Workshops have been conducted in the past to more clearly define the job of a vocational agriculture teacher. Upon completion of these workshops, it is the consensus of opinion that something additional is needed to more clearly define the job of a vocational agriculture teacher and to serve as a guide in providing training and retraining to prospective and established teachers. With further conferences, additional reading and pooling of experiences of teacher-trainers, and supervisors, supervising teachers, and personal philosophy this paper resulted.

The purpose of this paper is to aid in standardizing the professional preparation of the beginning teacher of vocational agriculture. More specifically this is done by designating the responsibility of the pre-service training as shared by the teacher trainer, the supervising teacher, and the state supervisor. This training is a coordinated effort by all of these agencies. The location and assignment of individual responsibility to facilitate better coverage of the field without duplication is the writers' aim.

Pre-service training includes the period of preparation that the trainee spends at the college, while engaged in supervised teaching, and contacts with the state supervisor staff. Each of these agencies is concerned with developing teaching abilities and the corresponding activities required to become a good teacher.

The four year curriculum offered the prospective teacher involves fundamental training in technical agriculture. Of the 198 term hours of credit required for a B.S. degree a minimum of 80 is required in the four major fields of technical agriculture. Beginning his junior year the trainee arranges his schedule to include professional training. This includes courses in education and this field term of supervised teaching in a selected agricultural department located in a standardized high school in the state.

The major objectives of vocational education in agriculture have been generally recognized on a state and national basis. Keeping these objectives in mind this paper divides the overall job of the teacher into eight large general areas:
1. To equip, maintain, and improve the physical plant.

2. To organize course outlines for all classes and revise courses relating them to supervised farming.

3. To select and guide good students.

4. To assume classroom and other teaching responsibilities.

5. To take rightful place in community and develop a community program.

6. To cooperate with and assist state and national organizations.

7. To follow self-improvement plan.

8. To develop public relations.

To accomplish the purpose of assignment of responsibility these eight general areas are now dealt with in terms of teaching abilities and corresponding activities of the trainee. The body of this thesis is then arranged into four columns. The first column lists the ability or activity to be developed. The second, third, and fourth columns list the responsibility of the resident teacher-trainer, the supervising teacher, and the state supervisor respectively. This allows each agency to relate his responsibility to the others in light of the overall objectives. An example of this breakdown will follow:

<table>
<thead>
<tr>
<th>Ability to:</th>
<th>Res. Teacher-Trainer</th>
<th>Super. Teacher</th>
<th>State Supervisor</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Guide students in planning the selection of their programs by:</td>
<td>Resident teacher-trainer holds classes and individual conferences in effectiveness of S.F.P. in farming.</td>
<td>Super. Teacher holds daily conferences with trainee to prepare trainee to:</td>
<td>State supervisor furnishes lists and examples of:</td>
</tr>
<tr>
<td>A. Aims and purposes of S.F.</td>
<td>A. List and discuss aims and purposes of S.F.</td>
<td>A. Teach aims and objectives to Freshmen.</td>
<td>A. Outstanding S.F.P.</td>
</tr>
<tr>
<td>B. Yearly and long-time productive, improvement and supplemental enterprise selection</td>
<td>Have class develop productive, improvement and supplemental enterprises for typical types of farms</td>
<td>B. Observe and assist boys in making yearly and long-time enterprises</td>
<td>B. Yearly enterprises</td>
</tr>
<tr>
<td>C. Records</td>
<td>C. Discuss all records and C. Teach and assist C.1. Well prepared boys in</td>
<td>1. Have all students work out budgets for a major crop and animal enterprise</td>
<td></td>
</tr>
<tr>
<td>1. Badges</td>
<td>2. Develop good partner-</td>
<td>1. Budgets</td>
<td></td>
</tr>
<tr>
<td>2. Business agreements</td>
<td></td>
<td>2. Agreements</td>
<td></td>
</tr>
<tr>
<td>3. Project plans</td>
<td></td>
<td>3. Farm long-time plans</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>3. Project books</td>
</tr>
</tbody>
</table>
ship and other business
agreements
3. Assign the working out
of four-year project
plans.

4. Productive im-
provement and
supplemental
projects

Supervised farming being the heart of our program in training for farming
it is appropriate that the concepts of the overall program be visualized in its
light. Teaching of vocational agriculture on the activity basis provides
learning by association, a source for class problem discussion, and the pre-
vailing criteria for evaluating teacher success. Therefore, a more detailed
discussion is included in the paper, to provide content and teaching pro-
cedures covering resident and supervised teaching, for developing knowledge
and abilities needed by beginning teachers.

Throughout the discussion of the entire paper it must be recognized
that this is not a complete list of itemized jobs which the teacher of
vocational agriculture can follow, check off, and thereby succeed. The demands
upon time, effort, and activities of the teacher are as great as rural life
itself. The successful teacher has sufficient imagination to see and realize
the potentialities and possibilities in the community in which he works. Nor
is it implied that the teacher must do all these things himself—nor that he
is solely responsible. In the development of this program of Agricultural
Education, the role of the instructor is to teach and act as a lay leader.
At times the instructor acts as agent to put into effect the suggestions of
an advisory council or committee for Agricultural Education.

The true efficiency of any program is ultimately discovered by evalua-
tion of the methods and measures employed to turn out a good product. A
guide is therefore offered to evaluate the performance and results of the
teacher on the job. A rating will then be given the teacher by the super-
visor performing the evaluation. This rating does not rate the department
but the teacher as it portrays the results of his selection, training, and
the teachers use of the physical properties of the department. This rating
or evaluation concludes the thesis.
PROFESSIONAL PREPARATION OF BEGINNING TEACHERS OF AGRICULTURE IN OREGON

by

HENRY ARNOLD TEN PAS

A THESIS submitted to OREGON STATE COLLEGE

in partial fulfillment of the requirements for the degree of

MASTER OF SCIENCE

June, 1949
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The author wishes to express his appreciation and indebtedness to all those who have contributed in conferences, workshops, and expressions in writing to this manuscript. Credit has been given for direct quotations and writings as they appear throughout the paper, but indebtedness is acknowledged for ideas utilized which have resulted from associations with various people. These persons include teacher-trainers and supervisors, teachers visited on the job, and teachers and prospective teachers who are associates of the writer.

The author is especially appreciative of the assistance received from H. H. Gibson, Head of Agricultural Education Department, Oregon State College. His constant assistance, suggestions, and guidance have from the start provided encouragement in the development of this manuscript.
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PROFESSIONAL PREPARATION OF BEGINNING TEACHERS
OF
AGRICULTURE IN OREGON

I. INTRODUCTION

In the spring of 1948, a teacher training workshop was conducted by Professor H. H. Gibson at various vocational agriculture departments in the Willamette Valley. The purpose of the workshop was to define more clearly the job of a teacher of vocational agriculture and to provide training and retraining of supervising teachers. The state supervisor of Agricultural Education, members of his staff, and ten supervising teachers attended. Meetings were held for ten weeks, each meeting at a different school of one of the supervising teachers. The length of each weekly meeting was about three hours, assignments were made, reports given the following meeting, and after discussions some definite training objectives and activities for attaining them were outlined.

The consensus of opinion was that these meetings accomplished a great deal toward solving problems and standardizing the objectives and procedures in training teachers of vocational agriculture. When the last meetings came to a close, it was evident the surface had barely been scratched in analyzing the job of a teacher of vocational agriculture and setting up abilities and activities needed in the training program. The writer, feeling this beginning a worthwhile endeavor, collected notes and comments of the meetings. Aided further by conferences with out-of-state persons as well as state personnel, by much
additional reading, and by personal experiences as a supervising teacher, this paper resulted. The purpose of this paper is to aid in standardizing the professional preparation of beginning teachers of vocational agriculture and fix and designate responsibilities of persons concerned in developing specific teaching abilities in the trainee during that period of preparation at the college including supervised teaching.

The responsibilities of the teacher training department are classified into four phases. Each of these four phases is sufficiently large to include topics for many papers, therefore it is necessary to limit the problem to include only the phase of training beginning teachers. In order that the other major areas of responsibility of the training program are not overlooked, each phase will be described briefly showing their relationship to each other in a brief description.

1. Guidance and Selection of Prospective Agriculture Teachers

2. Training Beginning Teachers

3. Placement of Beginning Teachers

4. In-Service Training
   a. Evaluation of pre-service training of beginning teachers.
   b. In-service training for improvement of beginning teachers in the field.

I. Selection and Guidance of Prospective Agriculture Teachers

Students desiring to take up training in agricultural education do not register for these courses before their junior year. All students desiring to take work in this department are previously registered in the school of agriculture. The majority of them have completed
common to freshman and sophomores in the field of general agriculture. With this arrangement it can be seen that agricultural education students do not register for courses in agricultural education as they do most courses in the school of Agriculture. Personal interviews with prospective students who show interest in agricultural education therefore becomes a necessity. It is beneficial to the students as well as the overall program that the nature of the work is understood, thereby allowing the interests, capabilities, aptitudes, and limitations of prospective trainees to be discovered.

The locating of the students, subsequent interviews, with not only the prospective trainees but the advisor, determining their experience, training, and potential qualifications for this work, and the personal interviews are all part of the responsibility of the department. It is stressed that contact is always made with the heads of the various departments or the Dean of Agriculture before interviewing the students themselves so that proselyting is not mistaken with good selection.

II. Training Beginning Teachers

Briefly it may be said that this involves training teachers in a manner enabling them to organize, and conduct community agricultural education programs. This includes prospective farmers and actual farmers who are already established in farming. This training is closely related to the other phases of responsibility of the department. It is difficult to draw an exact line indicating where one phase leaves off and another begins. This is going to be dealt with more intensively in this thesis.
III. **Placement of Beginning Teachers**

Oregon does not only attempt to meet the needs for teachers of vocational agriculture in this state but will as in other states of the region, particularly California and Washington. In the near future it will be desirable to place teachers in Hawaii as well. With additional appropriations available through the George Bardau Act there will be additional departments established as well as supplying additional men for an ever increasing number of two-teacher departments. The potentialities of this program are great and are being developed.

This phase of the work is aided by an efficient placement service maintained by the education department. The services performed by each agency are not duplications but add greater efficiency to the placement procedure. The personnel who have performed the selecting and the training are most qualified to aid in the placement. This is logical because of their knowledge of the home background, technical and professional status and general ability gained through classes and conferences. Good placement strengthens all aspects of good preparation in training.

IV. **In-Service Training**

A portion of the in-service training takes the form of close supervision and instruction by offering additional professional training on both a credit and non-credit basis. Non-credit in-service training is an evaluation of the pre-service training given so that the teacher training department can see how effective the former instruction is and has been. This assumes its major responsibility with first year teachers
in observing the abilities which have or have not been developed. It does not stop with first year teachers, however, but includes other beginning teachers needing assistance—especially out of state teachers who have accepted positions in Oregon.

When considering in-service training one deals with two major responsibilities:

(a) It should determine how effective pre-service training has been. This is done by following the trainee to his department, observing and measuring his strengths and weaknesses, and determine how effective the training has been.

(b) The limitations of time and facilities at the college for such a dynamic program make in-service training a necessity to constantly improve all teachers.

II. THE STUDY ITSELF

The Department of Agricultural Education is a joint department within the school of Agriculture and school of Education and is responsible for the training of teachers and supervisors of agriculture in high schools and other secondary schools. This department is also responsible for training teachers and supervisors of schools and classes for adult and young farmers not regularly in day schools—as set up by the Smith-Hughes and George Dean and George Barden Acts. The scope of this study is limited to the beginning teacher. In order to give this aspect of the work more intensive study, this paper does not deal with the more extensive fields of teacher training in the Department of Vocational Agriculture.
The amount of time each beginning teacher spends on each unit in his own agricultural department depends upon the needs of the community. The purpose of this outline and study is to lend continuity and to provide for a certain degree of standardization to our training program without in any way interfering with the initiative and planning of each individual teacher.

The four-year curriculum offered the prospective teacher of vocational agriculture in secondary schools in Oregon involves fundamental training in Animal and Plant Industries, Agricultural Economics and Agricultural Engineering, in addition to special preparation of professional nature. Upon the completion of the four-year curricula, necessitating a total of at least 198 term hours of credit, a Bachelor's Degree is granted. Of these 198 term hours, a minimum of 80 is required in four major fields of technical agriculture, divided as follows:

<table>
<thead>
<tr>
<th>Minimum Term Hours</th>
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<tbody>
<tr>
<td>1. Agricultural Economics and Farm Management 12</td>
</tr>
<tr>
<td>2. Animal Industries (including Dairy Husbandry, Poultry Husbandry and livestock diseases) 22</td>
</tr>
<tr>
<td>3. Plant Industries (including Soils, Farm Crops and Horticulture) 24</td>
</tr>
<tr>
<td>4. Agricultural Engineering 15</td>
</tr>
</tbody>
</table>

The minimum professional training for a vocational teaching certificate is 18 term hours in education and agricultural education, including supervised teaching.

