching vocational agriculture in this school _______, total years teaching vocational agriculture _______.

3. Plan for teaching vocational agriculture—Check one—Plan A _____, Plan B _____, Plan C _____, & Plan D _____.

4. Total enrollment in vocational agriculture _______; Do you get travel allowances? (Yes or No); if so, is it based on—Check one—Per mile basis _____ or lump sum? _______.

5. Number of State Farmers in chapter_____; number of American Farmers from chapter in community_____. Number in FFA carried as active members for three years after graduation_____.

6. Do you have a functioning advisory council _____ if so, how many in the group ______? Is the advisory council divided into committees? (Yes or no).

7. Please list subjects other than vocational agriculture which you teach. 

In the following pages, you will please find listed some of the teaching activities of teachers of vocational agriculture. Please rate these activities as to their importance to you in the formulation and conduct of your vocational agricultural program. You will note the three areas of importance, namely, essential, desirable, and
undesirable. Please check in the appropriate column your rating of the various teaching activities.

An additional column has been provided. Please check in this column only if the teaching activity is not done at all.

The columns will be found headed as follows:

- **Essential** — E
- **Undesirable** — UN-D
- **Desirable** — D
- **Activity Not Done At All** — O

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<th>Rating as to Importance</th>
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<td>Teaching Activities</td>
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I. All-day Program

A. Teaching Activities in the Launching program

1. Familiarizing the student with program in vocational agriculture

2. Familiarizing the parent with program in vocational agriculture

3. Counseling student in choice of high school course

4. Selecting the farming type for which training is to be given

5. Analyzing the farming type or types into enterprises

6. Making a facility survey of the home farm

7. Building the Farmer-Training Program
   a. Selecting the enterprises to be included in course of study
   b. Selecting jobs to be included in course of study
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<td>c. Distributing the jobs over training period</td>
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<td>d. Building the individual participation program</td>
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<td>8. Spending a sufficient length of time launching students</td>
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<td>9. Familiarizing all students with parliamentary procedure</td>
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<td>10. Familiarizing all students with the FFA manual</td>
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<td>11. Familiarizing students with procedure for teaching vocational agriculture</td>
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<td>B. Teaching Activities in Supervised Farming</td>
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<td>1. Initiation of parent-son agreements</td>
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<td>2. Visits to home previous to first year of vocational agriculture</td>
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<td>3. Visits to students based on needs of student's program</td>
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<td>4. Visits to students regularly each six-weeks period</td>
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<td>5. Visits to students with superior programs more frequently</td>
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<td>6. Planning during his first year a tentative long-time supervised farming program</td>
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<td>7. Formulation of job plans for all units studied</td>
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<td>8. Formulation of job plans for only those units which will be carried out in the immediate future</td>
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<td>C. Teaching Activities in Keeping Supervised Farming Records</td>
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<td>1. Teaching farm records as an organized instructional unit as needed</td>
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<td>2. Instructing students to keep completed records at home for constant use</td>
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<td>3. Checking record books at frequent intervals for purposes of determining accuracy and completeness</td>
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<td>4. Checking record books for teaching purposes</td>
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<td>5. Evaluation of records to determine balance between livestock and crop enterprises</td>
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<td>6. Keeping individual records of student enterprise achievements</td>
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<td>7. Keeping a summary of all student enterprise achievements</td>
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<td>8. Teaching farm records as they pertain to student's program</td>
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<td>9. Individual instruction only in farm record keeping</td>
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<td>10. Teaching record keeping when visiting student only</td>
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<td>11. Keeping all record books on file in department after student graduates</td>
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D. Teaching Activities in the Summer Program

1. Maintaining a closer contact with your vocational agriculture students during summer months

2. Contacting all former students with the intent of recruiting them in young farmer classes
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<td>3. Spending additional time recruiting other young farmer prospects during summer months</td>
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<td>4. Making and analyzing at least three enterprise surveys each year during summer for use in teaching</td>
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<td>5. Attending leadership training conference with officers</td>
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<td>6. Securing services of soil testing laboratory for purposes of analyzing soil in community</td>
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<td>7. Holding special summer meetings with officers to improve their leadership ability</td>
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<td>8. Teaching young farmer and adult groups during summer</td>
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<td>9. Conducting and analyzing at least three general farm surveys</td>
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E. Teaching Activities in Farm Shop