1OSC Catalog 1948-49.
Thus it can be seen that in this four-year curriculum the major part of the first two years is filled with the courses common to freshman and sophomore year giving the student the introductory and basic work required. Beginning the junior year, the prospective vocational agriculture teacher arranges his schedule to meet the technical and professional requirements. Approximately 14 term hours of electives during the junior year and 26 the senior year are allowed. These are chosen in consultation with the major professor, who arranges a schedule to meet individual interests, needs and deficiencies in either the technical or professional fields. Prospective teachers who have had vocational Smith-Hughes agriculture in high school have wider choice in electives, and in some instances, on the approval of the Dean of Agriculture, these individuals may be excused from certain introductory courses in agriculture ordinarily required in order to take advanced work in the various technical departments.

The answer to the need for additional training, both technical and professional, would obviously seem a five-year curricula. There are some very good reasons why this hasn't been practical in the past and may not be practical in the very near future. First, with the exception of those who have the intent, desire or added facilities, such as financial arrangements, to spend an additional year has not seemed feasible. The strong demand for teachers of vocational agriculture in Oregon, the Pacific Region states (including Hawaii) and throughout the United States as a whole has discouraged additional training time before putting the knowledge already gained to a test. Second, the competition
of other fields for high quality men has also played a contributing factor in the students' unwillingness to attend an additional year in training. The competition of other fields has been offset a number of times by good vocational agriculture teachers in the field so conducting themselves and performing so well that their students have set their mind to be teachers.

Other states have met the need for more specific training by reducing the requirements in such subjects as general methods or psychology so that more time could be devoted to special problems of the vocational agriculture teacher. California, Kentucky and Ohio State are examples of this. To the writer this is a stoppage because the courses in methods or psychology are needed if they are taught to answer the prospective teachers problems. This does show a need for additional time to devote to special problems in acquiring knowledge and "know how" in instruction in the skills of so large a field as agriculture.

Since World War II many returning veterans have desired to become vocational agricultural teachers. This has added high quality young men of additional experiences and maturity to the profession, but also a problem relating to supervised teaching. A minimum period of six weeks and preferably a term of supervised teaching in high schools away from college is required. Veterans with their family, housing and part-time employment problems find this requirement difficult to meet--yet agree that supervised teaching is one of the most worthwhile parts of their professional training. Here they have the opportunity to put into
practice the knowledge and theory taught in the classroom at college and to begin fulfilling the slogan of vocational education, "Learn By Doing."

Before we can answer these and other problems facing the prospective teacher of vocational agriculture, it is necessary to see the type of training both desirable and necessary to them to become proficient teachers. Let us begin with an insight into what we are attempting to achieve; first, in education as a whole, and then more specifically in vocational agriculture.

According to Vocational Division Monograph Number 21, issued in Washington in 1940, the four aims of education that relate to the fundamental activities of present-day life:

1. To develop the individuality as completely as possible.

   The individual should understand his capacities, limitations and abilities and his relationship to other individuals, home and society. He must be concerned about his vocation, business affairs and personal development. He needs to be aided in acquiring desirable personal qualities and characteristics. In his struggle for successful accomplishment, he must cultivate all of his desirable native qualities.

2. To promote personal-group relationships with emphasis upon home and family life as fundamental to the individual's growth and the public welfare. Individuals and groups living in a society are dependent upon the family for group relationships. The farm family is intimately connected

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with its means of livelihood; hence the farm home has peculiar significance for success in farming. Certain problems of the farm are frequently problems also of the home, the community, government, and other social institutions.

3. To make individuals and groups responsive to the needs of other individuals and groups, of communities, of governments and of other desirable social agencies. Individuals in a society must be concerned with the welfare of others in the solution of their own problems. Social life is essential to the development of the individual, of the home, of vocations and of life's interests in general. There are many social problems in a constantly changing and progressive society. Individuals and groups have great responsibility in the determination of the direction of that change.

4. To train present and prospective workers for proficiency in their respective fields. The individual must be prepared for such proficiency at work as is in keeping with accepted standards of the efficiency of workers and must also be responsive to the progressive advancement of such standards. This fourth aim implies continuous systematic instruction to develop abilities that are needed by the individual for such proficiency. It makes necessary complete programs of vocational education for youth, in and out of school and also for adults.
The first three aims apply primarily to education of individuals who are already established in their vocation, which in this case is farming. These three aims are responsibilities of all people interested in educating established farm folk.

The fourth aim deals specifically with gaining proficiency in farming, and this is the objective of the Smith-Hughes vocational agriculture instructor. It does not omit training directed towards making a better farm home, leadership, cooperation and community service.

With this in mind let us review the major objectives of vocational education in agriculture. They are to develop effective ability to:¹

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.
6. Maintain a favorable environment.

The field of vocational agriculture is large and the above overall objectives are general, so keeping these above six objectives in mind, the writer will divide agriculture teaching into the following areas:

1. To equip, maintain and improve the physical plant.
2. To develop course of study relative to supervised farming programs.

¹ U. S. Office of Education. Educational Objectives in Vocational Agriculture, Vocational Division Monograph No. 21, 1940.
5. To select and guide students.

4. To follow good teaching procedures and organize course of study.
   A. Teaching content selection in organized course of study.
   B. Teaching methods and procedures.

5. To develop community program and take rightful place in community.

6. To relate instruction in vocational agriculture and the FFA program to the state and national programs.

7. To develop and follow a self improvement plan.

8. To establish and maintain good public relations.

The body of the thesis deals with a breakdown of these above areas into abilities and activities to be developed and acquired by the trainee. Many of these abilities and activities have been generally recognized and may be found elsewhere. More specifically this thesis deals with an assignment of responsibility to the agents cooperating in the overall training of the prospective teacher. The teacher trainer, the supervising teacher, and the state supervisor all share in the responsibility of professional preparation of the beginning teacher. The designating of responsibilities to each agent allows each to see what his definite part of the training is relative to the overall preparation.

There is a danger that some may feel this is standardization to the point of destroying imagination and initiative on the part of the beginning teacher. The opposite is true for a trainee with imagination, initiative and vision, other training being equal, is apt to succeed.
This is therefore not an attempt to itemize activities which a teacher of vocational agriculture can follow, check off, and be a successful teacher. The job of teaching vocational agriculture is a tremendously important position in the American rural community.

There is no definitely fixed and prescribed limit to the size and scope of the work. The successful teacher has sufficient imagination to see and realize the potentialities and possibilities. Science and practices in both the teaching and farming fields are continually changing and improving. This necessitates a growing individual to keep ahead of his work. It requires one to possess interest, aptitude, and preparation to a high degree and can be done only by those who possess all three. As the teacher gains experience the tasks that once were difficult become easy and newer problems and responsibilities point the way to greater achievement. The instructor is a key individual and community leader in a nationwide program of vocational education that is transforming the future life and work of rural America into a still better life. His rewards are not only salary but the deep satisfaction of service to folks of his community.

In the development of this program of Agricultural Education, the role of the instructor is one of a lay leader. He is the engineer that keeps the machinery of rural agricultural community running effectively. The instructor need not do all the teaching in this role as a leader. He may employ and supervise special teachers—outstanding farmers, mechanics, or others qualified to handle particular phases of farming. Specialists are called in to assist with particular problems.
One of the instructors' chief responsibilities is to bring to the attention of farmers the various agencies and sources of information that are available in assisting with problems. Farmer advisory Councils are organized to obtain their assistance in organizing a community program, in pooling their experiences, and analyzing problems, and supplying information and advice to the instructor. The development of lay and local leadership in an important responsibility as well as making better living and good citizenship an objective of the individual farmer and farm groups. The instructor must be an effective conference leader, be able to guide and organize the thinking and experience of others, and train prospective rural leaders in the procedures of group leading.

Offhand this would lead a reader to believe it impossible to accomplish all expected of him. Our evident answer is that it is possible only to those who enjoy rural people, have a good farm background, sufficient training in technical agriculture, a working knowledge of teaching methods, and a great deal of interest, aptitude, and imagination to discover and develop the possibilities present in rural communities.

Therefore, instead of stereotyping the professional training, this thesis offers suggestions to more adequately train the trainee by avoiding duplication in training and more clearly defining the job of the prospective teacher, during his first year on the job.

These abilities and activities are arranged in columns. By following the first column horizontally, an interested person can see the overall responsibility of the teacher-trainer, the supervising
teacher, and the state supervisor as abilities and activities in light of the objectives states. By following the second, third, and fourth column horizontally one sees each agent's responsibility relative to the total development of the trainee. By following the abilities and activities vertically, the programs of the teacher trainer, supervising teacher or state supervisor may be determined.
III. TO EQUIP, MAINTAIN AND IMPROVE

PHYSICAL PLANT

Trainee's Ability To:

1. Plan and arrange agricultural rooms and buildings and/or improve present arrangement.

Resident Teacher-Trainer

Submit and develop criteria for planning or improving available space and selection of tools.

Supervising Teacher

Have trainee actually go over and check all building facilities and make recommendations.

State Supervisor

Supply resident teacher-trainer and departments with suggested building plans. Distribute plans of buildings in process of construction.

A. Farm Shop

1. Select tools and equipment
2. Arrange tools and equipment
3. Maintain tools and equipment

A. Farm Shop

1. Hand out state standard list
   a. Stress importance of:
      1. Quality
      2. Number of students
      3. Type of farming
      4. Available finances
      5. Frequency of use
      6. Teacher's ability
      7. Service vs. education
      8. Time allotted
   2. Study arrangement of present shops and discuss needs for improvement

A. Farm Shop

1. Have trainee make tool inventory
2. Trainee diagram arrangement
3. Trainee checks tools for quality and condition (for repair and replacement)

A. Farm Shop

1. Send out recommended tool list
2. Suggest arrangement of various shops
3. Check all departments, especially new trainee departments on quality and condition of tools
3. Emphasize need for both trainee and high school student to know how to properly maintain tools and equipment

B. Classroom

1. Survey equipment
2. Study arrangement
3. Suggest additions

B. Classroom

1. Present and discuss generally accepted arrangement
2. Have trainee draw arrangement of various types of equipment
3. Review in a group any new ideas brought out in 2. above

B. Classroom

1. Have trainee inventory classroom equipment
2. Study arrangement and suggest improvements
3. Hold conference between supervising teacher and trainee on 1. and 2. above

B. Classroom

1. Send out list of equipment needed in standard setup
2. Recommend the usual arrangement
3. Test any desirable changes found in good departments in state

C. Other space provided

1. Emphasize need for storage space
2. Observe lavatory facilities
3. Know advantages of milk and soil testing room

C. Other space

1. Discuss use made of storage space
2. Go over state building code on lavatory facilities
3. Present advantages of separate milk and soil testing room
4. Follow with trip to well-arranged Agriculture building

C. Other space

1. Trainee lists material found in storage space as lumber, metal, etc.
2. Observe if present lavatory arrangement is satisfactory
3. Recognize the advantages of separate milk and soil testing room, such as: not disturbing classes

C. Other space

1. Provide suggested lists on types of storage rooms
2. Recommend separate lavatory facilities and other desirable features
3. List advantages of various departments separate milk and soil testing rooms
2. Select, procure and organize equipment and supplies.

Make available to trainees catalogues and lists giving addresses and costs. Also recommend number of each.

Have trainee assist in selection and procurement of equipment and supplies and hold conferences on procedures of ordering.

State office supplies lists of recommended equipment and supplies and distributes catalogues and lists to teacher-trainers and departments indicating availability of same.

A. List necessary equipment and state cost and where procured when possible
1. Tables
2. Bulletin files
3. Desks
4. Filing cabinets

B. Teaching aids and materials
1. Texts - kind and number
2. Visual aids
3. Soil and milk testing
4. Others
   a. Fertilizer materials
   b. Clippers
   c. Farm levels
   d. Pain cabinets

A. Discuss types, sizes and use as well as desirable features of recommended uses
1. Tables
2. Bulletin files
3. Desks
4. Filing cabinets

B. Recommend and discuss minimum numbers for standard agriculture class
1. Develop list in class
2. Suggest types most used
   a. charts
   b. Projectors
   c. Live models
3. Acquaint trainee with types generally used
4. Give examples

A. Trainee notes and lists number of following in supervising center
1. Tables
2. Bulletin files
3. Desks
4. Filing cabinets

B. Trainee observe use made of aids by supervising teacher and prepare and arrange material prior to his own classes

A. Supply list of types of teaching aids in use as recommended for use
<table>
<thead>
<tr>
<th>Task</th>
<th>Description</th>
<th>Additional Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>C. Make necessary budgets and orders</td>
<td>C. Have trainee prepare a typical budget or order from above information</td>
<td>C. Trainee assists in making budgets and orders. Confer with supervising teacher on matters as</td>
</tr>
<tr>
<td>for replacement</td>
<td></td>
<td>1. Financial condition of district</td>
</tr>
<tr>
<td></td>
<td></td>
<td>2. Ease of obtaining</td>
</tr>
<tr>
<td></td>
<td></td>
<td>3. Checking with school administrator</td>
</tr>
<tr>
<td></td>
<td></td>
<td>C. Prepare standard form for Agriculture Departments to budget and order materials</td>
</tr>
<tr>
<td>C. Have trainee prepare typical budget</td>
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<td>or order from above information</td>
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<td>C. Trainee assists in making budgets</td>
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<td>and orders</td>
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<td>C. Prepare standard form for Agriculture</td>
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<td>Departments to budget and order materials</td>
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<td>3. Develop and maintain Agriculture</td>
<td>Emphasize the effectiveness of using aids in proper place of instructors.</td>
<td>Show trainee how use is made of:</td>
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<td>library, visual aids and other</td>
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<td>Prepare lists of recommended books - visual aids and instructional materials. Supervise use made of:</td>
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<td>instructional material</td>
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<td>A. Library</td>
<td>A. Suggest books as 1. &quot;I Dare You&quot; 2. &quot;How To Win Friends&quot; 3. &quot;How To</td>
<td>A. Library</td>
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<td></td>
<td>Write FFA Speeches&quot; 4. Others</td>
<td>1. List of recommended books</td>
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<td>A. Suggest books as 1. &quot;I Dare You&quot;</td>
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<td>2. Trainee makes recommendations and aids in selection of others.</td>
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<td>B. Visual aids</td>
<td>B. Teach proper use of visual aids and actual operation of projectors (slide</td>
<td>B. Have trainee assist in preparation of chart, picture and mount for supervised teacher's use. Trainee prepare aids for own classes. Acquaint trainee with place for ordering slides and suitable movies</td>
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<td>and movie)</td>
<td>B. Distribute write ups of new aids being used and instructions on how to make and use</td>
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<td>B. Teach proper use of visual aids and</td>
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<td>actual operation of projectors (slide and</td>
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<td>for ordering slides and suitable movies</td>
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C. Others
   1. School farms
   2. Demonstration plots

C. List advantages of school farms and demonstrations plots if used in proper place

C. Demonstrate to trainee the actual use and place of farm and/or demonstration plots

C. Make suggestions to school boards and trainees on advantages of farms and demonstration plots
IV. TO DEVELOP COURSE OF STUDY RELATIVE TO SUPERVISED FARMING PROGRAMS

Ability To:

1. Guide students in planning the selection of their programs by:

   A. Aims and purposes of S.F.
   B. Yearly and long-time productive, improvement and supplemental enterprise selection
   C. Records
      1. Budgets
      2. Business agreements
      3. Project plans

   Resident Teacher-Trainee
   Resident teacher-trainer holds classes and individual conferences in effectiveness of S.F.P. in farming.

   Supervising Teacher
   Supervising teacher holds daily conferences with trainee to prepare trainee to:

   A. List and discuss aims and purposes of S.F.
   B. Have class develop productive, improvement and supplemental enterprises for typical types of farms
   C. Discuss all records and
      1. Have students work out budgets for a major crop and animal enterprise
      2. Develop good partnership and other business agreements
      3. Assign the working out of four-year project plans

   State Supervisor
   State supervisor furnishes lists and examples of:

   A. Aims and objectives
      1. Outstanding S.F.P.
   B. Yearly enterprises
      1. Long-time
   C. 1. Well prepared budgets
      2. Well prepared business agreements
      3. Project books
      4. Productive, improvement and supplemental projects
2. Organize and execute classroom instruction to meet student needs

Develops philosophy that all effective classroom instruction is developed around community and boy enterprises.

A. Making farm surveys

A. Farm survey study in class

B. Using county and local advisory committee

B. Show where effective use of advisory committee has been made

1. Have class develop typical advisory committee

C. Soil survey maps

C. Hand out soil survey maps of different sections

D. Census material

D. Teach use of census material

E. Study of community enterprises

E. Show relation of farm enterprises in community to S.F.P. in various sections

1. Have class prepare unit of instruction in S.F.

Teach unit of freshman class instruction in:

A. Farm survey study interpretation

B. Use of advisory committee's information

C. Soil survey map use

D. Census material's place

E. Study of community enterprises

Furnish completed project books showing effective use made of:

A.

B.

E.

C.

D.

E.
3. Apply effective teaching procedures in adopting approved practices by:

A. Teaching job analysis
B. Obtaining required information and teaching same
C. Recommending approved and accepted practices

Demonstrate and have class develop by enterprises the required in:

A. Jobs analysis
B. How to secure and use the factual information in courses
C. Discovering practices and to what extent approved practices are used in teaching

Trainee must develop with supervising teacher and teach at least two units in:

A. Required jobs
B. Community and technical information
C. Approved practices

Send out lists of approved practices for various enterprises in different sections of state. Encourage teaching by job breakdown rather than with approved practices alone.

4. Connect FFA and supervised farming by:

A. Program of work
B. Better farming contests
C. Farm week contests
D. Judging work
E. Other related work

Teachers by developing on the board the following:

A. B. C. D. E. Trainees grade results and recommend final placings to state office

Trainee assists supervising teacher in selecting candidates and material for:

A. B. C. D. E. Trainee gives instruction to small group freshman on how and what following consist of A-B-C-D-E

Collects material from chapters and provides resident teacher-trainer with copies of and standards for rating.
5. Evaluating S.F. on the farm.

A. Making farm visits

B. Evaluating results

Examples of good farm visits, parent-son relations and methods of evaluation.

Make a visit to a nearby farm and have students evaluate a phase of instruction.

A. Trainee observes supervising teacher in making farm visits

B. Trainee and supervising teacher have conference in evaluating results

C. Trainee goes alone on a farm visit to an advanced student's farm

6. Develop philosophy that vocational agriculture and S.F. is honorable.

A. "No race can prosper till it learns that there is as much dignity in tilling the field as in writing a poem."

Booker T. Washington

Select trainees who already have this philosophy. Teach this in all classes. Be an example of this philosophy.

Supervising teacher helps recruit trainees with correct philosophy.

A. Monetary goals

B. Social goals

C. Educational goals

D. Others

Show trainee respect rest of school has for vocational agriculture. Have trainee help gain a respective place for vocational agriculture.

Distributes information on number of farm visits, effective visits, etc.

Provides teacher-trainer with above lists.

Distribute examples of and supervise all teachers in correct philosophy. Have relations between supervisory and school administrators and school board reflect this ideal.
7. Assist and guide in making individual enterprise calendar. 

Teacher-trainer illustrates the value of individual enterprise calendars by:

A. Apply criteria or factors as:
   1. Cross sectional vs vertical
   2. Seasonal order of sequence
   3. Order of difficulty

Supervising teacher shows trainee effectiveness of individual enterprise calendars by:

1. Showing examples
2. Emphasizing seasonal arrangement of courses
3. Developing a unit in order of difficulty
4. Have trainee make out an individual enterprise calendar

State supervisor emphasizes by showing effectiveness in instruction of:

1. Cross sectional method
2. Seasonal order of sequence
3. Order of difficulty

Send out examples of units fulfilling above

8. Develop monthly and yearly calendars for class study by:

Give examples and advantages of yearly calendars.

Have trainee use and develop yearly calendars.

Check yearly program and units taught in monthly meetings.

A. Estimating and determining time allotted to each farm enterprise units

A. Show trainee that time spent in each unit is determined by boy's individual project calendar

A. Explain to trainee how to develop and how to use above

A. Send out recommendations for time allocation of major units in various sections of state

B. Analyze crop and animal enterprises into major jobs and problems

B. Give trainee practice in making enterprise and job problem analysis

B. Have trainee make calendar for unit and divide unit into jobs, etc.

B. Discuss crop and animal jobs at monthly meeting
C. Seasonal sequence of time

9. Connect and develop all supervised training programs so they aid boy in becoming established in farming by:

A. Long-time continuation projects
B. Establishing ownership and partnerships
C. Project selection fitting boys' desires and capabilities

C. Teach and show how best instruction comes when subject is brought in class when boy has problem on farm

C. Show trainee effectiveness of teaching unit in its seasonal sequence. Follow with field trip with example of above

C. Discuss next month's problems one month previous to their likely occurrence

Resident teacher-trainer shows that becoming established in farming is aim of vocational agriculture.

Supervising teacher demonstrates to trainees members who have become established due to S.F.P.

Encourage a continuation of construction to out-of-school farmers.

A. Have students work out definite long-time projects
B. Teach ways of financing, developing partnership, and becoming established
C. Show that selection of projects must be applicable to boy by definite examples

A. Aid and assist students in making long-time continuation projects
B. Trainee definitely helps at least two boys in setting up program and getting financial help, etc.
C. Show both good and bad examples of project application to boys

A. Provide outstanding examples
B. Draw up information on number becoming established in farming and encourage use of long-time records of high school student
C. Evaluate instructors teaching by number of boys going into farming
10. Evaluate effect of S.F.P. as taught both in class and on the farm by:

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<td><strong>A.</strong> Number of boys expecting to farm</td>
<td><strong>A.</strong> Acquaint trainee with records that can be kept and which they are expected to keep</td>
<td><strong>A.</strong> Keep handy accurate record of own department</td>
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<td><strong>B.</strong> Continuation projects showing progression</td>
<td><strong>B.</strong> Set up example of a good continuation project</td>
<td><strong>B.</strong> Use long-time plans as basis for degree and other honorary awards</td>
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<tr>
<td><strong>C.</strong> Approved practices adopted</td>
<td><strong>C.</strong> Go over and develop approved practices of various enterprises having trainees doing ground work</td>
<td><strong>C.</strong> Show trainee department lists of approved practices which boys have used and found beneficial</td>
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Teach value of evaluation and how to use results.

Show trainee how to keep records of each boy both in school and after he has left school.

Encourage the keeping of long-time records so an accurate evaluation can be made of all departments.

A. Devise and distribute form cards for long-time records

B. Have 5-year check made of all agriculture boys

C. Use lists of approved practices and send out consolidated list of various departments
V. TO SELECT AND GUIDE STUDENTS

1. Accumulate information desirable and available about prospective students.
   A. Types of home, farm and family
   B. Supervised farming program
   C. Curricular and extra curricular
      1. Grades
      2. Tests
         a. Intelligence
         b. Reading
         c. Aptitude
      3. Out-of-school activities
   D. Personal information
      1. Personality and habits
      2. Handicaps
      3. Outstanding traits
   E. Determine standards of acceptance in vocational agriculture

Work out and determine in trainees mind that there must be standards of acceptance into vocational agriculture classes.

Show trainees methods used and where information may be found regarding prospective students.

A. Acquaint trainee with various types of farms and farm families typical of the community

B. Teach trainee to look for operative and managerial skills no matter how small on boy's part

C. Acquaint trainee with manner in which their records are kept in the schools and how he can obtain use of the same

D. Emphasize the importance of knowing something about boys personal habits and show how this may be obtained

Work with other agencies and agriculture departments so good relations may be established to aid in obtaining information from grade schools, etc.

Supply lists for A- B-C-D giving recommendations of what to look for in obtaining prospective student information.

Set up minimum standards of acceptance based on existing laws and state policies.

E. Acquaint trainee with standards of acceptance for this department
2. Visit, inform, assist prospective vocational agriculture students and parents.

A. Enrollment in vocational agriculture

B. Using opportunities of vocational agriculture

C. Obtain general attitudes regarding projects

D. Acquaint with FFA

Hand out pertinent information on how to conduct initial visits to boys and parents.

A. Show usual procedure of enrollment

B. Give example of opportunities of vocational agriculture

C. Show how good attitudes may be molded by giving proper information

D. Explain place of FFA in vocational agriculture

Acquaint trainee with methods used and have trainee assist in all doing procedure. Visit grade schools and talk to prospective students.

Supply samples of good visits and promote good relations through state officers, etc.

A. List of usual procedure

A. Show school procedure B. List of opportunities (Pre-enrollment, arrangement of courses, etc.)

B. Give chapter advantages of vocational agriculture

C. Explain general attitude of community and how obtained

D. Clear FFA's place in vocational agriculture. Overall good publicity campaign

D. Inform the trainee on proper place of FFA. Have FFA offer aid in selection and guidance

Develop philosophy that only by training an individual as an individual can progress be made.

Give examples of counseling and guiding to trainee. Have trainee assist in work and confer about

Use the vocational guidance department and supply agriculture departments and teacher-trainers with up-to-date occupational information.
A. Familiarizing beginning student with vocational agriculture work

B. Counsel student in choice of high school courses

C. Progress of occupational and educational work

D. Render assistance in personal problems

E. Help formulate career plans or placements upon leaving high school

F. 

4. Evaluate program of selection and guidance

A. High student survival

- A. Instruct trainee in vocational agriculture work throughout entire college course
- B. Go over choice of high school courses
- C. Show how progress is measured for individuals
- D. Inform trainee that assistance should be given as a teacher - not as a "chaplain"
- E. Acquaint trainee with available information in order to assist in formulating careers

Have trainee familiarize student in presence of supervising teacher

- A. Stress importance of supervising teacher
- B. Work with administrator in allowing student some choice of high school course; also stress importance of allowing teacher some choice of students
- C. Send out up-to-date information
- D. Acquaint trainees and beginning teachers with any special problems typical of certain communities
- E. Work with guidance department

Inform trainee that A and B are largely dependent upon his selection and guidance and type of community

Assist trainee in obtaining long-time career teaching program. They should cater in selection and B over a long-time evaluation of students for vocational time evaluation of agriculture classes
B. High percentage of former students engaged in farming or related occupations

C. Assistance of former students in selection

C. Show trainee how assistance to former students is given in young farmer and adult program.

C. Have trainee observe and participate in association with former students.

Distribute instructions and information relative to state wide associations between teacher and follow-up of students.
VI. TO FOLLOW GOOD TEACHING PROCEDURES  
AND ORGANIZE COURSE OF STUDY

A. Teaching Content Selection in Organized Course of Study

1. Determine content of course of study by:
   A. Discovering community needs
      1. Available sources of information
         a. Record of department
         b. Records of extension service
         c. Soil surveys
         d. Census data
         e. Other agencies
      2. Using cooperative agencies
         a. Advisory committee
         b. Farmers
         c. Farmers organizations
         d. Bankers
         e. Others
      3. Making surveys
         a. General farm
         b. Enterprise
   A. Develop course of study adapted to a particular community
      1. Acquaint trainee with community and how to use available sources of information A-B-C-D-E
      2. Emphasize importance of agencies
         a. Show how to form and use
         b. Give examples of type of farmers
      c. List interested organizations and give some information about
         d. Show bankers place
         e. Show how feed dealers, veterinarians, etc. can help
   3. Make surveys in class
      a. General
      b. Enterprise
   Supervising teacher acquaints trainee with existing courses of study and shows trainee how the following were used:
      A. Community needs and recommendations as to what one should use in
         1. A-B-C-D-E
         2. Give information on use of following at conferences in monthly meetings
      3. Send out general and enterprise surveys for different centers of state
   Send out recommended courses of study to college and agriculture departments listing:
2. Determine and apply factors important in relation to course content.

A. Supervised farming program

B. Enterprise studies of project and farm in general
   a. Soils and fertilizers
   b. Feeding
   c. Marketing

C. FFA program

D. Farm shop

E. Farm management

Show relationship between community needs and major units of course content.

A. Stress that this is backbone of vocational agriculture

B. Teach method of making and how to use enterprise studies
   a.) Develop studies
   b.) in these in
   c.) class

C. Show relationship of FFA with course content

D. Emphasize need for special methods and procedures in farm shop

E. Teach in farm shop that farm management can be integrated with each unit and is not a separate, unrelated subject

Acquaint trainee with supervising teacher division of outline into major units and how determined.

A. Show how used in course outline and that determination S.F. is central

B. Have trainee assist to all in enterprise studies

C. Trainee assists in setting up FFA program

D. Have trainee teach farm skills in shop after observing

E. Show how farm management is taught in the center

Give recommendations in monthly training centers for next month's program in how to use A-B-C-D-E in the determining of course of study.
3. Estimate and determine allocation of time to major course units.

A. Determining major units
1. S.F.P.
2. Enterprise studies
3. FFA program
4. Farm shop
5. Farm management

B. Breakdown of major units into major jobs and problems

4. Make tentative outline of course of study of years and months considering:

Teach trainee how to divide his course outline into appropriate related instruction at course units.

A. Show that this is determined by 1 and 2 above, but that generally a course of study is divided into the following:
1.
2.
3.
4.
5.

B. Give trainee practice in making enterprise and job-problem analysis

A. Give practice in making course of study outlines
B. Present types of course organization with advantages and disadvantages of each
C. Make and evaluate course of study and particular locality

Show trainee amount of time given to each of the major course units.

A. Show how time for each unit is justified
B. Have trainee observe supervising teacher in breakdown of unit into jobs. Have trainee then take unit and present it to class in a job-problem manner

Go over each teachers course units and time allocation to each in monthly meetings.

Have trainee in locality sit in meeting and have all teachers benefit from general discussions.

Teach breakdown of units into major jobs and problems procedure to instructors not using method.

Distribute a course of study for various sections containing:
A.
B.
C. Cross sectional breakdown
D. Showin relation to each project
5. Revising courses.

Teach that a course outline is a plan on paper and must constantly be revised and changed because of existing circumstances and should not be followed without revision.

Show trainee obsolete course of study plan giving time, unit, etc. breakdown and show how obsolete plans were revised and why.

Have trainee revise and evaluate a unit after he has taught it.

Stress to all teachers that a course of study outline is needed for purposes of supervision and planning because human mind is not infallible and supervisor is not always present to see what is done.
### B. Teaching Methods and Procedures

1. **Realization of teaching essentials.**
   - Makes trainee conscious of what essentials are necessary for learning.
   - Provides trainees with examples.
   - Supervise constantly for following and suggest improvements.

   **A. Provide adequate, clean, appropriate classroom**
   - A. Teach necessities of good classroom
   - A. Go over classroom arrangement with trainee
   - A. Furnish diagram of suggested classrooms

   **B. Be alert, patient, clear-voiced individual**
   - B. Be good example and give other examples trainees can adopt. Select trainees accordingly
   - B. Have trainee observe supervising teacher following these traits
   - B. Suggest forms of relaxation and recreation to further traits

   **C. Create an attitude of doing something worthwhile**
   - C. Develop knowledge of what can and is being accomplished
   - C. Have trainee constantly evaluate instruction
   - C. Give trainees overall picture

   **D. Follow practical lesson plan**
   - D. Teach how to make lesson plan and its use
   - D. Show trainee plans and have trainee prepare agriculture unit plan
   - D. Recommend practical lesson plan and their use

   **E. Realize that all learning is not on part of student**
   - E. Encourage open-mindedness on trainees part
   - E. Install confidence in trainee and be open to good criticism
   - E. Have older teachers help trainees

   **F. Thoroughly prepare and master subject matter**
   - F. Stress importance of mastering subject matter and both teacher-trainer and trainees keep up-to-date
   - F. Show how this may be accomplished
   - F. Check training of prospective teachers

   **G. Commend respect and secure discipline without friction**
   - G. Be and give examples
   - G. Have daily conferences with trainee to discuss effective methods of securing respect and discipline
   - G. Look over part and develop pride in organization

   **H. Realize that where no learning takes place no teaching is present**
   - H. Develop philosophy throughout that learning cannot be "poured" into student
   - H. Inform trainee of ways to motivate student
   - H. Go over points in monthly meetings for good teacher training
2. Use specific method of instruction or a combination.
   A. Problem method
   B. Laboratory method
   C. Directed study
   D. Individual instruction
   E. Others

3. Classroom instruction
   A. Prepare the learner
      1. Present problem clearly
      2. Discover students knowledge of problem
      3. Create interest and enthusiasm toward lesson
      4. Utilize students experiences
      5. Relate lesson and student
      6. See probable difficulties and be prepared to overcome them

Teach trainee what each of methods are, how to use, and have demonstration of effective usage of each method. Have special course in methods.

Demonstrate to trainee each method of instruction used and hold conference after presentation to discuss results.

Have trainee use various methods in actual instruction.

Remember to be example and advocate particularly effective methods of vocational teaching. Subject trainees to these methods and then have each one conduct a lesson using the listed and other points to effectively teach the other trainees.

Show trainee effective classroom instructions.

When supervising check to discover students reactions to agriculture and agriculture instructor and use it as a basis for discussion with the new teacher. Suggest ways of improving difficult situations and give praise for good results.

Supervise the new departments more carefully to see if good instruction is being carried on and suggest improvements.

Have refresher teacher trainer courses at least once a year.
B. Present factual information
1. Show relationship between present and previous lesson
2. Obtain group discussion and keep to the point
3. Ask thought questions
4. Motivate thought questions from students
5. Sustain suspense until all facts are presented
6. Use illustrative materials
7. Secure, organize and direct students in finding new lesson

Use recommended steps while teaching
Have trainee actually present lessons in recommended procedure
Supervise to see that good presentation of factual information takes place

Hold individual as well as teacher training classes on presentation of factual information
Spend at least one period per day in discussion of methods of supervising teacher and trainee used and their effectiveness
Provide lists of books, magazines, bulletins, and the informative sources

Assist each trainee in putting on a class, ways of motivation, etc.
Show trainee present informative materials and how to use them
Check agriculture students to see if they know the ways as well as the facts

Keep trainees constantly informed on all illustrative material, new lesson materials, new development, as much as possible.
Trainee should copy list of bulletins, texts and informative sources supervising teacher uses

Teach job analysis, conference procedure, etc.
Advise in correct administration of classroom routine

Advise in correct use that can be made of related agencies
C. Summarize pertinent information
1. Organize new and old facts so problem solution is seen.
2. Lead students in formulating decisions.
3. Interpret and utilize the farm and its records.

Teach that the actual outcome of the instruction is in form of approved practices, development of farm skills.
Show trainee that the farm is a good classroom for each boy and instructor to develop problems and arrive at conclusions.

D. Aid student in application of lesson
1. Provide individual work.
2. Stimulate and direct student's thoughts.
3. Suggest definite applications of conclusions.

Develop philosophy that in vocational agriculture application on the farm is the desired result.
Show trainee ways of measuring the application of a lesson. Use the listed steps in teacher training work.

E. Measure success of lesson
1. Formulate good exams.
2. Judge capacity of students.
3. Estimate degree of student achievement.
4. Measure degree of application.

Teach trainees to constantly evaluate their instruction and themselves.
Show methods of examining, judging, and measuring.
Develop ability to construct tests for different purposes.

Have trainee summarize the information presented both by the supervising teacher and the trainees own teaching.
Assign trainee duties in all phases of application of a lesson. Have trainee be responsible for two agriculture boys and their projects while at the supervising center.
Assist trainee in preparing measures

Provide new departments with examples of farm, records, etc., and their use in the classroom.
Make a list of desirable methods found in the various departments and distribute to all instructors for their use.
State supervisor is constantly measuring success of vocational agriculture lessons. Send out list of outstanding successes to new teachers.
Get together with teacher trainer and
4. Laboratory and shop

A. Correlate with classroom

1. Tie manipulative skill with information of classroom
2. Develop interest and initiative to perform skill
3. Have students schedule and correlate effective use of time in class and shop

B. Organize equipment and make efficient use of time

1. Collect equipment and supplies before class time
2. Know exactly what to do and how to do it

Hold a special methods course in teaching shop or manipulative skills. In this course teach the JIT and other methods of teaching.

Take the trainees to a good shop program department; have them ask questions and look around.

Arrange for qualified personnel to not only teach trainees the skills and jobs of farm shop but to develop confidence, know how, and go ahead in the trainees.

Have trainee observe shop teacher in presenting skills to juniors and seniors and have trainee teach necessary preliminary steps and skills to freshman and sophomores.

Spend at least three periods per week with trainee in the shop testing skills and developing those necessary for good farm shop teaching.

Show trainee that one learns by doing and gets better with practice.

Point out that trainee can not be an expert on all skills and introduce supervising teacher in evaluating trainees before placement.

4. Have trainee adopt various measurements in application.

Have trainee observe shop teacher in presenting skills to juniors and seniors and have trainee teach necessary preliminary steps and skills to freshman and sophomores.

Spend at least three periods per week with trainee in the shop testing skills and developing those necessary for good farm shop teaching.

Show trainee that one learns by doing and gets better with practice.

Point out that trainee can not be an expert on all skills and introduce supervising teacher in evaluating trainees before placement.

Make recommendations as to amount of time, type of skills, type of equipment, extent of shop work, and other pertinent information to all vocational agriculture instructors.

Have monthly training schools where experienced vocational agriculture teachers or other instructors actually teach other agriculture teachers more difficult skills such as:

1. Farm shop skills
2. Butchering
3. Making post mortems
4. Teaching
C. Teach the job or skill to the student.
   1. Demonstrate and explain carefully.
   2. Organize simple steps.
   3. Emphasize most important steps.
   4. Stress all safety factors.

D. Supervise student performance.
   1. Give individual instruction.
   2. Provide suitable atmosphere.
   3. Keep everyone at work on profitable job.
   4. Encourage student questions.
   5. Check student performance.

5. Field trips.
   A. Make definite application of previous in-supervision, preliminary formation on trip
      involves definite plans for correct field trip procedure.
   B. Make trip plans.
      1. Transportation
      2. Inform parties, etc., nature that often occur on a field trip and suggest ways for combating outside nature.
   C. Handle discipline of.

Develop thinking on trainees part that farm shop includes boy's home shop as well as school shop.

Assist trainee to diagnose nose problems in learning and use medial methods.

While supervising the various departments, mention the importance of supervision as the key to vocational agriculture.

Have trainee supervise pupil's study and assist in developing desirable study habits.

Have trainee recognize that he must develop desirable personal characteristics for effective supervision of high school students.

Show trainee and assist him in making tests for different purposes.

Make trainee conscious that correct field trip procedure is affected by time, purpose, and reason for field trips so their cooperation may be obtained.

Emphasize to all agriculture teachers the importance of correlating and informing all school personnel affected by time, purpose, and reason for field trips so their cooperation may be obtained.

Have trainee observe the correct usage of field trips and point out the ways, do's, and don'ts.

Assist trainee in organizing a field trip, preferably with freshman or sophomore boys, and accompany them. After one or two successful
D. Make good use of time

E. Collect information of use in class

F. Review trip upon return and evaluate accomplishments

Suggest to trainees that they value the privilege of making field trips and do all coordinating necessary with administration and high school faculty in order to continue effective field trips.

Discourage use of field trips for any other than educational purposes.

Supply list of types of trips outstanding departments have taken and how organized.
VII. TO DEVELOP COMMUNITY PROGRAM

AND

TAKE RIGHTFUL PLACE IN COMMUNITY

1. Plan and develop a community program of agricultural education.

A. Discover community needs

B. Choose objectives to meet needs of community

C. Make plans to achieve objectives

D. Evaluate community program

E. Improve and replan program as follow up of evaluation

2. Become familiar with and improve school and community relationships.

1. Emphasize importance of community program of work in vocational agriculture

A. Select and use available sources of information as records of department, records of extension service, soil surveys, census data, etc., in setting up and planning objectives.

B. Acquaint with other sources and agencies as use of advisory committee, farmers, veterinarians, feed dealers, bankers, and farmer organizations.

C. Teach to make surveys.

D. Deal with farm living as well as farm.

2. Develop the philosophy of cooperation with entire school system and its relation with community.

A. Have trainee meet as many of necessary people as possible during his training period.

B. Hold frequent meetings with school and community leaders and exchange views.
A. Become acquainted with school officials, administrators, teachers and custodians.

B. Cooperate with other agriculture agencies

C. Use services of other professional and technical agencies

D. Make vocational agriculture department an integral part of the school system

3. Develop desirable professional interests, attitudes, and ideals.

A. Participate in professional organization

B. Maintain high standard of professional habits

C. Develop habit of Self-criticism to stimulate professional improvement

Have trainees visit former students.

Trainee attends faculty meetings.

Study files, inventories, and monthly reports of supervising center.

Have trainee take turn of school duties as study bell, etc.

Acquaint trainee with influential persons, agencies, and organizations who have supported vocational agriculture and with whom cooperation is desirable.

Encourage the development of high standards in the profession by suggesting professional membership, clean talk, high ideals, right attitudes, etc.

Assist agriculture teachers association on ethics.

Work with committee on salary information.

Have a list of persons with whom the trainee should become acquainted both at supervising center and when on his own.

Supply examples of advantage of vocational agriculture being integral part of school.

Acquaint trainee with influential persons, agencies, and organizations who have supported vocational agriculture and with whom cooperation is desirable.

Assist trainee in learning purposes of ethics committee and show its functioning.

Render advice on applying for job.

Teach trainee to have scientific inquiry to problems.

Give advantages of acquiring additional credit in supervising center system.
D. Develop a scientific approach to a practical solution of problems

4. Develop and cultivate desirable personal characteristics.

A. Have confidence and assurance in one's teaching ability but not overbearing

B. Adjust to community standards

C. Recognize and remedy undesirable personal characteristics

D. Budget time efficiently

E. Maintain desirable personal appearance

F. Maintain high ethical code in business, professional, and personal relations.

Stress necessity of continued professional study and show how it may be accomplished.

Select desirable recruits for profession.

Be a good example to trainees all times.

Review fundamentals of good teaching until trainees know them.

Show necessity of conforming to community standards and demands.

Show necessity of being able to dress for classroom, civic club, and shop in a single day.

Suggest appropriate dress

Emphasize the maintaining of high morals, sobriety, and good credit.

Show how science may be applied in the field.

The supervising teacher will develop the actual confidence and assurance in trainee or lack of it by his teachings because this is the place trainees get their feet on ground doing.

Hold weekly conferences and point out necessity for proper dress, sobriety, etc.

Have trainees go to civic meetings, etc.

Inform trainees of how he could improve in boy's and community's eyes.

Have high ethical code for trainee to observe.

Develop an attitude of knowing why, not just knowing things happen.

Supervise and suggest changes and compliment new teachers on personal traits.

Inform trainee of any peculiarities of a community prior to his arriving on the job.

Assist trainee in budgeting time.

Stress to all teachers the necessity of keeping the highest standards in all relations.
VIII. TO RELATE INSTRUCTION IN VOCATIONAL AGRICULTURE AND THE FUTURE FARMER PROGRAM TO THE STATE AND NATIONAL PROGRAMS

1. Know and develop FFA philosophy by:
   A. Studying principles
   B. Reading history
   C. Knowing ceremony
   D. Supporting constitution

   Acquaint trainees with location of information then:
   A. Assign history reading in FFA manual
   B. Develop principles on board
   C. Assign and quiz on ceremony
   D. Develop sample constitution for local chapter in accordance with state and national constitution

   Give trainee practice in using knowledge gained by teaching freshman class.
   A. Summarize history
   B. Importance of principles
   C. Reciting ceremony during actual meeting
   D. Reviewing local chapter constitution

   Emphasize knowing FFA work thoroughly.
   A. Send FFA manual to college and chapters
   B. Requiring use of 12 purposes found in manual
   C. Requiring ceremony in all meetings
   D. Send out sample constitution with new additions and changes

2. Organize FFA chapter so all members can and do participate effectively.

   Develop thinking that the better the participation of all members the better the chapter.
   Demonstrate to trainee methods of effective member participation in:

   Put less emphasis on individual honors and more on outstanding groups and chapters.
A. Holding regular meetings  A. Teach importance of well-planned meetings  A. Planning a meeting and having trainee plan one  A. Check to see that at least 12 meetings are held

B. Training officers B. Have trainees list characteristics of and good standards of good officers  B. Instruct and confer in training of officers  B. Invite trainees to district and state officer training schools

C. Teaching good committee procedure  C. Present method of committee organization  C. Teach methods of committee assignment and considering likes and abilities  C. Recommend proper use of committees by distributing proper committee procedure and hints

D. Rotating offices and assignments  D. Show how offices and assignments can be effectively rotated  D. Have trainee observe and make a rotating assignment sheet for freshman class  D. Check chapters on all boys as to honors, etc.

2. Develop abilities required by members in cooperation and leadership by:

A. Teaching and urging participation in good crops.  A. Instruction in meaning and aims of coops  A. Trainee supervise one coop and study needs for others  A. List of coop activities in state

B. Developing spirit of community service  B. Give examples of community service and its benefits  B. Promote one community activity (trainee)  B. List of various chapter community activities

C. Expressing and providing for leadership training  C. Presenting material and instruction on how to teach:  C. Trainee teach freshmen  C. Train state and district leaders and encourage striving for higher degrees

Be an example and hold conferences each day on methods used in developing cooperation and leadership.

Distribute information that will encourage better cooperation and develop leadership.
D. Providing and encouraging recreation

E. Encouraging and practicing thrift and safeguarding financial investments

F. Improving scholarship

4. Relate FFA and supervised farming programs.

A. Setting S.F. standards for FFA members

1. Parliamentary procedure
2. Public speaking
3. Radio programs

- a. Have trainee put one on

D. Show how recreation affects home life of individual

E. Hand out methods of good financing and encourage the investment of savings into farming activities

F. Counsel trainee on methods of improving scholarship and teaching methods of studying

Teach that FFA has a legitimate part to play and is necessary in preparation of the boy for farming.

A. Show that by law FFA members must have suitable S.F. programs

A. Trainee help set up minimum S.F. requirements for FFA members

Trainee observe ways the supervising teacher relates FFA and S.F.

Emphasize the importance of S.F. in all FFA activities.

A. Set up high standards for state and district officers

D. List of recreational activities including proper banquet procedure and organization

E. Send out treasurers' books. Encourage thrift banks. Evaluate candidates for awards partly on thrift and investment basis

F. Have state officers and state farmers have average or above scholarship in all school subjects. Send out state officers and representatives to local chapters at least once a year
B. Using FFA program of work as a guide in supervised farming enterprises

C. Improving home life of members

D. Contests and degrees
1. Better farming
2. Enterprise contest
3. State and American farmer

B. Show trainees relation between teaching plan and FFA program of work

C. Show justification of spending class time in preparation of FFA members in farming and family living activities

D. Go over various contests and degrees listing S.F. requirements in each

B. Make copy of program of work available to trainee and trainee assist in drawing up program.

C. Trainee emphasize the improvement of farm home life to high school students

D. Have trainee assist in choosing and determining boys for contests and degrees

B. Distribute outstanding FFA S.F. program of work

C. List ways of improving farm family living

D. Send out contest information to trainees and chapters

E. Choose the candidate who is established or has definite plans for becoming established in farming over others
IX. TO DEVELOP AND FOLLOW A SELF-IMPROVEMENT PLAN

1. Develop in actual farming experience
   A. Born on a farm
   B. Engage in farming after 16 years of age
   C. Actual part-time supervision and management
   D. Other supplemental development such as skills

Teach and stress the importance of obtaining the practical farm experience as is possible.

Emphasize the attitude of students actual practical farm experience and participation.

Urge the obtaining of as much practical farming as possible and use it in evaluating prospective students.

A. Have established Agriculture teachers provide teacher trainee department with names of good farm-born boys interested in teaching and now going to college

B. Supply list of ways to obtain farming experience

C. Ask regular teachers to help place trainees on good instructional farms part-time

A. Show advantage of being born and raised on a farm in attitudes and philosophy of farm life

B. Urge participation in actual farming as much as possible

C. Have trainee assist in management if school farm is available

D. Inform students how they may develop skills such as butchering, operating machinery, pruning, etc.

D. Have trainee assist in and learn to perform as many farm skills as practical in time
2. Obtain and maintain necessary technical training.

A. Check pre-service agriculture college courses

B. Assisting in preparation of technical information

C. Obtain help from agencies trained in advanced information and skills

D. Visit "master farmers"

E. Read latest literature

Teacher trainer outlines trainees college course so any elective work may be taken in fields where trainee is apparently lacking in information.

A. Set up good college schedule for each trainee and hold conferences regarding value and progress

B. Assist trainees in gathering and preparing latest technical information to publish in periodical letters to agriculture departments

Supervising teacher assists trainee in sources, location, and availability of any material giving up-to-date technical information. Furnish teacher trainer department with list of newest development.

A. Helps prepare trainee in fields where they have had little practical training

B. Confers and explains type of information that is most useful

D. Maintain good relations with other agencies such as Swift where training in meat grading, etc., can be obtained. Hold district schools where experienced teachers can demonstrate good farm skills performance

A. Build up good relations with departments in college acquainting them with what trainee requires

B. Set up necessary funds and supplies for periodical news letter

C. Maintain good public relations with other agencies so demonstrations and aid may be secured
C. Enlist help and maintain good relations with Veterinary Medicine, Speech, and other departments so additional training may be scheduled above required courses.

D. Take at least one visit per term to "master farmers" so they may aid trainee in new development.

E. Recommend the best literature that should be read.

3. Secure, develop and keep up professional improvement.

A. List college courses

B. Know state plan for vocational agriculture

C. Assist in research and special schools

D. Develop good relations with:

C. Acquaints trainee with agencies in community, such as veterinarians, credit agents, mechanics, etc., that can give very technical aid.

D. Take trainee to at least two farmers that are up-to-date and have his visit and observe.

E. Acquaint trainee with type of literature that has been most helpful.

Inform trainee that supervising teacher is a form of practical professional improvement; then be example with emulating.

A. Stress practical vs theoretical training

B. Supply teacher-trainer with copy

Set a high professional standard for all agriculture teachers and acquaint trainees with the students.

A. Aid in course selection

B. Supply teacher-trainer with copy

C. Encourage work in studies and putting on of special training schools
1. General school faculty
2. Ethics committee
3. Other agriculture agencies
4. Teachers organizations
5. Education Department

E. Take time away from job and community

F. Participate in other professional activities:
1. District and state conferences
2. Vocational guidance counseling
3. Certification program
4. Maintain good financial credit
5. School staff meetings
6. Orientation on applying and accepting vocational agriculture job
7. Keep informed on salary scale
8. Practice professional ethics code
9. Subscribe to Agricultural Education and other professional magazines
10. Assist in administration

D. Be example of development of good relations. Show how and what is expected in each of these agencies. Supply lists when possible.

D. Acquaint trainee with members of and their aims and objectives
1. Introduce and have trainee work with
2. Give practical objective
3. 
4. Show importance of overall picture
5. Study trends of

E. Advocate some time visiting other departments and going to summer school.

F. Aid trainee participation
1. Assign attendance of one: district and one state conference; arrange for their absence from college
2. Acquaint them with vocational Guidance Department
3. List requirements
4. Stress importance of overall picture
5. Suggest duties of trainee in meetings
6. Teach students how to apply for a job
7. Keep trainees well informed and offer suggestions

D. Develop from a state level and urge good local relations with all five of these agencies

E. Suggest that at least one boy every two weeks be away from job and two weeks vacation be taken each year

Arrange for time away for additional training or bring school to trainee in field

F. Supply teacher-trainer department with information so that the trainee can keep abreast of all these activities and participate effectively in them

C. Keep informed on salary scale, how it works, monetary and professional benefits and generally install in trainee the necessity of going forward in development

D. Develop from a state level and urge good local relations with all five of these agencies
4. Develop and improve personal qualities.
   A. Improve personality
   B. Participate in personal community relationships
   C. Develop and broaden through interests and recreation
   D. Evaluate self and teaching

   Motivate trainees and inform them how to improve personal qualities.
   A. Recommend good books as "How to Win Friends" "I Dare You" Be example
   B. Show necessity of being an integral part of the community
   C. Stress necessity of maintaining enthusiasm and drive through broad range of interests
   D. Stress necessity for always evaluating oneself. Hold conference with trainees aiding them in self-evaluation

   Be an outstanding example to the trainee.
   A. Confer on ways of becoming tactful, etc.
   B. Have trainee participate with supervising teacher in community relationships
   C. Discuss your interests, hobbies, recreational activities with trainee
   D. Show trainee how supervising teacher evaluates self and teaching program

   Suggest to trainees and Agriculture teachers that they do not overlook personal development.
   A. Send out lists of ways
   B. Send a compiled list of ways older teachers are a part of community
   C. Attempt to broaden views of Agriculture teachers by some play and recreation at meetings
   D. Hold conferences with teachers during supervising visits, aiding them in self and teaching evaluation
X. TO ESTABLISH AND MAINTAIN GOOD PUBLIC RELATIONS

In all of the public relations remember to do the job hired to do first and that a job well done is the best type of publicity.

1. Maintain proper relationships
   A. Work with principal, superintendent, and teachers
   B. Work for district represented by school board
   C. Cooperate with
      1. State board for vocational education
      2. State department of education
      3. Teacher-training department
   D. Understand and assist
      1. Farm organizations and cooperatives
      2. Local editors and correspondents
   E. Understand parents and enlist their cooperation
   F. Develop desirable attitude toward USDA and extension service

   Select trainees who have qualities desirable for promoting good relations and develop a philosophy that vocational agriculture is a member of a large organization.
   Acquaint trainee with the members listed and show him the working relation existing between the listed organizations and agencies. Have trainee assist in the relations and suggest recommended improvements.
   Have trainee promote some of the work after super-vising teacher and trainee have conferred on the procedure.
   Work with all these agencies on a state level and have the agriculture instructor and the local FFA chapter perform those functions on a local level.
   Assign state FFA officers to promote good working relations with these agencies after the officers understand their relationship to the organizations listed.
2. Interpret program to public
   A. Write news articles
   B. Present radio programs
   C. Conduct school and community fairs
   D. Arrange exhibits
   E. Speak at civic and other meetings
   F. Have functional FFA publicity committee
   G. Enlist support of former vocational agriculture and active and honorary FFA members

3. Participate in community activities.
   A. Attend and assist in faculty meetings
   B. Work with farm clubs
   C. Be acquainted with commercial firms, etc.
   D. Have college FFA with a publicity committee actually promoting vocational agriculture work
   E. Give examples of how former members are often best examples of what is done
   F. Working with FFA publicity committee. Take and display pictures of vocational agriculture and FFA that tell the story of their work. Acquaint with former members and their work
   G. Give examples of how former members are often best examples of what is done

Assign courses to trainees and make assignments in
   A. News writing fundamentals
   B. Radio program presentation
   C. Fair organizations
   D. Exhibit display
   E. Speech fundamentals
   F. Have college FFA with a publicity committee actually promoting vocational agriculture work
   G. Give examples of how former members are often best examples of what is done

Give the trainee practice and assistance in preparing
   A. News articles
   B. Radio parts
   C. Fair work
   D. Displaying exhibits in business windows
   E. Assisting public speaking work
   F. Working with FFA publicity committee. Take and display pictures of vocational agriculture and FFA that tell the story of their work. Acquaint with former members and their work
   G. Give examples of how former members are often best examples of what is done

State officers and state office work on a state level in all the listed activities
   Supply trainees with schedules of radio programs, FFA speech contests, and monthly state FFA paper.
   Constantly keep in touch with former state officers and outstanding vocational agriculture members.
   Participate on a state level and keep all agriculture instructors informed on the overall type of work the state office expects him to be a part of.
Introduce him to personnel of commercial firms and explain their purpose in relation to vocational agriculture program and how to enlist their support.

Enlist support of commercial concerns to vocational agriculture program.
XI. INSTRUCTIONAL PROCESS IN DEVELOPMENT OF ABILITIES TO CONDUCT A SUPERVISED FARMING PROGRAM

Because of the limitations of space this paper will take only one of the eight large areas of a teacher's job and deal with it in a narrative and descriptive manner. By this means, the writer will attempt to bring out some of the philosophy of our program and the corresponding psychology of learning. Prospective agricultural teachers must have training relative to the development, appreciation, and understanding of the educational value of projects. The project or supervised farming program should be used as a concrete approach to class instruction. During the entire training period stress is placed on keeping things integrated and related in teaching as they occur on the farm or other real life situations.

The major responsibility of the teacher-trainer department is to develop in carefully selected trainees the abilities mentioned. As a trainee develops these abilities, he is successful in translating into action in his situation, the ideal conception of supervised farming as those who framed the Vocational Education Act of 1917 conceived it to be. This group asked for learning by doing in all areas of Vocational Agriculture— all day, young farmer, and adult students. This philosophy of learning by doing is sound as evidenced by the giant growth of Vocational Agriculture and its beneficial effect in thousands of local communities. The principle applies equally well to the trainee so that he also, when possible, should learn by practice in development of teaching ability.
Supervised farming being the heart of our program in training for farming it is appropriate that the concepts of the overall program be visualized in its light. Teaching of Vocational Agriculture on the activity basis provides learning by association, a source for class problem discussion, and the prevailing criteria for evaluating teacher success. This discussion offers recommended teacher training content and teaching procedures, covering resident and supervised teaching, for developing knowledge and abilities needed by beginning teachers in:

I. Conducting Supervised Farming Programs.

A. Guiding students in selecting and formulating supervised farming programs.

It is important that the teacher trainer develop an understanding of the importance of supervised farming, a working knowledge of its objectives, and the overall concept of the numerous activities which should comprise these programs.

Trainees should realize that students entering voc-ag. in the freshman year are about fourteen years of age. Some of them are interested in agriculture through force of circumstances while others have natural aptitude for the vocation. The problem, therefore, of the beginning teacher is one of orientation and guidance to the beginning high school student. The young student will respond to the activity approach but it cannot be assumed that he is as yet capable of setting
up a long time farming program by himself. Nor will he be given major responsibilities in the management of the home farm for the time being. It is necessary for the teachers to discover the farming situations of the students and be aware of the means by which progress toward farming establishment is made.

1. In order to acquire an understanding on the beginning teachers part of the nature, scope, and objectives of voc-ag. and especially the supervised farming program, the teacher trainer begins in orientation. Voc-ag. history and development are discussed with the trainee and the objectives listed on the blackboard. Each of the objectives listed are then thoroughly discussed.

The provisions of the Smith-Hughes and subsequent acts dealing with Voc-ag. are assigned to the trainee. Special emphasis is given to those provisions dealing with supervised farming.

a. Meaning and value of projects from psychological and learning standpoints.

The laws and principles of learning and how they apply in supervised farming is next discussed, students learn what they practice. Care must be taken that what the students practice is not too general and vague in their thinking. Practice must
be accompanied by understanding. In order for trainees to have more accurate facts about this, a paper written by Professor H. H. Gibson entitled "A Requirement for Effective Project Supervision—The Determination of What Proved and Up-to-Date Practices Are To Be Followed" is assigned.

b. Objectives of Supervised farming programs in Vocational Agriculture.

The characteristics of good supervised farming program are discussed and definite objectives derived from such discussion. The general characteristics presented are largely taken from "Evaluation Criteria For Vocational Agriculture," National Committee on Standards for Vocational Agriculture in Cooperation with the U. S. Office of Education and the A.V.A. in 1942. In this discussion as well as in all of the training it is pointed out that the success or failure of the supervised farming program is determined mainly by the teachers belief in the program. In order to believe in it he must be enthusiastic, know his subject as to sound community agriculture, understand what is meant by a good program, and carry on instructions that will best fit the needs of student and community.
c. Changing concepts of S.F. program.

When the Smith-Hughes Act was first passed, it was interpreted by some as meaning one project of six months duration. Short term, unrelated enterprises were frequent and the production and marketing cycle of each enterprise were rarely covered. Over the years, this has developed to the point that effective instruction is carried through the doing level and a plan whereby eventually the students become established in farming. Broader farming programs including production and improvement projects and supplementary farm practices are included. These programs are planned so they expand each year in size, scope, and number always aiming at a comprehensive, well-balanced program, leading to establishment in farming.

1. Relation to courses organization

The teacher must decide on a plan of instruction and organization of curriculum in order to develop the course content. There are three general patterns:

a. Traditional type:

One phase of instruction only for each year; namely, Freshman year, animals; Sophomore year, crops, etc.
b. Cross-sectional plan:

Teaching jobs for our enterprise are distributed over two or more years. There is flexibility about this plan permitting individual instruction to be based upon needs and interests of the students. From the teacher's standpoint it allows more difficult lessons to be taught after the student has developed in understanding and experience.

c. Modified cross-sectional plan:

Central emphasis is given to one or more phases of agriculture in each year of instruction. For example, a teacher in a dairy community would provide dairy instruction each year of the student's four years in school. Other agricultural subjects would be taught as they rank in importance in a community. This gives the boy an integrated understanding of farming in the community. It patterns the instruction as farming is carried on for farmers have some main source of income and still all farming enterprises are engaged in simultaneously.
As these plans are developed it can be seen by the trainees where the emphasis is placed.

In the same manner, the teacher training department attempts practical use of the modified cross-sectional plan in all of its related discussions.

d. Understanding and applying the basic factors important in selecting farm programs.

For this phase of the instruction to trainees a paper prepared by the O.S.C. Teacher-Training Department entitled "Jobs and Steps in Teaching Procedure for Making a General Plan For the Supervised Farm Practice Program" is distributed and discussed.

Then to put all these phases of conducting S.F. programs to use, the trainees cooperate with the local Voc-ag. departments at Corvallis and Junction City. Here the regular Voc-ag. instructor familiarizes them with how he conducts the program and assigns each trainee to a beginning student in Agriculture to actually go through the steps
of guiding students in the selection, planning, and formulating of their supervised farming program.

B. Organizing and Executing Classroom Instructions According to Student Needs Through S.F. Program.

e. Assisting trainees in discovering the importance of a long-time program:

The trainees are next impressed with the importance of stressing a long-time supervised farm practice program to their students. The assignment to plan a long-time program in any given area is made and the reasons listed as to the advantages of such a step. Explanation by the teacher-trainer is made as to how the summer visits are made when the new teacher is first on the job. The importance of explaining to the boys and their parents the advantages of a long-time plan is stressed. The long-time plan may be changed from time to time but a written, comprehensive, three to five year, plan is drawn up. This plan is then signed by the boy, his father or mother, and the agriculture teacher. As
circumstances change, this plan will be revised, but not before the boy has thought out the reasons for changes and discussed them with his parents and teacher. This precaution prevents many changes without thought or reason, besides familiarizing boy, parent, and teacher time and time again of the overall objectives of his particular plan.

Examples are given of boys who had long-time project programs and how these have eventually lead in establishment in farming. Emphasis is always made to the trainee that he is not to 'dictate' a plan for the boy, but to 'counsel' and organize thought on the boy's part. The final plan adopted must always be the boy's plan after conferring with teachers and parents. If this is not observed, a great deal of initiative and motivation on the boy's part is cancelled.

Class discussion is developed and assignments made to bring out the differences between project work and work on the farm which the students would do
anyway. The points brought out that:

1. Management and financial responsibility are important.

2. Each enterprise should be set up as goals toward which the students are working.

3. A listing of practices accompanying each enterprise is made.

4. Farming without record keeping is a hit and miss proposition.

5. Definite agreements must be worked with parents and partners affected.

6. The boy actually performs the majority of the work involving undesirable as well as desirable tasks.

f. Emphasizing supervised practice versus 'project' type of program.

"A combination of related and supporting enterprises in contrast to single enterprises to sequences, continuity, or relationship." This is the way Professor H. H. Gibson very well differentiates between type of farming program in contrast to project. The advantages of the more inclusive program are:
1. Farming is not conducted in a series of single unrelated enterprises and this is supervised farming.

2. Greater efficiency in overall distribution of labor.

3. Educational value in management problems found in a combination of enterprises.

4. Greater efficiency from a cost standpoint of having related animal and feed crop enterprises.

g. Other points stressed:

1. Need for selecting a type of farming program suited to individual students' interests, needs, and conditions.

2. Analyzing and surveying the home farm business with respect to major and minor enterprises.

3. Adaptability of different enterprises to the community.

After trainee has made his own (or another) farm survey a final class discussion is held to give opportunity for expressing his reasons for the selection
made. In this discussion, the point is brought out that the advanced students make more comprehensive plans than the beginning student for his profits from experiences and instruction.

C. Assisting the high school boy in making budgets and keeping records.

1. The use made of good, factual, well prepared budgets in the teaching of supervised farming must be stressed again and again. In order to do this, the trainee must be well trained in:

a. Meaning of a budget:

Not a guess or hasty estimate, but one based on facts, quantities, as well as present and anticipated future prices.

b. Making out a budget:

A sample enterprise taken and analyzing the items determining profit and loss.

c. Use made of the budget in teaching.

The use made of the actual facts and thinking resulting in raising questions, problems, desirable and undesirable features. Its use in not only selection of projects, but instruction of related material and future planning. Often the budget is used as an approach
to good conference and class discussion. This can be done only with the various members bringing out their individual variations, problems, and deductions.

1. Well prepared budgets determine in advance the necessity for wise selection of supervised farming program. This allows for changes or modification before plan is actually begun. This important point is readily seen by beginning teachers.

2. Determines balance between crop and livestock program a boy with animals can see a larger profit in raising some of the feed himself.

3. Helps boy select desirable program as to size, scope, and balance.

4. Determines the amount of capital, labor, and management required.

5. Predicts unit costs of production and subsequent profit or loss.

6. Suggest enterprise goals which may be set up.

7. Allows insight into overall relation between costs, yields, production, and profit and loss.
8. Is an instrument well used in obtaining class discussion thus bringing out difficulties, facts, and subsequent instruction in planning and executing project program.

2. The uses made of records and summaries in teaching:

   Before records can be used or their value discussed, the trainee and boy alike must be conscious of their need for records. This entails a discussion of the kinds of information needed to complete supervised farming adequately. After a discussion, presentation of completed records of successful members of vocational agriculture are reviewed, discussed, and the value pointed out. This may best be shown by actually listing the uses made of records in the supervised farming program.

   a. As an aid in making a project budget.
      1. Completed records of former students
      2. Their own records as to improve the long-time program.

   b. As a basis for discovery and discussion of management problems.

   c. To aid in setting up desirable objectives and standards for new projects.

   d. To aid in desirable standards for continuing projects.
e. Show uses made of former student's records.

Not only can these and other various uses be emphasized but records should be used by the trainee to evaluate and summarize his work. A few ways this can be done:

a. To help pupil discover possible factors or reasons for success or failure of project.
b. To compare practices and results of different individuals, without the same enterprise.
c. To discover if class or individual project instruction is being carried over into actual practice.
d. To discover problems and difficulties, the teacher may correct in improved project supervision.

After the need for records is realized by the trainee, and he in turn is able to teach the boy the need for accurate records, actual practice in keeping records must be made. The project record book for Oregon is then discussed, a boy with his records assigned to a trainee, and the trainee supervises the keeping of the records. This supervision involves the entries as to inventory, expenses, labor, receipts, and summarizing.
The teacher training department suggests that a set of wall charts be prepared with the different project record forms and a set for each important type of project enterprise in a particular community. These serve as examples and discussions on correct and incorrect methods of keeping records.

Some activities that have been devised by the teacher-trainer department to aid the trainee in teaching records are:

1. Assisting pupils through individual instruction while in school and during project supervisory trips in keeping records of their own projects.

2. Helping pupils to interpret and follow instructions in their project record books.

3. Having pupils figure efficiency factors of their own project records after projects have been completed.

4. Teaching pupils how to use cost account data in figuring efficiency factors.

5. Having pupils review and analyze completed project record books of other pupils in order to teach them how to keep and analyze their own records.
6. Checking project results against average results in the community for the same enterprise.

7. Comparing pupils' proficiency in conducting supervised practice with standards set up under activities numbers 24, 25, 26, 27, and 28.

8. Giving practice in keeping and analyzing project records by means of practice books.

9. Explaining to pupils how project records and account may be used for making comparative studies in determining cost of production and labor income on similar project enterprises.

10. Having all project record books kept in the school or brought to class at least once a week for posting while school is in session.

At all times it is stressed that records are used to teach and discover the problems and phases of correct practices in an individual enterprise. Each trainee must realize that project records discover problems both for individual and class instruction. Through the subsequent discussion of the problem discovered an improved practice is adapted.
Thus it can be seen that project records are not used as mere mechanical processes but to discover problems.

D. Connecting F.F.A. and Supervised Farming:

The FFA work is normally a more familiar term than vocational agriculture. The FFA originated, however, because the boys enrolled in Vocational Agriculture felt a need. Thus it can be seen that the FFA is the result of growth of the inherent needs of farm boys and rural life in general. Its intent was to dignify the occupation of farming through providing recognition for rural youth by united effort. The FFA is a national organization of boys enrolled in vocational agriculture in secondary schools. Therefore, the FFA becomes a means of developing the rural boy not only in proficiency in agriculture, but in cooperation, companionship, community service, and leadership as well. In each of these phases, the boy learns and develops by doing. As the trends of education tend to educate the individual for society as well as proficiency in life's work, so the FFA is bound to vocational agriculture—the two being inseparable.

A program of work is set up for each local FFA chapter. This contains the goals or objectives of the entire group for a year and a future program. In this
program of work, various committees are organized with the purpose of farm, home, social improvement; this takes form in instruction in supervised farming and various forms of leadership and citizenship training. This is done through the training in public speaking, conducting of meetings in accordance with parliamentary procedure, good citizenship training by meeting situations involving group action for welfare of society, and making decisions in accordance with democratic procedures.

From this the relationship between vocational agriculture and FFA becomes one of developing a well-rounded individual for the society about him through a balanced, well-rounded program for better farming and better farm life. The FFA is a device used, a method of teaching vocational agriculture.

One of the eight large committees in the FFA program of work is entitled Supervised Farming. A group is designated to set up goals, and devise ways and means of achieving these objectives. Usually the larger committee of Supervised Farming is subdivided into smaller committees according to the various enterprises in any local community. Examples of this are dairy, swine, beef, sheep, and crop committees as grain, seed, and pasture. Through this committee work the boys discover for themselves and interpret to the instructor
their definite needs in any particular enterprise. From the group discussion of these objectives comes the real, worthwhile, motivated type of learning based on interest and need expressed by the individual himself. Again FFA provides individuals through an organization an expression of needs and a means for the instructor to conduct effective instruction.

To familiarize trainees with the FFA organization and the latest developments, the official FFA manual is handed out and assignments made pertaining to the objectives, organization, and procedures. Further blackboard presentation is given of the Oregon organization from the individual in the local chapter to the district set up comprising the State Association. Valuable discussion is presented along such lines as:

a. Organizing a new chapter.

b. Responsibility of local chapter and the district set-up.

c. Setting up a program of work.

d. Correctly filling out required forms and blanks.

e. Means of motivating committee work.

As future advisors of the local FFA chapters, the trainee must learn to aid the boys in the fulfillment of the above mentioned goals. He must realize that this is a program of the boys themselves and a means of expressing
their desires not only in technical knowledge but also enlarging their horizons to include better ways of life for themselves, and those about them—Gregory expressed this view in these words, "Why teach a boy or man to become a better farmer if he doesn't learn to enjoy a beautiful sunset?" It is in this phase of the work where trainees must realize that vocational agriculture teaching is a job calling for not only technical proficiency but to inspire, guide, and counsel young men in ways and means of achieving their realization of a better way of life.

E. Applying effective teaching procedures in supervised work.

In the methods and materials course and during their term of actual supervised teaching the trainee must to develop abilities in correct teaching procedure. The entire vocational agriculture program is based upon learning by doing and this has reflected itself in the preceding material on Selection of Projects, and the FFA organization. The trainee must be reminded again and again that the whole approach and basis of instruction both in classroom and the related work, is based on locating and using actual farm and project problems and related activities. This teaching procedure produces results that are proportionally effective to the teacher's ability to make and form connections in the individual's
thinking between the farm and the individual's problems and the facts and information needed to make wise decisions.

The above approach to teaching is often called the problem approach. It involves the ability to locate and use real farm problems, find all facts and information relating to the problem, and helping the student arrive at an intelligent decision. If this ability is to be developed in trainees, not only problem teaching procedure must be discussed with them, but they must have a personal real farm environment. For this reason, it is essential that all trainees in Agricultural Education have a farm background, real farm experience after reaching 14 years of age, and be placed in a real farm environment during their practice teaching period. The supervising teacher must go further and give them experience in project background and familiarize them with possible methods of using the problems which arise in effective teaching. So then there is correlation between the methods of Job Analysis taught the trainee in the classroom and the actual problem approach in the environment of the farm. It must be emphasized that this job analysis and problem approach be conducted so that it leads to discovery of a solution. This does not mean the mere adoption of useful facts and approved practices
but the development of reasoning needed to arrive at these facts and practices as well. This is often begun through adequate farm and project surveys made on the actual farm—a desirable approach to the problem. The students and teachers observe results, compare and discover conditions and practices that will have an effect on these results, then raise the questions which need to be answered. Information from experiences of the group, from printed sources, from the instructor, and from individuals well posted in the community then serves as a basis for the arrival at an intelligent decision. All available information has been used but the interest and problem had its basis in a problem of real significance to the student.

The above method of instruction requires that the trainee is aware of definite activities the students need to perform in:

1. Discovering opportunities for supervised farming.
   a. Making studies of farm homes where pupils live to secure first-hand knowledge of specific enterprises, farm practices, soil types, and farm equipment.
   b. Discovering personal interests, preferences, hobbies, likes and dislikes of pupils through personal conference.
c. Determining financial resources, ability, intelligence, and willingness of parents to back pupils in their projects.

d. Becoming personally acquainted with the pupil's parents.

2. Project instruction:

a. Correlating the class instruction with the program of supervised practice.

b. Determining the supervised practice enterprises before building the content of the course of study.

c. Providing for individual instruction.

d. Arranging class instruction according to seasonal sequence requirements of the projects.

e. Basing certain parts of the class instruction on project problems of the pupils.

3. Project record keeping and analysis:

a. Assisting students through individual instruction while in school and during project supervisory trips in keeping records of their own projects.

b. Help pupils to interpret and follow instruction in their project record books.

c. Have pupils figure efficiency factors of their own project records after completion of the projects.
d. Teach pupils how to use cost account data in figuring efficiency factors.

e. Have pupils review and analyze completed project record books of other pupils in order to teach them how to keep and analyze their own records.

f. Checking project results against average results in the community for the same enterprises.

g. Comparing pupils' proficiency in conducting supervised practice with standards set up by the department.

h. Giving practice in keeping and analyzing project records by means of practice books.

i. Explaining to pupils how project books and accounts may be used for making comparative studies in determining cost of production and labor income or similar project enterprises.

j. Having all project record books kept in school or brought to class at least once a week for posting while school is in session.

4. Supervising projects:

a. Teaching on the job or giving definite recommendations and suggestions for changed or improved practices to be followed by the pupils when advisable.
b. Inspecting for general conditions and improved practices.

c. Checking up on necessary entries in the record book at the time of each supervisory visit and insisting that it be brought up to date.

d. Making contacts with parents when supervising projects.

e. Developing pride in workmanship while supervising projects.

f. Keeping notes on condition of the project at the time of each visit.

g. Conducting project tours for vocational pupils to inspect projects of fellow class members and projects conducted by pupils in neighboring schools.

h. Anticipating seasonal difficulties and making practical suggestions in advance as to the best method of coping with them.

i. Giving encouragement and inspiration while supervising projects.

j. Providing supervision of farm practices of former pupils where requested.
XII. TESTING AND MEASURING IN THE TRAINING PROGRAM

The true efficiency of any program is not discovered until methods and measures are taken to evaluate it in terms of the product it turns out. The Teacher-Training program in Agricultural Education recognizes that its real effectiveness can best be measured in the performance and results of the teacher on the job. The following proposed evaluation is not all inclusive or complete and should be used as a guide only. This guide can be used by the Teacher-Trainer department and is devised for such use. This does not prevent an individual to evaluate himself in the light of the guide and may have a wider use in the latter sense.

This evaluation will approach the problem from the standpoint of the teacher as it portrays his selection and training and not cover the physical properties of the department except as the teacher might use them to advantage.

The development of a workshop to discuss the problems of the supervising teachers needs some criteria to follow. During the training of the supervising teachers many of the below points are discussed and their value determined. This greatly aids the Teacher-Training department as well as the supervising teacher in deciding what a good training program consists of.

Interpretation of Marking System: Each division will be rated on a five point scale, as follows:

A. This rating reserved for the few exceptional teachers known to the person doing the rating.
B. This rating is assigned to that large group of good, better than average, teachers.

C. This rating is assigned to the large group of average teachers.

D. This rating assigned to teachers who have pronounced weaknesses but have the potential possibilities to overcome these weaknesses and move up in classification.

F. This rating assigned to teachers who fail to meet the standards to successful teaching.

1. The Teacher: A B C D F

   (Encircle one)

A. Personal Equipment

1. Well groomed and appropriately dressed.

2. Is interested in boys and older people.

3. Shows enthusiasm for his work.

4. Does cooperate with others.

5. Lives up to high ethical standards.

6. Is efficient and accurate.

7. Has no apparent physical weakness.

8. Has poise, self control, sympathy, and tact.

9. Is loyal to program and school.

10. Does adapt himself to the situation.


12. Is open-minded and fair.

B. Professional Equipment: A B C D F

   (Encircle one)

1. Possesses adequate certification.

2. Is technically prepared for this area.

3. Is a member of professional organizations.
4. Attends and participates in professional meetings.
5. "As a written course of study and revises it.
6. Is well informed of community activities.
7. Has a wide range of interests
8. Has command of language—uses it on a student level.
9. Has a professional improvement plan.
   a. attending workshops
   b. summer school
   c. works on local and state committees
   d. others

C. Teaching equipment

   A B C D E
(Encircle one)

1. Has sound philosophy of vocational agriculture.
2. Uses problem approach to teaching.
3. Emphasizes character building.
   a. stresses cooperative effort in solving problems
   b. is desirable example himself
   c. provides for development of desirable attitudes
      and appreciations as well as knowledge and skill
4. Uses periodicals, supplementary material, visual aids, field trips, etc., properly.
5. Teaches material in proper sequences
   a. Teach things together that belong together
   b. Seasonal aspect
6. Care in preparation and presentation of each lesson
7. Constantly keeps objectives in mind and stresses these over rate subject material.
8. Works with entire school system in planning ahead.
10. Explanations made clear and interesting allowing ample question time.
11. Does teacher resort to threats?

D. Relations in community

1. Thinks well of and is well thought of in community.
2. Is interested in life and activities of overall school.
3. Cooperates in activities of school.
4. Shows interest in farming activities of community.
5. Brings activities of community as up-to-date teaching material.
6. Recognizes that school and department are of service to community.
7. Is using an advisory committee.
8. Participates in farm visits.

II. Supervised Farming Program

A. All day

1. It is an effective training program for farming.
2. Adequate supervision is given.
3. Develops a long-time, well-balanced program.
4. Does take measures to improve accuracy of records.
5. Is assisting in establishing students and graduates in farming.
6. The teacher has conferred with parents of boy both previous to and during the project year.

7. Parents, teachers, and student have drawn up definite plans concerning relationship of project to development and right of home farm.

8. The program provides for managerial experience as shown by ownership, partnership or such agreement.

9. Through this program's course of study students are aided to participate more effectively in FFA activities.

10. The valuable subject matter relating to farm enterprises and rural life found in this community are utilized in this program.

B. FFA

1. Do the officers of FFA have sound SF program.

2. The State Farmers of one past and future candidates in the future are actually farming or working toward such establishment.

3. The leadership exemplified is of the type applicable to a rural community.

4. The cooperation committee have activities which are conscious of the needs of rural folk.

5. Earnings and savings are invested toward a farm goal.

6. The recreational activities aid rather than hinder farm youth to participate.

7. This chapter allows the development of abilities in a large per cent of its members.
8. The coms.unity service is of the type which will make a better rural community and tend to bind it together.

9. The annual program of work is balanced to include all members and all phases of this community life.

10. A definite point system is established as a basis for awarding letters and other marks of achievement.

11. This organization's goals are definitely tied in with the objectives of vocational agriculture.

C. Adult and Young Farmer

(Encircle one)

A B C D F

1. There is evidence of an organized young farm or adult and farm class.

2. The instructor visits the farms of these established farmers and talks over their problems.

3. Progress is being made toward independent establishment in farming.

4. Establishment as a citizen in a rural community is evident.

5. Approved practices are being recognized and followed.

6. Surveys have been made to aid the pupil and teacher to see the overall picture.

7. There is evidence that adult farmers aid the vocational agriculture program as well as being aided by it.

8. A continuing program of instruction over a series of years is in effect.

9. Conference procedure rather than lecture is being employed as a teaching device.
10. Instruction carries over in practical application to the farm and doesn't begin and end in the classroom.

III. Guidance and Selection

A. Selection:

1. Students of vocational agriculture are those who are interested in farming.
2. Those who not only can benefit from vocational agriculture are present but those who benefit most from vocational agriculture.
3. There is a reasonable prospect of the students becoming established or already established in farming.
4. There is evidence of high student survival over four years.
5. There is a high percentage of former students actually engaged in farming.
6. Some selection begins before students enter high school.
7. First year of agriculture helps student determine if this is best suited to his plans.
8. Standards of acceptance are drawn up.

B. Knowledge relating to student.

1. Information is available about the students background, family, interests, abilities, personality, etc.
2. Such information takes form in a cumulative record folder which is used.
3. Instruction is made more meaningful as a result of knowledge gathered, discovered, and used.
4. There is follow-up of former students.
5. Teacher is conscious of student's progress in areas other than agriculture.
6. Every student has been visited by the instructor.

C. Placement

A B C D F
(Encircle one)

1. There is a definite attempt by the teacher to help the student get placed where the student is best suited as indicated by all previous information.
2. Some form of follow-up of school leaver takes place.
3. The students feel that graduation is only a step of progress; not complete isolation from the teacher.
4. Large percentage of former students are engaged in farm or closely related occupations.
5. There is an attempt to place students not having aptitude for farming into something more desirable for them.

IV. Summer program.

A B C D F
(Encircle one)

1. School personnel understand the importance of the summer program of the vocational agriculture instructor.
2. The community is familiar with a "year around" agriculture teacher.
3. There is a definite organized summer program mapped out.
4. The instructor keeps daily record of his summer's work.
5. Every student's work is visited at least once a summer.
6. The FFA chapter meets during summer months.
7. Prospective students visited during the summer program.
8. Instructor and fifty per cent of chapter participates in at least county and state fair.

9. Courses of study are revised.

10. Some professional improvement takes place.

11. Samples, equipment, supplies, and materials are inventoried and brought up-to-date.

12. Articles appear in local papers.

13. State conference is attended.

14. A week's vacation is taken.

15. Scheduled days are arranged at the agriculture classroom.

16. A map of each student's location is area is kept up-to-date.

XIII. SUMMARY

The prospective teacher of Vocational Agriculture needs to be trained in a manner that will enable him to train others in:

Better Farming       Better Community Relationship
Better Farm Living    Better Citizenship

Training in these fields will result in better rural America which is vital in planning the future of our country.

It is realized that a teacher becomes more proficient as he performs and that training should not be terminated at any point.

Training from this view is too large to scope to deal with it in a single paper. This paper deals only with the phase of training beginning teachers. This limitation to a single phase tends to limit our
perspective of the overall picture unless it is stressed that the responsibility of the teacher-trainer is concerned with the phases of:

1. Selection and guidance of prospective teachers
2. Training beginning teachers
3. Placement of beginning teachers
4. In-service training

The responsibility in training is not limited to developing teachers so they may become effective in teaching and dealing with high school students only. These teachers must be key men in a nationwide system of vocational training for rural people. The program is for adults as well as youth and for persons out-of-school or in school. It is a program of Agricultural Education, adapted to meet the needs of the local farm, the home, and the community.

With the picture of this man-size job comes the realization that training of beginning teachers must include not only how to teach but how to choose, instruct, and supervise others to assist in farmer education. All must carry the philosophy that theirs is a job to assist young people to get started and help those who are already established become more confident. The prospective teacher must realize that his is a year-round program of service including supervision of home projects; farming and community activities; contacting prospective students and getting them started in farming program; collecting and organizing teaching materials; setting up or revising a course of study; making agricultural tours; displaying and developing leadership in FFA activities including fairs, exhibits, judging, farm shop, better
farming and other contests; promoting adult farmer classes and securing and assisting teachers from them.

Because ample opportunity is provided to exert his initiative and a freedom in planning and carrying out his school and community program the prospective teacher needs to be trained to assume the responsibilities this freedom implies. Cooperation with the entire school and other community programs must be stressed, and ways to accomplish this taught. The results of this training and the subsequent teaching of the young teacher should be those observed and measured in terms of individual student and farmer progress and community achievement.

Because of the stress on training students to become proficient farmers the prospective teacher should have ample training in the supervised farming program which is the heart of the program including the prospective and established farmer's program. This phase has been given special emphasis in this paper because it is felt to be the core of the entire program. Teacher training must be arranged to equip the prospective teacher technically and professionally. This is accomplished by taking a minimum of 80 credit hours in the various technical fields in which the teacher expects to perform, as well as preparation in how to effectively teach the technical subject material.

The beginning teachers task can be broken down into eight large general jobs. These jobs in turn can best be performed by development of specific abilities on the part of the prospective teacher. The teacher-trainer's responsibility than assumes the necessity of not only subjecting and presenting the technical and professional information to the trainee but to present it in a particular way so as to develop
abilities. The acquiring of these same abilities on the trainee's part should then enable him to teach technical and related agriculture to the high school students.

This responsibility of ability development in trainees rests not only with the resident teacher-trainer but is shared by the supervisory teacher during practice teaching and the state supervisors during all the time teacher preparations and after the new teacher is placed on the job. A definite listing of the responsibilities of each does away with duplications of training and allows each to see what the other training agencies have covered thereby avoiding confusion. It is the hope of the writer that this breakdown of each of the major jobs into abilities and the responsibilities designated to one training agency will lend itself to more efficient training by designating responsibilities. It allows all phases of training to strive for the same objectives.

The writer recommends the following in view of his study and findings:

1. Stress be placed upon technical training, especially in the fields of farm mechanics and farm management and emphasis be given to methods of teaching these subjects.

2. That trainees be trained in departments to vocational agriculture where complete farm mechanics programs for all day and adult farmers are in operation.

3. That more training be provided in the curriculum in organizing and carrying on of a complete program in adult and young farm activities. Also that trainees
be given opportunity during their supervised training period to promote, organize, and teach more classes.

4. That more responsibility be given trainees in actual program planning of all activities in this department. This responsibility should be under supervision and include units of work, FFA, and supervised farming activities.

5. That an overall picture of the complete vocational agriculture program be given to trainees and these trainees assisted in evaluating the activities they should place emphasis on during their beginning year in a particular community.

6. That more training be provided in the curriculum for trainees to learn various types of home farming programs, to counsel high school pupils in selection of their programs and the importance and relation to growth of program in accordance with growth of student.

7. That during the supervised teaching period, the trainee be assigned more responsibility in supervision of supervised farming program.

8. That trainees work out a complete program of work including all activities for the FFA chapter, yearly.

9. That the supervising teacher recognizes the problems of the trainee and be willing to assist him in terms of his own experience and accept him as a teacher rather than an assistant.
10. That the prospective teacher be placed in a position commensurate with his training, personality, and interests as far as possible.

11. That a systematic plan of follow-up be maintained which will assist the beginning teacher to solve his problems on the job and also aid the teacher-trainer to use problems of beginning teachers in bettering the resident instruction.

12. That this paper, though not complete, be used as a beginning guide in establishing joint responsibility of the teacher-trainer, supervising teacher and supervisor as well as indicating the separate responsibilities of each.

13. That this paper may serve in some capacity as a rating scale in standardizing the beginning teacher's job and evaluating his success for himself and others.
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