1. Teaching first aid
2. Teaching farm safety
3. Teaching students farm shop management
4. Surveying with students the farm shop needs of home farm
5. Teaching students proper selection of farm shop tools and equipment
6. Teaching students the establishment of home farm shops
7. Teaching students skills as they apply to their farming programs
8. Maintaining a chart schedule of farm shop skills
### Teaching Activities

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9. Teaching students power equipment skills
10. Teaching students hand tool skills
11. Teaching students arc-welding skills
12. Teaching students acetylene welding skills

#### F. Teaching Activities in the Future Farmer Chapter

1. General
   a. Guiding the formulation of a desirable program of work
   b. Reviewing accomplishments of last year's work with chapter
   c. Keeping a neat, accurate and complete secretary's book by student
   d. Keeping a neat, accurate and complete treasurer's book by student
   e. Maintaining an up-to-date chapter history
   f. Teaching news reporting as an organized instructional unit
   g. Maintaining a close contact with all committees
   h. Sponsoring a special FFA Day
   i. Conducting at least one radio program
   j. Sponsoring at least one FFA play
   k. Keeping a copy of program of work available to students at all times
   l. Maintaining a chapter bulletin board
   m. Keeping an honor roll of chapter members
### Teaching Activities

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- **n.** Keeping a cumulative record of participation by members in chapter and school activities
- **o.** Sponsoring a FFA Church Day
- **p.** Operating a thrift bank by students
- **q.** Maintaining a follow-up record on chapter members
- **r.** Checking officer's records frequently to maintain completeness, accuracy, and neatness
- **s.** Encouraging students in the formation of good study habits

### 2. Contests

- **a.** Judging
  - (1) General Livestock
    - (a) Teaching all students general livestock judging as an organized instructional unit
    - (b) Training only team members for participation in general livestock judging
    - (c) Visiting with students at home for purposes of general livestock judging
    - (d) Taking field tours with students within the community for purposes of judging
    - (e) Visiting institutions of higher learning to provide laboratory for judging
<table>
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<tr>
<th>Teaching Activities</th>
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<tbody>
<tr>
<td>(f) Teaching general livestock judging as it pertains to the growth and development of the general livestock enterprise in the community</td>
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<tr>
<td>(g) Teaching general livestock judging by using charts, graphs, etc.</td>
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<td>(2) Dairy Cattle</td>
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<td>(a) Teaching all students dairy cattle judging as an organized instructional unit</td>
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<td>(b) Training only team members for participation in contests</td>
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<tr>
<td>(c) Visiting with students at home for purposes of judging dairy cattle</td>
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<td>(d) Taking field tours in the community for purposes of judging</td>
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<tr>
<td>(e) Visiting institution of higher learning as a laboratory exercise in judging</td>
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<tr>
<td>(f) Teaching dairy cattle judging as it pertains to the growth and development of the dairy cattle enterprise in the community</td>
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<tr>
<td>(g) Visiting local dairies for purposes of practical judging</td>
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<tr>
<td>(h) Teaching dairy cattle judging by using charts, graphs, etc.</td>
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<td>(3) Forage judging</td>
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<td>Teaching Activities</td>
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<td>(a) Teaching all students forage judging and identification as an organized instructional unit</td>
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<td>(b) Teaching only team members for contest purposes</td>
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<tr>
<td>(c) Using student home farms as laboratories for teaching forage judging</td>
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<tr>
<td>(d) Teaching forage judging as it pertains to improvement of agriculture in the community</td>
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<td>(e) Teaching the feed value of forage crops</td>
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<td>(f) Teaching soil conservation through the use of forage crops</td>
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<td>(g) Teaching soil deficiencies as is manifest in the growth of forage crops</td>
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<td>(h) Teaching farm economics through the use of forage as feed for livestock and poultry</td>
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<tr>
<td>(i) Teaching forage judging by using forage mounts, etc.</td>
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<td>(4) Meat</td>
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<td>(a) Teaching all students the wholesale cuts of meat as an organized instructional unit</td>
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<tr>
<td>(b) Teaching only team members for participation in contests</td>
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<tr>
<td>(c) Teaching students the relative value of wholesale cuts of meat</td>
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<td>Teaching Activities</td>
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<td>(d) Teaching students food preservation in conjunction with meat judging</td>
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<td>(e) Visiting local meat markets for purposes of comparing methods of cutting</td>
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<td>(f) Conducting an organized class in meat cutting at the local school community center</td>
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<td>(g) Teaching students how to calculate dressing percent in the laboratory</td>
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<td>(h) Teaching students the effects of good feeding practices as it relates to the quality of meat produced</td>
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<tr>
<td>(i) Teaching health and nutrition as an organized instructional unit</td>
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<td>(j) Using visual aids in teaching meat identification</td>
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<td><strong>(5) Milk and Milk Products</strong></td>
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<td>(a) Teaching milk and milk product judging as an organized instructional unit</td>
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<td>(b) Teaching only team to be proficient in judging milk and milk products</td>
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<td>(c) Visiting local dairies to observe methods of handling milk</td>
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<td>(d) Visiting local creamery to observe methods and techniques in handling milk and milk products</td>
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<td>(e) Using visual aids in teaching milk and milk product judging</td>
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<tr>
<td>(f) Conducting a demonstration on milk testing</td>
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<td>(g) Teaching sanitary production and disposition of market milk</td>
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<tr>
<td>(h) Teaching students how to make milk products in laboratory</td>
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<tr>
<td>(i) Teaching students health and nutrition as it pertains to milk and milk products</td>
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<tr>
<td>(6) Poultry</td>
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<tr>
<td>(a) Teaching all students poultry judging as an organized instructional unit</td>
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<tr>
<td>(b) Teaching only team members to become proficient in poultry judging</td>
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<tr>
<td>(c) Visiting local flocks for purposes of judging</td>
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<tr>
<td>(d) Teaching health and nutrition as it relates to poultry consumption</td>
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<tr>
<td>(e) Visiting with students on home farms for purposes of teaching judging</td>
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### Teaching Activities

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</table>

(f) Teaching students the value of feed and breeding in the production of eggs and meat

(g) Teaching students how to dress poultry in local community center

(h) Teaching students how to preserve poultry meat in the local community center

(i) Teaching all students how to grade eggs

(j) Using visual aids in teaching poultry judging

#### b. Parliamentary Procedure

(1) Teaching all students parliamentary procedure as an organized instructional unit

(2) Teaching only team members to become proficient in parliamentary procedure

(3) Conducting demonstrations before groups for purposes of teaching groups how to properly conduct meetings

(4) Providing extra periods after school hours for team practice

(5) Selecting best students from all classes to be members of the participating team

(6) Providing for team practice during regular agriculture period

(7) Teaching parliamentary procedure during certain periods each year in vocational agriculture
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<td>(8) Providing frequent opportunities during meetings for student participation in parliamentary procedure</td>
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<tr>
<td>(9) Providing frequent opportunities in the classroom for students to use parliamentary procedure</td>
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<tr>
<td>(10) Limiting parliamentary procedure contests participation to ninth grade students only</td>
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<tr>
<td>C. Public Speaking</td>
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<tr>
<td>(1) Teaching all students to write and deliver a speech &amp; selecting the best for contest purposes</td>
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<tr>
<td>(2) Teaching only public speaker to write and deliver speech</td>
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<tr>
<td>(3) Providing opportunities for students to speak before assemblies, clubs, etc.</td>
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<td>(4) Securing expert advice and help in writing the speech to be delivered</td>
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<td>(5) Providing an opportunity for student to do research before writing speech</td>
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<td>(6) To assist student in organization, phraseology, and grammar, but the student to do the actual writing</td>
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<tr>
<td>(7) To work with student after school hours for purposes of improving delivery</td>
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Rating as to Importance

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<tr>
<td>(8) To provide opportunities during class periods for student to demonstrate his ability to speak before groups</td>
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<tr>
<td>(9) Using visual aids in teaching public speaking to all classes</td>
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<tr>
<td>(10) Providing opportunity for public speaker to deliver speech over radio</td>
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<tr>
<td>(11) Providing opportunity for student to deliver speech on public address system in school</td>
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II. Young Farmer Program

A. Teaching Activities in the Young Farmer Program

1. Retaining students in the FFA for three years after graduation
2. Follow-up on Veteran-on-the-Farm Program to recruit eligible members
3. Organizing a local Young Farmer Chapter
4. Formulating with young farmers a desirable, flexible, long-time course of study
5. To meet with individual students rather than as an organized group for purposes of instruction
6. To supervise the farming programs of all young farmers
7. To invite prospective members to attend an adult meeting in progress
8. To provide farm shop opportunities for young farmers
9. To provide recreational opportunities for young farmers
10. To encourage members to keep efficient records of farm plans, expenses, receipts, etc.

11. Formulating with young farmers as part of their Young Farmer Chapter activities, appropriate farming activities

III. Adult Farmer Program
A. Teaching Activities in the Adult Farmer Program
1. Formulating with adults a course of study on a long-time basis
2. Modifying course of study to meet needs of adult members
3. Providing adult member participation in recreational activities
4. Providing adult member participation in farm shop activities
5. Conducting demonstrations on the home farm for purposes of instruction
6. Teaching all adults in small groups in the field rather than in an organized group situation
7. Electing class officers for purposes of teaching leadership and responsibility
8. Inviting specialists in the field to teach all classes to adults
9. The teacher of vocational agriculture to teach classes but calls on specialist only when he feels that he can't do a good job of the unit

Ratings as to Importance

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<th>Teaching Activities</th>
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<tbody>
<tr>
<td>10. To encourage members to keep efficient records of farm plans, expenses, receipts, etc.</td>
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<tr>
<td>11. Formulating with young farmers as part of their Young Farmer Chapter activities, appropriate farming activities</td>
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<tr>
<td>10. Inviting adults to annual father and son banquet for purposes of keeping interest in adult farmer instruction</td>
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<tr>
<td>11. Supervising adult programs as their individual programs need it</td>
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</table>

### IV. Advisory Council

#### A. Teaching Activities with the Advisory Council

1. Use of advisory council to determine agricultural needs in the community
2. Use of advisory council to help plan effective annual and long-time programs
3. Use of advisory council to help coordinate the all-day, young farmer, and adult programs
4. Use of the advisory council to help secure finances for interested agricultural students
5. Use of the advisory council to help promote the FFA
6. Use of advisory council in organizing young farmer and adult classes
7. Use of advisory council in recruiting members for young farmer and adult programs
8. Use of advisory council as a "study group" rather than a "pressure group"

### V. Community Service

#### A. Teaching Activities in Performing Community Service
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<th>Teaching Activities</th>
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<tbody>
<tr>
<td>1. Performing community service in livestock and crops as a basis for demonstration to adults and young farmers</td>
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<tr>
<td>2. Performing community service in livestock and crops on an emergency basis only</td>
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<tr>
<td>3. Using local farms as a laboratory for demonstrating what adults and students should know for successful farming</td>
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<tr>
<td>4. Promoting through the department extensive campaigns for the purpose of reducing losses due to diseases of crops and livestock</td>
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<td>5. To participate actively in the preventive vaccination of livestock against diseases</td>
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<tr>
<td>6. To actively participate in the spraying of crops to control crop diseases and insects</td>
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<td>7. To determine the need for competent veterinary service</td>
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<td>8. To assist in securing professional veterinary service for farmers in need</td>
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<tr>
<td>9. To prescribe simple treatments to livestock of such a nature that a veterinarian is not necessary</td>
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<tr>
<td>10. To regard community service as out of the realm of teaching activities of teachers of vocational agriculture</td>
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<td><strong>11. To perform veterinary services only if a veterinarian is not available</strong></td>
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<tr>
<td><strong>12. To act between the farmer and the person most competent to render assistance</strong></td>
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</table>
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Unpublished Material

The writer, Anthony Humphrey, was born in St. Rose, Louisiana, October 9, 1921. Graduated from Destrehan High School in the spring of 1939, he attended Louisiana State University and Agricultural and Mechanical College where he received the Bachelor of Science degree in the spring of 1943. He then entered the armed forces, serving three years with the Tropic Lightening Division, 25th Infantry. After returning from the war, he was employed as teacher of vocational agriculture for one year at Enon High School in Washington Parish. He later accepted a job as head of the department of agriculture at Gonzales High School, where he is presently teaching.

On April 26, 1948, he was married to Amelie Marie Robert, a member of the Gonzales High School faculty. The couple are blessed to have four children, namely: Linda Marie, Peggy Jane, Scotty Joseph, and Robbie Ann.

On August 8, 1949, he received his Masters Degree in Vocational Agricultural Education. Since this time, he has attended Louisiana State University primarily during the summer terms as a graduate student in the School of Vocational Agriculture.
Candidate: Anthony Mumphrey

Major Field: Vocational Agricultural Education

Title of Thesis: "A Study of the Teaching Activities of Teachers of Vocational Agriculture in Louisiana High Schools"

Approved:

[Signatures of Major Professor and Chairman, Dean of the Graduate School, and other members of the Examining Committee]

Date of Examination: