

THE STATUS OF VOCATIONAL AGRICULTURE CONTESTS IN AUGUSTA,  
BATH, HIGHLAND, ROCKPRIDGE AND ROCKINGHAM COUNTIES

by

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## Chapter I

### INTRODUCTION

#### Background for the Study

Since the establishment of vocational agriculture in 1917 contests have been used as a phase of the instructional program. There has been an increase in the use of contests, due largely to the organization of the Future Farmers of America in 1928, and the establishment of the Future Farmers of America Foundation, Incorporated, in 1944. In providing funds for state and national awards, the Foundation has presented an incentive that has been especially significant in stimulating interest and increasing the participation in the various contests provided.

In the opinion of some, the demand for contests has possibly gone too far. Some of them feel that too many contests are being conducted and too much time spent on preparation and training for them. There is also the claim that the aim of contests, as an instructional instrument, has been over-emphasized and that this has resulted in limiting training for the contests to a few instead of providing training for all of the students in vocational agriculture. The development of keen competition from the several contests demanded specialized training of the contestants and required much time and effort.

Another criticism of contests as conducted at the present time is that many of the fundamental instructional phases of agriculture are neglected or entirely crowded out of the program in favor of the units incorporated in the several contests. Hence, the serious question is now being raised as to whether contests can be justified in terms of

the contribution they are making to the attainment of our educational objectives.

### Statement of the Problem

The situation briefly described in the preceding statements suggests the need for a study of the problem presented. Teachers of vocational agriculture and administrators in this field of vocational education would be greatly benefited if the status of contests conducted in the F. F. A. chapters of the state were determined and the place of contests in the instructional program were more clearly defined and established. With the question in mind of: What is the proper place of contests in the program of vocational education in agriculture? the author has attempted to find the answer and, at the same time, the answers to other questions closely related to it.

### Scope and Limitations of the Study

This study is limited to the students of vocational agriculture in the counties of Augusta, Bath, Highland, Rockbridge and Rockingham. Twenty teachers of vocational agriculture are included in these counties. they teach in fifteen departments, serve as advisers to fifteen F. F. A. chapters and three F. F. A. federations, and have 625 boys enrolled in their vocational classes. Of these boys, 231 are freshmen, 179 are sophomores, 99 are juniors, and 116 are seniors.

Since the study involved personal interviews with all the teachers included, it was necessary to limit the scope. With respect to the total program of the state, four per cent of the counties, ten per cent



of the white teachers of vocational agriculture, seven per cent of the F. F. A. chapters and eight per cent of the F. F. A. federations are represented. These were felt to be sufficiently representative of the State's entire program to provide significant results.

#### Purpose of the Study

The general purpose of the study has already been stated. In solving the problem involved the specific purpose is included in the following:

- A. To determine the status as to number and kind of contests conducted in departments of vocational agriculture.
- B. To determine the relationship between contests and the instructional program in vocational agriculture.
- C. To determine what contests should be included in the program of vocational agriculture.
- D. To set up suggested procedures to follow in using contests as aids in teaching.

#### Explanation of Terms

The terms requiring an explanation are, in the main, those that pertain to the various contests included in the study. The following explanations are not presented as complete but are intended merely to give a general idea of the nature of the contest or term used. For a more complete explanation the reader is referred to the State F. F. A. Rally Regulations, 1950, and Supplements, the State Contests Entry Blanks, and The Future Farmers of America Foundation, Incorporated, Bulletin Number 2, Revised January, 1952.

- A. A contest, as defined in this study, refers to the participation of one or more individuals as contestants or the F. F. A.

chapter as a unit, in some agricultural or allied activity, governed by specific rules and regulations, and competing for tangible awards on the local chapter, federation, area, region, state or national levels. The contests included in this study are classified as being conducted on an individual basis and on a group basis explained as follows:

1. A contest conducted on an individual basis is determined by limiting participation to one contestant in competition beyond the chapter or federation level.
2. A contest conducted on a group basis is determined by the participation of more than one contestant and the chapter as a unit, in competition beyond the local level.

B. The general nature of the individual contests are explained as follows:

1. Public Speaking refers to student participation in the preparation and delivery of a speech on subjects relating to agriculture and related sciences.
2. Dairy Farming refers to student participation in activities of production and efficiency.
3. Farm Mechanics applies to student participation in achievements of such activities as construction, repair, use and installation projects.
4. Farm Electrification refers to student participation in activities of construction, repair, use and installation of electrical projects and appliances.
5. Soil and Water Management refers to student participation in activities of conservation and management practices.
6. Forestry Project applies to student participation in activities of achieving good management and conservation practices.
7. Farm Shop Judging refers to a contestant identifying tools, hardware and lumber, computing a bill of material and comparative placing of classes of gates, feeders, or other related articles.

C. The general nature of the group contests are explained as

follows:

1. Teams for the judging of crops, dairy cattle and dairy products, livestock, and poultry refer to contestants judging live animals and their respective products as to type, health and vigor, production, performance and quality.
2. Forestry Judging refers to contestants identifying trees, tree scaling for lumber and pulpwood, culling and thinning and woodlot management.
3. Degree Team contest applies to student participation in an organized demonstration of a meeting composed of the performance of an F. F. A. meeting with correct parliamentary procedure and degree initiation.
4. Chapter Forestry contest refers to the achievement of the chapter as a unit in conservation and management practices.
5. Chapter contest refers to the accomplishments of a chapter as a unit in the areas of supervised practice, cooperative activities, community service, conduct of meetings, scholarship, leadership, earnings and savings and recreational activities.
6. Chapter Farm Safety contest refers to the achievements of a chapter as a unit in the education of farm youth in the principles of accident prevention in the school farm shops or on the farms, in farm homes and on the highway.
7. Efficient Dairy award refers to the achievements of a chapter as a unit in production and efficiency practices.

## Chapter II

### REVIEW OF LITERATURE

Much has been written in recent years by leading administrators and teachers in the field of vocational agriculture concerning the educational value of contests. Various opinions have been expressed for and against them, but only a limited amount of research has been done to validate these opinions. Such literature as is available seems to indicate a noticeable trend in the thinking concerning the part that contests should play in the program of vocational agriculture.

The question has risen as to whether or not contests are contributing to the attainment of the aim and purposes for which the F. F. A. organization was formed. Listed among the specific purposes of the organization as found in the Official Manual of the Future Farmers of America,<sup>1</sup> are the following:

"To develop competent, aggressive rural and agricultural leadership.

"To strengthen the confidence of farm boys and young men in themselves and their work.

"To create more interest in the intelligent choice of farming occupations."

Kirk, in an editorial on, "Contests in Vocational Agriculture,"<sup>2</sup> stated that at a recent Western Regional Conference of State Supervisors

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<sup>1</sup>Official Manual of the Future Farmers of America, 1952, Published by The French-Bray Printing Company, Page 10.

<sup>2</sup>Percy Kirk, Supervisor, Wyoming, "Contests in Vocational Agriculture" Editorial, Agricultural Education Magazine, October, 1953, Page 75.

and Teacher Trainers, it was the general consensus of opinion that, in many cases, too much emphasis was being put on contests of various kinds and on extra curricular activities in connection with the present-day vocational agriculture program.

It was the opinion of the group that these activities had much educational value, but that there was too much deviation in favor of them.

The four basic questions considered at the conference were:

"Is it educational and an aid to teaching?"

"Will it take excessive time over and above the instructional program and in relation to its educational value?"

"Are excessive amounts of money or awards attached to the contests?"

"How many students are involved?"

Their stamp of approval was put on judging contests, leadership training, fairs and shows, but such contests were to stop on the state level.

Krebs emphasizes in an article, "The F. F. A. - The Vehicle or a Wheel,"<sup>3</sup> the importance of a careful evaluation of contests in the present F. F. A. program. The writer states:

"Another aspect of the present FFA program which should be examined is that of the many contests in which boys are asked to participate. . . A brief survey of the great number of contests makes it difficult to deny the accusation of many teachers that we are getting 'contest happy.' These contests need to be evaluated carefully in terms of the contribution they make toward eventual establishment of boys in farming.

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<sup>3</sup>Alfred H. Krebs, Teacher Education, University of Illinois, "The FFA - The Vehicle or a Wheel," Agricultural Education Magazine, May, 1953, Page 244.

Those contests which make no contribution to this goal should be eliminated and many others should receive reduced emphasis."

Erickson's reference to contests in an article, "The F. F. A. Speaks for Itself,"<sup>4</sup> stresses the need for competition. If our contests are out of line, the author states:

"We are in danger of drifting into a non-competitive, non-aggressive way of thinking that will rob the FFA and our boys of the enthusiasm and fire that they need. . . We live in a competitive world. . . Now, if the contests are properly conceived and executed, the over all effect should be very good."

The same writer further states that:

"No contest has much value in itself. It simply serves as the motivation."

McLearn, in an article entitled "The F. F. A."<sup>5</sup> discusses the organization as a training device for future rural leaders. The author emphasizes proper planning if the F. F. A. is to promote desirable learning.

In reference to contests the writer states:

"We hear a great deal about too many F. F. A. activities and contests. Wise planning by the adviser and his students in the selection of contests for them to engage in is one step toward a proper balance for the whole program of vocational agriculture. . ."

Listed among the recommendations of the writer for an adequate FFA program to train real leaders are the following:

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<sup>4</sup>Don Erickson, Teacher of Agriculture, North Dakota, "The FFA Speaks for Itself," Agricultural Education Magazine, October, 1953, Page 91.

<sup>5</sup>C. S. McLearn, Teacher Education, Virginia Polytechnic Institute, "The F. F. A.," Agricultural Education Magazine, January, 1952, Page 162 and 167.

"Discontinue parts of contests that defeat the real purpose of contests before they are held."

"The proper correlation of contests and classroom work is essential."

"Any contest that is not the out-growth of good teaching has no part in our program."

Johnson has this to say about the value of judging contests in an article entitled, "Judging Contests Have Value."<sup>6</sup>

"The judging of livestock, dairy, poultry, dairy products and meats should occupy an important place in the educational training program for students of vocational agriculture."

"The competition which judging affords serves as an incentive to get youth to work more fervently when training for contests. Such training serves to bring out the best abilities of students as they compete with one another. There is something spectacular about contests which add color, flavor, and appeal to the instruction but at the same time provides recognized educational value. . ."

Mowrer in an article on the, "Training Values in Contests and Exhibitions,"<sup>7</sup> states that:

"Our department and school administration is in complete accord with the policy of taking enough class time to give a thorough working knowledge of parliamentary practice and encouraging its use at all FFA meetings.

"Parliamentary contests gives the whole chapter a little more 'zip.'

"Briefly then, the classroom does not stimulate these values to the extent that contests or exhibitions will."

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<sup>6</sup>E. J. Johnson, Program Specialist, U. S. Office of Education, "Judging Contests Have Value," Agricultural Education Magazine, August, 1953, Page 40.

<sup>7</sup>Ralph Mowrer, Vocational Agriculture Instructor, Washington, "Training Values in Contests and Exhibitions," Agricultural Education Magazine, July, 1953, Page 20.

A Thesis study has been completed entitled, "Analysis of F. F. A. Leadership Contests in Texas by Herbert C. Hoover."<sup>8</sup> According to the findings the author states:

"In recent years Texas initiated leadership contests, in addition to the judging contests, to develop interest and efficiency in leadership abilities. One object of initiating these contests was to offer an opportunity to train a greater number of students for contest participation and not deviate from a sound teaching program. Another object was the subject matter was uninteresting concerning instruction in parliamentary procedure and current facts through quiz contests about Future Farmer programs unless a competitive angle is incorporated in it."

The author found that the teachers included in the study rated the leadership contests as a teaching device as follows:

Good - - - -	60%
Fair - - - -	32%
Poor - - - -	8%

Relative to the ranking of contests the author states:

"According to the ranking of contests by the teachers of vocational agriculture 61 per cent ranked the judging contests first since they cover a wider range of instruction and involve teaching of technical agriculture. The leadership contests were ranked a close second by 51 per cent of teachers."

With reference to the time spent in training for leadership contests the writer found that:

"The average vocational agriculture teacher in Texas spends 6.3 class periods and 5 hours outside of class training students for leadership events."

Some of the conclusions taken from the writer's study follow:

"Seventy-nine per cent of FFA chapters in Texas participate

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<sup>8</sup>Herbert C. Hoover, M. S., Thesis, "Analysis of F. F. A. Leadership Contests in Texas," Crosbyton, Texas, 1950.



in one or more leadership events. . ."

"FFA leadership contests are a valuable teaching device for training boys in abilities as leaders."

"The average teacher in Texas enters two or more leadership contests and are being used as a teaching device."

"Public speaking ranks fifth by a large majority of teachers."

All of the literature reviewed indicated that contests of various kinds have a place in the educational program of vocational agriculture. However, they should be carefully planned and not over-emphasized to the point of unbalancing the program.

## Chapter III

### THE STUDY PROCEDURE

#### Scope and Limitations

To make a study of contests in the program of vocational agriculture of the entire state would be a tremendous task involving much time and expense. It was deemed advisable to limit the scope to the five counties, as named before, since it was decided to make the survey by personal interview of all of the twenty teachers included in the area of these counties. It was felt by the writer that sufficient data could be obtained to indicate significant results for determining the present status of contests in the program of vocational agriculture.

#### Method of Procedure

A survey form<sup>9</sup> was prepared largely in the form of check sheets to facilitate obtaining the desired information by personal interview of the teachers. It was organized so as to avoid serious misunderstandings, yet inclusive enough to obtain sufficient information for the study.

To determine the status of contests data were collected as to the kind and number of contests entered, as well as the schedule of chapter participation. The percentage of student participation was computed for each of the contests and compiled in tabular form.

To determine the extent contests were used in the instructional procedure in vocational agriculture data were procured to indicate the number of jobs taught in connection with each of the various contests.

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<sup>9</sup>See appendix

The number of students receiving instruction by high school years was obtained as well as the method of instruction used. The results were tabulated in percentages.

In tabulating the data percentages were computed when it seemed that such computations contributed to a clearer understanding of the material. In such cases the number of students enrolled in the participating chapters conducting the respective contests were used as a basis for computation and not the total number of students in all the chapters included in the study.

The jobs of the various contests were selected from, "Suggested Teaching Units in Vocational Agriculture,"<sup>10</sup> "State FFA Rally Regulations and Supplements,"<sup>11</sup> and the State Contest Entry Blanks.

The amount and the distribution of time is an important element in the training for contests. Data were obtained from the teachers to determine when the instruction was given and the amount of time spent.

To determine the instructional values of contests a rating schedule was set up as follows: 5(value 91-100), 4(value 81-90), 3(value 71-80), 2(value 61-70), 1(value 51-60). Several factors relating to the respective contest were listed, and each given a rating value by the teachers in accordance with the rating schedule, i.e. one value for each factor. The rating value of 3 represents the average rating for

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10. E. Richard, "Suggested Teaching Units in Vocational Agriculture," revised Edition, 1952. Agricultural Education Bulletin No.17, V.P.I.

V.P.I. Department Mimeo No. 33, "State F. F. A. Rally Regulations and Supplements," 8th Revision, 1950.

each contest.

As twenty teachers were interviewed in the study each one represents a five per cent value in the percentage computations of ratings of all contests. Only those teachers were requested to rate a contest who had previous experience with the contest in question.

Data were obtained to determine the relative importance of contests in a program of vocational agriculture. Teacher ratings were given according to the rating schedule mentioned above in order to determine the rank of each contest. The data were computed on a percentage basis and incorporated in tabular form for both individual and group contests.

To determine a basis for the selection of contestants for the various contests teachers were asked to indicate what factors should be considered in the selection of contestants. The data received were compiled in tabular form.

To determine a schedule for contests teachers were requested to express their preference as to a yearly distribution of contests to avoid over-crowding of too many contests in one year. Also, an expression was obtained from the teachers as to what method of instruction should be used in the training for contests. The summary of results was put in tabular form.

#### The Personal Interview

The survey form was filled in by having a personal interview with each of the twenty teachers included in the area. This method helped to procure more accurate and complete information as the author could explain any point not clearly understood.

The area supervisor notified each teacher by letter announcing the interview and explained the purpose of it. Each teacher was most generous and gracious in supplying the necessary information.

As previously stated, the data collected were limited to replies of teachers who had a thorough knowledge of the contest in question. In nearly every case they had had some experience in conducting the contest being studied. In this way the opinions and factual data secured were more authoritative than they would have been otherwise.

## Chapter IV

### FINDINGS OF THE STUDY

The information collected indicates some interesting facts that should be of assistance in conducting contests in a program of vocational agriculture. The results can best be summarized and interpreted in tabular form. The following pages contain a summary of the findings in tabular form accompanied by interpretations of the various aspects of the contests included in this study.

#### Kind, Number and Schedule of Contest Participation

In determining the status of contests in the area of the study data were collected on the kind and number of contests entered as well as on the extent of chapter and member participation. Also, information was obtained to find out how often the chapters entered these contests. The information was collected from fifteen chapters included in the area of the study.

According to Table 1 Shop Judging ranks first with 14 chapters entering the contest every year. Public Speaking ranks second with 13 chapters entering the contest every year. The main reason for the low percentages of participation in the remaining individual contests is that each requires a considerable number of accomplishments by the contestant. Therefore, these contests require outstanding chapter members. Each chapter participated in an average of 4.4 of the individual contests.

Table 1 The Kind, Number and Schedule of Chapter Participation in Individual Contests

Name of Contest	Schedule of Chapter Participation*		
	Every Year	Every 2 Years	Not Recently
Shop Judging. . . . .	14	0	1
Public Speaking. . . . .	13	0	2
Forestry Project. . . . .	2	0	13
Farm Mechanics. . . . .	1	0	14
Farm Electrification. . . . .	1	1	14
Dairy Farming. . . . .	0	0	15
Soil and Water Management . . . . .	0	0	15
<u>Average Chapter Participation</u>	4.4	XXX	XXX

\*Fifteen chapters participating.

According to the analysis of the data in Table 2 100 per cent of the fifteen chapters enter Livestock Judging, Forestry Judging and the Chapter contest every year, while eleven chapters enter both Crop and Poultry Judging. The average chapter enters 9 group contests every year. Four chapters had participated regularly in Crop Judging prior to 1952 - 1953.

None of the chapters reporting have ever entered the Efficient Dairy contest and eleven have never entered the Chapter Farm Safety contest. One chapter conducted a Farm Safety contest last year and only two other chapters have entered the contest subsequent to its inception as one of the F.F.A. Foundation award contests. Only four chapters had entered the Degree Team contest sometime prior to the year 1952 - 1953.

Table 2 The Kind, Number and Schedule of Chapter Participation in Group Contests

Name of Contest	Schedule of Chapter Participation*		
	Every Year	Every 2 or More Years	Not Recently
Livestock Judging. . . . .	15	0	0
Forestry Judging. . . . .	15	0	0
Chapter Contest . . . . .	15	0	0
Crop Judging. . . . .	11	4	0
Poultry Judging. . . . .	11	0	4
Dairy Judging . . . . .	9	1	5
Chapter Forestry. . . . .	8	0	7
Degree Team. . . . .	6	4	5
Chapter Farm Safety. . . . .	1	3	11
Efficient Dairy. . . . .	0	0	15
<u>Average chapter participation . . . . .</u>	<u>9</u>	<u>XXX</u>	<u>XXX</u>

\*Fifteen chapters participating.

Of the total enrollment of the participating chapters as summarized in Table 3, 64 per cent of the students participated on a chapter basis in 14 of the 17 contests listed.

The contests in which 100 per cent of the students participated are Crop Judging, Chapter Forestry, Chapter Contest, and Chapter Farm Safety. The next five highest percentages of students participation are Forestry Judging 98.5 per cent, Poultry Judging 90 per cent,



Dairy Judging 87.3 per cent, Livestock Judging 88.6 per cent, and Public Speaking 60.9 per cent.

The column headed Per Cent of Chapter Participation - Federation, District, State in Table 3, indicates only those contests having direct personal responsibility on the part of the contestant with the exception of Farm Mechanics, Farm Electrification, and Forestry Project contests. The five contests having the highest percentage participation by chapters on the federation level are: Livestock and Forestry Judging, 100 per cent; Public Speaking, 80 per cent; Poultry Judging, 73 per cent; and Crop Judging, 66.6 per cent. The five contests having the highest percentage participation by chapters on the state level are Shop, Livestock, Dairy, Poultry, and Crop Judging.

Table 3 Student and Chapter Participation in the Various Individual Contests and group contests.

Name of Contest	Number Students Enrolled	Per Cent Student Participation	Per Cent of Chapter Participation		
			Federation	District	State
Public Speaking . . . . .	341	60.9	80	26.6	6.6
Dairy Farming* . . . . .	0	0	0	0	0
Farm Mechanics . . . . .	90	1.1	--	--	6.6
Farm Electrification . . .	58	1.7	--	--	6.6
Soil and Water Management*	0	0	0	0	0
Forestry Project . . . . .	120	1.6	--	--	6.6
Shop Judging . . . . .	594	48.9	60	--	66.6

\*Not computed in the totals.

Table 3 (continued)

Name of Contest	Number Students Enrolled	Per Cent Student Participation	Per Cent of Chapter Participation		
			Federation	District	State
Crop Judging . . . . .	512	100	66.6	—	13
Dairy Judging. . . . .	284	87.3	53	—	20
Livestock Judging. . . . .	625	88.6	100	—	60
Poultry Judging. . . . .	512	90	73	—	20
Forestry Judging . . . . .	625	98.5	100	20	6.6
Degree Team . . . . .	362	23.2	33	6.6	6.6
Chapter Forestry . . . . .	404	100	—	—	—
Chapter Contest . . . . .	625	100	—	—	—
Chapter Farm Safety. . . . .	90	100	—	—	6.6
Efficient Dairy* . . . . .	0	0	0	0	0
Average per cent student participation	XXI	64	XXX	XXX	XXX

\*Not computed in the totals.

Note - Totals were not calculated for per cent of chapter participation because of limited contestant entries and all contests do not apply to federation, district, and/or, state levels.

### Extent of Instructional Procedure for Contests

It has been the practice of teachers of vocational agriculture to plan their teaching programs around farm enterprises and to analyze them into jobs. These jobs constitute the teaching units. This idea is carried over in the training for contests. For example, in the Dairy Judging Contest the recognized jobs used in training for judging are listed as follows: selecting individual animals, grading milk, grading cream, and studying records. In such cases as this the training for contests may become a part of the regular instructional program.

The determination of the variation in the practices of teachers in the selection of these units to be taught constitutes a part of this study. This study attempts to show the extent to which teachers have been giving instruction in the recognized units.

In order to determine the status of the instructional procedure used in training students for the several contests, data were gathered on the jobs being taught, the number of students receiving instruction, and the method the teachers used in teaching the various jobs or units. Most of the information collected was summarized in tabular form.

The Foundation Awards contests of Dairy Farming, Soil and Water Management, and Efficient Dairy were not conducted recently by any of the fifteen chapters included in this study. Consequently, data on these contests are lacking in this section of the study.

The varying percentages as found in the summaries of the students receiving instruction in the several contests are accounted for by limitations in the school schedule of some students or classes.

Also, some chapters sponsored the training of only one contestant. The summaries will also indicate that group instruction was employed for the initial jobs listed in each contest. Instruction given for the remaining jobs was limited to a more or less select few for more intensive training of contestants to participate on a local, area, or state level. Further, in a two or more teacher department the teacher in charge of contests was found to give more instructional emphasis to his particular classes.

In tables 4 to 13 inclusive, the extent to which instruction was given for the various contests is indicated in the same pattern of organization for all contests, although some items are not as significant in some tables as others. Throughout this series figures are presented to indicate the extent of instruction by years and for students in all four years combined. These percentages are based upon the number of chapters participating in the respective contest and not upon all of the chapters included in this study. The breakdown by years was considered desirable because many questions have been raised as to the time in the four years of high school that most instruction relating to contests, is given. As an example of interpretation of figures presented in this group of tables, the following was taken from Table 4: of the eight jobs taught in relation to the Forestry Project contest an average of 83.7 of the freshmen in the participating chapters received instruction in all of the jobs. Among the sophomores six of the eight jobs were taught with an average of 50 per cent of the students receiving instruction in each of the units taught.

The term Method of Instruction is used in a very general sense and for some tables this column is more meaningful than in others. This column is of significance chiefly, because it indicates whether a few individuals are profiting from the instruction rather than the group as a whole.

According to the findings on the instruction in Public Speaking, a higher per cent of juniors and seniors received instruction than freshmen and sophomores, the percentages by classes being as follows: freshmen, 59; sophomores, 53; juniors, 69; and seniors, 68. The average for all students in the thirteen participating chapters that received training was approximately two-thirds or 62 per cent. The relatively low percentages of students receiving instruction is accounted for by one or more of the following reasons: (1) some chapters sponsored the training of only one contestant, (2) some teachers gave a limited amount of instruction in public speaking to certain classes, and (3) limitations of the schedule did not permit instruction in this subject.

The information gathered on the Foundation Award contest in Farm Mechanics revealed that only one chapter gave instruction to one student in preparation for the contest. He received training in eleven of the thirteen recognized jobs.

Only one chapter participated in the Farm Electrification contest. The information collected indicated that only the seniors had received group instruction in the several jobs, with the exception of fifty freshmen. This class of freshmen was given instruction in only one job, that of determining the place of electricity on the farm. The seniors were taught seven of the ten jobs listed.

Of the jobs relating to the Forestry Project contest 83.7 per cent of the freshmen and 93.1 per cent of the juniors received instruction according to the results listed in Table 4. This is a very high percentage as compared to only 50 per cent of the sophomores and seniors receiving instruction. This is explained by the fact that one teacher in a two-teacher department did not teach some jobs and the school schedule limited some participation. Group instruction alone was used in training for the contest.

These figures do not seem to indicate there is much difference in the amount of instruction given freshmen and sophomores in the preparation for the Forestry Project contest and the amount given juniors and seniors.

Table 4 Extent of Instruction for the Forestry Project Contest by Jobs, Classes and Methods

Jobs Taught	Per Cent Receiving Instruction by Classes*					Method of Instruction	
	Freshmen	Sophomores	Junior	Senior	All Classes	Individual	Group
Determining place and extent in farming program. . . . .	100	—	72	—	53.3		100
Studying tree growth and selecting. . . . .	67	100	72	57	72.5		100
Managing farm woodlot. .	67	81	100	73	79.1		100
Renewing the forest. . .	67	—	100	73	64.1		100
Protecting the forest. .	67	81	100	100	85.1		100

\*Two chapters participating

Table 4 (continued) Extent of Instruction for the Forestry Project  
Contest by Jobs, Classes and Methods

Jobs Taught	Per Cent Receiving Instruction by Classes*					Method of Instruction	
	Fresh- men	Sopho- mores	Junior	Senior	All Class- es	Indi- vidual	Group
Measuring the forest. .	100	18	100	15	66.6		100
Harvesting timber crop.	100	18	100	15	66.6		100
Marketing . . . . .	100	100	100	73	94.1		100
Average per cent of boys taught each job	83.7	50	93.1	50	72.5	XXX	XXX

\*Two chapters participating

In the training for the Shop Judging contest 43.2 per cent of the sophomores and 40.2 per cent of the juniors received instruction according to the findings listed in Table 5. This is a slightly higher per cent receiving instruction than the freshmen and seniors. Only 37.7 per cent of the total enrollment in the participating chapters received instruction. The low percentage of students receiving instruction is due to some chapters training only one contestant and limiting the number of jobs taught. However, it is indicated that a rather high per cent of students received training in several of the jobs recognized as fundamental, such as, tool and wood identification, computing a bill of material, and judging woodwork articles. It is also significant that the classes of the participating chapters did not receive instruction in several of the jobs. Most of the teachers used group instruction.

Table 5 Extent of Instruction for the Shop Judging Contest by Jobs, Classes and Methods

Jobs Taught	Per Cent Receiving Instruction by Classes*					Method of Instruction	
	Fresh-men	Sopho-mores	Juniors	Seniors	All Class-es	Indi-vidual	Group
Tool identification.	63	84	71	58	69.8	15	85
Wood identification.	55	77	38	45	57.2	15	85
Computing a bill of material. . . . .	60	84	71	58	68.6	15	85
Judging farm gates .	21	23	42	29	26.9	15	85
Judging reconditioned plow shares. . . . .	--	--	8	3	2	--	7
Judging woodwork articles. . . . .	47	46	45	40	45.7	7	92
Welding skills . . .	30	34	29	27	30.8	--	100
Tool fitting . . . .	19	19	29	9	19	--	100
Judging wood skills.	19	19	29	9	19	--	100
Average per cent of boys taught each job	35.4	43.2	40.2	31.5	37.7	XX	XX

\*Fourteen chapters participating.

In the instructional preparation for the Crop Judging contest a high percentage of all classes received instruction in the jobs of judging corn, small grain and potatoes as indicated by the data presented in Table 6. The jobs of judging hay and identifying seed were not taught by all teachers in the participating chapters. This accounts largely for the low average of 69.1 per cent of students



receiving instruction for all classes and jobs. All of the teachers used the group method of instruction. According to the figures presented, this contest may be a significant aid in teaching crop production in the recognized units of the contest.

Table 6 Extent of Instruction for the Crop Judging Contest by Jobs, Classes and Methods

Jobs Taught	Per Cent Receiving Instruction by Classes*					Method of Instruction	
	Freshmen	Sophomores	Junior	Senior	All Classes	Individual	Group
Judging corn. . . . .	100	100	100	92	98.6	9	100
Judging small grain .	100	100	100	92	98.6	9	100
Judging potatoes . . .	84	89	100	76	87.3	9	100
Judging hay . . . . .	38	35	27	26	33.3	9	100
Identifying seed. . .	24	28	31	32	28.1		100
Average per cent of boys taught each job.	69.4	61.1	71.7	64	69.1	XX	XX

\*Eleven chapters participating

According to the findings summarized in Table 7 concerning training for Dairy Judging, 97 per cent of the students of all classes received instruction on the job of selecting individual animals. If all of the jobs taught are included, it was found that approximately one-third of the students enrolled in the participating chapters received instruction. The 100 per cent individual instruction for grading milk and studying records was specifically advanced training

for individual competition. The facts presented seem to indicate that the most valuable unit of instruction for the most students in dairy judging was the selection of individual animals.

Table 7 Extent of Instruction for the Dairy Judging Contest by Jobs, Classes and Methods

Jobs Taught	Per Cent Receiving Instruction by Classes*					Method of Instruction	
	Freshmen	Sophomores	Junior	Senior	All Classes	Individual	Group
Selecting individual animals. . . . .	100	100	100	86	97	11	100
Grading milk . . . .	—	—	—	6	1	100	—
Grading cream. . . .	—	—	—	—	—	—	—
Studying records . .	—	11	—	11	2	100	—
Average per cent of boys taught each job	33.3	33.6	33.3	31.3	33.3	XXX	XXX

\*Nine chapters participating

In the training for the Livestock Judging contest a high per cent of the students received instruction in the jobs selecting breeding stock and market animals, according to the summary in Table 8. A relatively small per cent received instruction in the jobs of identifying meat, grading meat and live animals. This is true because only the team members or a limited group received advanced training. Only 44 per cent of all the students enrolled in the participating chapters received instruction. All teachers used group instruction for selecting breeding and market animals. These two units seem to be more important

in using the contest for training the maximum number of students than the other units.

Table 8 Extent of Instruction for the Livestock Judging Contest by Jobs, Classes and Methods

Jobs Taught	Per Cent Receiving Instruction by Classes*					Method of Instruction	
	Freshmen	Sophomores	Junior	Senior	All Classes	Individual	Group
Selecting breeding stock . . . . .	95	100	100	81	94.7	--	100
Selecting market animals . . . . .	88	92	100	79	89.7	--	100
Identifying meat . .	12	29	44	15	22.8	50	50
Grading meat . . . .	.8	4	25	19	9.2	65	35
Grading live animals	2	3	4	6	3.5	100	--
Average per cent of boys taught each job	39.8	45.8	54.5	40.5	44.	XXX	XXX

\*Fifteen chapters participating

According to the data in Table 9 on the training for the Poultry Judging contest a rather high per cent of students in all classes received instruction as compared to other judging contests. The freshmen and junior classes received a higher per cent than the other two classes. The jobs, selecting market poultry, grading dressed poultry and eggs, were not taught in some chapters because the instructional material was not available. This accounts for the low percentages by classes. The average of all students receiving instruction was 81.2

per cent. Nearly all teachers used group instruction. According to the results analyzed there is an indication that this contest is significant in training a high per cent of students in the recognized units of instruction.

Table 9 Extent of Instruction for the Poultry Judging Contest by Jobs, Classes and Methods

Jobs Taught	Per Cent Receiving Instruction by Classes*					Method of Instruction	
	Freshmen	Sophomores	Junior	Senior	All Classes	Individual	Group
Judging breeding stock	95	84	100	74	88.8	9	91
Judging for egg production. . . . .	100	100	100	86	97.2	9	100
Selecting market poultry . . . . .	61	59	100	57	65.4	9	91
Grading dressed poultry	62	59	100	57	65.8	9	91
Grading eggs. . . . .	98	79	100	78	89	9	91
Average per cent of boys taught each job.	83.5	76.7	100	70.7	81.2	XX	XX

\*Eleven chapters participating

The analysis of the data as summarized in Table 10 on Forestry Judging indicates a relatively high per cent of students received instruction in all classes with the exception of freshmen, and in all jobs with the exception of log scaling. The instruction on log scaling was given to limited groups as this event was not required in the contest on the federation or area levels. Therefore, this reduced the average percentages. The average for all students was 85.1 per cent.

Both methods of instruction were used by a relatively high per cent of the instructors. The individual instruction was in addition to group instruction. For training the maximum number of students it seems apparent that forestry judging may be used as a teaching device in the jobs related to forestry.

Table 10 Extent of Instruction for the Forestry Judging Contest by Jobs, Classes and Methods

Jobs Taught	Per Cent Receiving Instruction by Classes*					Method of Instruction	
	Freshmen	Sophomores	Junior	Senior	All Classes	Individual	Group
Tree identification. . .	95	100	100	100	98.2	66	100
Tree scaling. . . . .	95	100	100	100	98.2	66	100
Log scaling. . . . .	37	62	64	53	52	—	100
Area measurement . . .	77	100	100	87	89.1	66	100
Take or leave . . . .	77	100	100	84	88.6	66	100
Average per cent of boys taught each job .	76.1	92.1	92.9	87	85.1	XXX	XXX

\*Fifteen chapters participating

According to the analysis of the data summarized in Table 11 on the training for the Degree Team contest, 75.6 per cent of the total enrollment of the chapters participating received instruction in all jobs related to the contest. Hence instruction is not provided the maximum number of students in preparation for this contest, a fact that was accounted for chiefly by restricting the instruction to

students selected to participate in the contest. It is interesting to note that there are no significant differences in the per cent of students receiving instruction by classes. Group instruction was used exclusively.

Table 11 Extent of Instruction for the Degree Team Contest by Jobs, Classes and Methods

Jobs Taught	Per Cent Receiving Instruction by Classes*					Method of Instruction	
	Freshmen	Sophomores	Junior	Senior	All Classes	Individual	Group
Planning and conducting an FFA meeting. .	74	87	65	57	72.3		100
Using correct parliamentary procedure . .	85	66	65	92	79		100
Average per cent of boys taught each job.	79.3	76.6	65.5	75	75.6	XXX	XXX

\*Six chapters participating

The analysis of the data as summarized in Table 12 on the training for the Chapter Forestry contest indicates a little less than three-fourths, 72.1 per cent, of all the students enrolled in the participating chapters received instruction in all phases of forestry on a chapter level. Instruction in all the jobs was not given in all classes. More juniors were reached than any other class, the per cent being 79.2 as compared with 64.5 per cent for the seniors, the class with the lowest per cent receiving instruction. Group instruction was used for all jobs.

Table 12 Extent of Instruction for the Chapter Forestry Contest by Jobs, Classes and Methods

Jobs Taught	Per Cent Receiving Instruction by Classes*					Method of Instruction	
	Freshmen	Sophomores	Junior	Senior	All Classes	Individual	Group
Determining place and extent in farming program. . . . .	71	70	56	52	64.3		100
Studying tree growth and selecting. . . . .	64	91	71	66	72.5		100
Managing farm woodlot.	64	84	100	85	80.3		100
Renewing the forest. .	68	47	71	60	62.7		100
Protecting the forest.	76	92	86	89	84.7		100
Measuring the forest .	90	68	100	54	80.7		100
Harvesting timber crop	70	45	83	47	63.1		100
Marketing. . . . .	71	77	71	60	70.5		100
Average per cent of boys taught each job. . . .	72.1	71.9	79.2	74.5	72.1	XXX	XXX

\*Six chapters participating

Table 13 includes data concerning the extent of instruction in preparation for the Chapter Contest. All classes did not receive instruction in all jobs. In those cases, as well as in other chapter activities, the respective committees received the major portion of the instructional training. In general, a high percentage of students received instruction in all of the various phases of chapter activities with an average of 96.8 per cent. Group instruction was used. In addition, the several committees received training in carrying out the

Table 13 Extent of Instruction for the Chapter Contest by Jobs, Classes and Methods

Jobs Taught	Per Cent Receiving Instruction by Classes*					Method of Instruction	
	Freshmen	Sophomores	Junior	Senior	All Classes	Individual	Group
Developing supervised farming program. . . .	100	100	100	100	100		100
Developing cooperative activities. . . . .	94	71	100	100	95.6		100
Developing community service activities . .	100	100	100	100	100		100
Developing leadership activities. . . .	100	100	100	100	100		100
Developing earnings and savings activities . .	96	96	94	98	96.6		100
Developing conduct of meetings . . . . .	100	100	100	100	100		100
Developing scholarship activities. . . .	94	93	94	98	95		100
Developing recreation activities. . . . .	100	100	100	100	100		100
Developing general activities . . . . .	84	85	76	88	84.4		100
Average per cent of boys taught each job .	96.5	96	95.6	98.2	96.8	XXI	XXI

\*Fifteen chapters participating



various chapter activities. All chapters sent in reports of chapter accomplishments. However, it was not definitely determined what per cent entered on a contest basis.

Only one chapter in the area of the study entered the Chapter Farm Safety contest. Therefore, with insufficient data, the findings were not put in tabular form. In analyzing the data collected concerning the instruction of jobs relating to the contest it was found that all of the recognized jobs were taught to 100 per cent of all classes. The jobs taught were, preventing transportation accidents, Using equipment and tools, handling livestock, preventing accidents in the shop, using chemicals and flammable material, preventing fires, using electricity and practicing sanitation. The group method of instruction was used for all jobs.

#### Amount of Time Spent on Instruction

It is important that the amount of time spent on contests be given careful consideration to avoid endangering the balance in the program of vocational agriculture. The tables that follow present a summary of the time used and when the training was given.

The data procured and summarized included only those contests in which the time could be specifically and definitely determined. Those contests not included in the summarized data were omitted as there was no accurate method of determining the amount of time spent for instruction. The computations of time used for instruction do not include the time spent during contest competition.

By a study of Table 14 it will be found that the average time used for instructional purposes during school time was 14.73 hours

per teacher per contest with an average of 72 per cent of teachers participating. This amount of time is equivalent to approximately three weeks of one hour class periods per day. An average of 66.4 per cent of the students received instruction for contests during school time. Over 90 per cent of the students were given instruction in each of the livestock and forestry judging contests.

Another significant figure is that about twice as much time was spent on livestock, forestry, dairy judging and degree team as all the time spent for the other contests combined.

Table 14 Time Used and the Per Cent of Students Receiving Instruction In School

Name of Contest	In School Time		
	Per Cent of Teachers Participating	Average Hours Per Teacher Per Contest	Per Cent of Students Receiving Instruction
Public Speaking. . . . .	75	12	58.2
Shop Judging. . . . .	80	9.2	52.3
Crop Judging . . . . .	80	12.7	77.7
Dairy Judging. . . . .	50	15.8	42.5
Livestock Judging. . . . .	95	20.2	94.7
Poultry Judging. . . . .	80	10.5	79.8
Forestry Judging . . . . .	85	19.2	92.3
Degree Team. . . . .	35	18	34
Average percentage . . . . .	72	14.73*	66.4

\*Represents average hours per teacher per contest

According to Table 15 the average time spent per teacher per contest during out of school time was 4.4 hours. An average of 32 per cent of the teachers participated in the out of school training. Nine per cent of the students received instruction in out of school time.

Table 15 Time Used and the Per Cent of Students Receiving Instruction Out of School

Name of Contest	Out of School Time		
	Per Cent of Teachers Participating	Average Hours Per Teacher Per Contest	Per Cent of Students Receiving Instruction
Public Speaking. . . . .	50	4.1	.5
Shop Judging . . . . .	25	1.4	.3
Crop Judging . . . . .	15	2.3	.3
Dairy Judging. . . . .	15	4.3	.4
Livestock Judging. . . . .	55	6.0	1.2
Poultry Judging. . . . .	15	6.3	.3
Forestry Judging . . . . .	55	4.8	1.5
Degree Team. . . . .	30	5.6	2.8
Average percentage . . . . .	32	4.4*	9

\*Represents average hours per teacher per contest

### Instructional Values of Contests

Certain outcomes are expected from instructional procedures in a program of education. It is imperative that such procedures contribute to the recognized educational objectives of the school. Contests, as instructional devices, are expected to make a contribution to the attainment of these objectives if their use can be justified. In order to determine the instructional value of the several contests, factors were listed for each of the specific contests and these were rated by the teachers according to the following schedule: 5 (value 91-100), 4 (value 81-90), 3 (value 71-80), 2 (value 61-70), 1 (value 51-60). As twenty teachers were interviewed in the study each one represents five per cent in the percentage computations. The more significant findings were summarized in tabular form. Relative importance of the factors in contributing to the educational value, therefore, was indicated in terms of the per cent of teachers giving each item or factor the designated rating on the scale.

A list of general factors or items was set up to be used as a basis for determining the instructional values of all contests. Of the twenty teachers an average of 46.9 per cent indicated their preference for a value of 4; 25.3 per cent preferred a value of 3; 20.9 percent, a value of 5; and 5.9 per cent a value of 2. The average of 0.9 per cent preferring a value of 1 was too low to be of significance.

The general instructional value as rated by the teachers reveals that certain factors were rated higher than others. The factor, contests "promotes group and individual interests," was given the highest

Table 16 The General Instructional Values of Contests as Rated  
on Various Factors

Factors	Per Cent of Teachers Rating*				
	5	4	3	2	1
Promotes group and individual interest. . . .	55	40	5		
Contributes to improved practices on home farm. . . .	10	50	30	10	
Leads to ownership of farm enterprises. . . .		45	30	20	5
Aids establishment in farming. . . . .	5	15	60	15	5
Development of citizenship. . . . .	25	60	10	5	
Cooperative effort . . . . .	25	65	5	5	
Improves relationship among chapter members . . . . .	30	55	15		
Increases participation in chapter activities. . . . .	35	55	10		
Increases participation in school activities . . . . .	10	70	15	5	
Induces participation in specific contests. . . . .	40	40	20		
Improves scholarship. . . . .	15	35	50		
Strengthens confidence . . . . .	40	50	5	5	
Encourages thrift practices . . . . .		20	65	10	5
Aids members to participate in community worthy projects . . . . .	10	55	35		
Aids in intelligent choice of farming occupations. . . . .	15	50	25	10	
Aids in conservation of natural resources . . . . .	20	45	25	10	
<b>Average per cent rating of factors . . . . .</b>	<b>20.9</b>	<b>46.9</b>	<b>25.3</b>	<b>5.9</b>	<b>.93</b>

\*100 per cent of the teachers reporting.

rating of 5 by 55 per cent of the teachers. The factors that were rated a value of 4 by 60 per cent or more of teachers were, "the development of citizenship," "cooperative effort," and "increases member participation in other school activities." Those factors that were given a value of 3 by 60 per cent or more of the teachers were, "aids in establishment in farming," and "encourages thrift." The factor, contests "leads to ownership of farm enterprises," was rated 2 by 20 per cent of the teachers and 1 by five per cent. This may be significant because this factor is so important in getting started in farming. It is apparent according to the findings, that contests do not contribute very strongly to the achievement of this objective.

An attempt was made to measure the instructional values of each of the several contests included in the study. A list of more or less related factors was given to each contest, as previously stated, and each factor rated by the teachers. The per cent of teachers reporting is indicated at the bottom of the respective tables. All teachers did not feel qualified to rate the contest because of a lack of knowledge of the contest in question.

The Public Speaking contest was rated 4 for the highest rating on all factors by 47.5 per cent of the teachers as indicated in Table 17. This rating was 37.5 per cent above the average rating of 3. The second highest rating of factors was given a value of 5 by 40.6 per cent of the teachers. This rating was 30.6 per cent above the average rating of 3. The two factors of the contest rated the highest were "training in leadership" and "strengthening confidence". Both factors were given a rating of 5 by 85 per cent of the teachers.

There were definite indications that teachers thought students gained instruction in the ability to preside over meetings and students took more part in school activities because of participation in this contest. All teachers rated the two above factors either 4 or 5.

Table 17 Instructional Values of the Public Speaking Contest as Rated on Various Factors

Factors	Per Cent of Teachers Rating*				
	5	4	3	2	1
Training in leadership. . . . .	85	15			
Presiding over meetings . . . . .	40	60			
Developing cooperation. . . . .	10	55	30	5	
Improving scholarship. . . . .	30	55	15		
Improving member relationships. . . . .	5	60	25	10	
Leading to more participation in school activities . . . . .	30	70			
Increasing participation in chapter activities . . . . .	40	50	10		
Strengthening confidence . . . . .	85	15			
Average per cent rating of factors. . . . .	40.6	47.5	10	1.9	0

\*100 per cent of the teachers reporting.

Only two teachers or ten per cent rated the factors related to the Farm Mechanics contest and the data were not summarized in tabular form. According to the information collected all factors were

given the highest rating of 4 by 5.9 per cent of the teachers. A value of 3 was given for the second highest rating of all factors by 2.3 per cent of the teachers. The factors, "establishing and equipping a home farm shop," "promoting interest in school farm shop", and "installing farm home conveniences and appliances," appear to be more highly favored for their instructional values.

Insufficient data were collected on the Farm Electrification contest to give significant results as only one teacher rated it. Therefore, the findings were not summarized in tabular form. According to the data collected all factors were equally rated 3 and 4 with the exception of one factor, "training in the application of electricity to equipment on the farm and in the home". This was given the highest value of 5.

There were no ratings given for the Soil and Water Management contest as none of the teachers felt qualified to rate it.

According to the data summarized in Table 18 on the Forestry Project contest 6.6 per cent of teachers gave all factors a value of 4 as the highest rating. This was only 2.7 per cent above the average value of 3. The second highest rating of factors was given the average value of 3 by 3.9 per cent of the teachers. The third highest rating was given a value of 5 by 3.3 per cent. Since only three teachers rated the instructional values of this contest, the findings are not considered very significant.



Table 18 Instructional Values of the Forestry Project Contest  
as Rated on Various Factors

Factors	Per Cent of Teachers Rating*				
	5	4	3	2	1
Promoting planting tree seedlings on home farm . . . . .		10	5		
Leading to membership in K.V.G. Crew . . . . .	5			5	5
To improvement cutting in home woodlot. . . . .		15			
Promoting chapter forest activities. . . . .	5	5	5		
Pruning trees in home woodlot. . . . .			5	5	5
Increasing participation in community forestry activities . . . . .	5	5	5		
Training in fire prevention. . . . .	5	5	5		
Improving supervised farming program. . . . .	5	10			
Inducing participation of other members in contest. . . . .	5		10		
Improving practices in marketing products . . . . .		10		5	
<b>Average per cent rating of factors. . . . .</b>	<b>3.3</b>	<b>6.6</b>	<b>3.9</b>	<b>.7</b>	<b>.5</b>

\*15 per cent of the teachers reporting.

Table 19 presents data indicating that 39.5 per cent of the teachers gave the highest rating of all factors relating to the Shop Judging contest a value of 4. This rating is 12 per cent above the average rating of 3. The second highest rating of factors was given a value of 3 by 27.5 per cent of the teachers and 20.5 per cent gave all factors a value of 5 for the third highest rating. Further

analysis of the factors given the highest value of 4 indicates that those factors which received the highest percentage rating by 50 to 55 per cent of the teachers were, "selecting tools and hardware for the home shop", "selecting lumber", "developing shop skills", and "improving the quality of shop jobs". The figures presented also reveal that the contest is considered average as an instructional device for "establishing and equipping a home farm shop", "promoting construction and repair projects in home shop", and "promoting greater number of shop jobs on home farm".

Table 19 Instructional Values of the Shop Judging Contest as Rated on Various Factors

Factors	Per Cent of Teachers Rating*				
	5	4	3	2	1
Promoting greater interest in school shop activities . . . . .	25	35	25	10	
Establishing and equipping a home farm shop.	5	30	45	15	
Selecting tools and hardware for home shop .	30	50	10	5	
Selecting lumber. . . . .	20	55	20		
Training in the economic construction of articles . . . . .	30	30	30	5	
Developing shop skills . . . . .	25	50	10	10	
Computing board feet. . . . .	35	40	20		
Promoting construction and repair projects in home shop . . . . .	5	20	55	15	
Promoting greater number of shop jobs on home farm . . . . .	5	30	45	15	
Improving quality of shop jobs. . . . .	20	55	15	5	
<u>Average per cent of factors . . . . .</u>	<u>20</u>	<u>39.5</u>	<u>27.5</u>	<u>8</u>	<u>0</u>

\*95 per cent of the teachers reporting.

The data summarized in Table 20 indicate that teachers gave the highest rating of all factors relating to the Crop Judging contest a value of 4. This rating is 20.1 per cent above the average rating of 3. A value of 5 was given all factors for the second highest rating by 25.7 per cent of teachers. This rating was only 4.3 per cent above the average value of 3. The factor in Crop Judging receiving the highest rating of 5 was "determining quality". This value was assigned by 70 per cent of the teachers. The factor, "selecting seed," rated next among the factors valued at 5. This was the opinion of 45 per cent of the teachers. According to the findings the Crop Judging contest is considered significant as a teaching aid in the several factors related to this contest.

Table 20 Instructional Values of the Crop Judging Contest as Rated on Various Factors

Factors	Per Cent of Teachers Rating*				
	5	4	3	2	1
Selecting varieties . . . . .	10	50	25	5	
Determining quality. . . . .	70	20			
Increasing interest in crop enterprises. . .	10	45	35		
Determining production standards. . . . .	10	40	40		
Improving crop enterprises on home farm . .	10	60	20		
Selecting seed . . . . .	45	35	10		
Determining marketing standards. . . . .	25	40	20	5	
<u>Average per cent of factors . . . . .</u>	<u>25.7</u>	<u>41.5</u>	<u>21.4</u>	<u>1.4</u>	<u>0</u>

\*90 percent of the teachers reporting.

The analysis of the data as presented in Table 21 reveal 23.3 per cent of teachers gave the highest rating of all factors relating to the Dairy Judging contest a value of 4. This rating is only 7.5 per cent above the average rating of 3. The second highest rating of factors was given a value of 5 by 19.2 per cent of the teachers, and 15.8 per cent rated the factors a value of 3 for a third place rating. The factors, "selecting better stock", "improved breeding", and "determining breed characteristics", were given the highest value of 5 by 40 to 50 per cent of the teachers. Further, 55 per cent of the teachers rated the factor, "improving feeding practices", with a value of 4.

According to the facts presented the contest may be used as a teaching aid for training in the practices related to the factors as stated above. Again, the teachers did not consider the contest as too significant for the factors, "improving handling products", "improving sanitation practices on home farm", and "improving practices in marketing products".

The factors relating to the Livestock Judging contest were given a value of 4 for the highest rating by 46.7 per cent of the teachers, according to the findings presented in Table 22. This rating is 30 per cent above the average rating of 3. The second highest rating of factors was given a value of 5 by 34.4 per cent of the teachers. This is 17.7 per cent above the average rating of 3. A value of 5 was given to the factors, "selecting better stock", "determining breed characteristics" and "improved breeding", as instructional values of

Table 21 Instructional Values of the Dairy Judging Contest as Rated on Various Factors

Factors	Per Cent of Teachers Rating*				
	5	4	3	2	1
Selecting better stock . . . . .	45	15	5		
Improved breeding. . . . .	40	15	10		
Increasing interest in dairy enterprises. . .	10	35	5	15	
Ownership of dairy enterprises . . . . .	5	35	15	10	
Raising production standards. . . . .	25	15	20	5	
Improving handling products. . . . .	10	10	30	15	
Improving equipment. . . . .	10	20	20	15	
Improving feeding practices . . . . .	10	55			
Improving sanitation practices on home farm.	10	15	30	10	
Selecting quality products . . . . .	5	30	30		
Improving practices in marketing products. .	10	20	25	10	
Determining breed characteristics. . . . .	50	15			
Average per cent of factors. . . . .	19.2	23.3	15.8	6.7	0

\*65 per cent of the teachers reporting.

The factors, "increasing interest in livestock enterprises" and "improving feeding practices" were given a value of 4 by 65 and 70 per cent, respectively, of the teachers. Other factors given a rating of 4 by 55 per cent of the teachers were "ownership livestock enterprises", and "improving facilities". Forty per cent of the teachers gave this same rating to, "improving practices in marketing animals

and products". The facts presented strongly indicate that teachers thought the students gained instruction from the various factors related to this contest.

Table 22 Instructional Values of the Livestock Judging Contest as Rated on Various Factors

Factors	Per Cent of Teachers Rating*				
	5	4	3	2	1
Selecting better stock. . . . .	70	30			
Improved breeding . . . . .	60	40			
Increasing interest in livestock enterprises	25	65	10		
Ownership livestock enterprises. . . . .	15	55	25	5	
Improving feeding practices. . . . .	10	70	15	5	
Improving facilities . . . . .	10	55	30	5	
Improving practices in marketing animals and products . . . . .	20	40	35	5	
Selecting quality products. . . . .	30	35	35		
Determining breed characteristics . . . . .	70	30			
Average per cent rating of factors . . . . .	34.4	46.7	16.7	2.2	0

\*100 per cent of the teachers reporting.

According to the data summarized in Table 23, thirty-four per cent of the teachers gave the highest rating of all factors related to the Poultry Judging contest a value of 4. This rating is 16 per cent above the average rating value of 3. A value of 5 was given all factors for the second highest rating by 25 per cent of teachers. A value of 5 was given to the factor "selecting better individuals,"

as an instructional value of poultry judging by 60 per cent of the teachers. The factors, "improving facilities" and "improving feeding practices" were given a value of 4 by 50 and 60 per cent, respectively, of the teachers. Forty-five per cent of the teachers gave a rating of 4 to the factors "determining breed characteristics", and "increasing interest in poultry enterprises". Forty per cent of the teachers thought the contest was only average as a teaching aid in leading to "ownership of poultry enterprises". However, the highest rating of all factors indicates that the teachers considered the contest above average as an instructional device.

Table 23 Instructional Values of the Poultry Judging Contest as Rated on Various Factors

Factors	Per Cent of Teachers Rating*				
	5	4	3	2	1
Selecting better individuals. . . . .	60	20			
Determining breed characteristics . . . . .	30	45	5		
Improved breeding . . . . .	30	30	20		
Increasing interest in poultry enterprises .	15	45	15	5	
Ownership of poultry enterprises. . . . .	15	20	40	5	
Improving feeding practices. . . . .	5	60	10	5	
Improving facilities . . . . .		50	15	10	5
Marketing poultry . . . . .	30	20	30		
Marketing products . . . . .	30	25	25		
Selecting quality products. . . . .	35	25	20		
<u>Average per cent rating of factors . . . . .</u>	<u>25</u>	<u>34</u>	<u>18</u>	<u>2.5</u>	<u>.5</u>

\*80 per cent of the teachers reporting.

Table 24 Instructional Values of the Forestry Judging Contest as Rated on Various Factors

Factors	Per Cent of Teachers Rating*				
	5	4	3	2	1
Promoting planting tree seedlings on home farm . . . . .	30	30	35	5	
Improvement cutting in home woodlot . . . . .	20	60	20		
Promotes pruning trees in home woodlot. . . . .		10	45	25	20
Improved marketing of products . . . . .	20	55	15	5	5
Training in skills of scaling trees and logs. . . . .	70	25	5		
Increasing participation in community forestry projects . . . . .	25	40	30		5
Promoting chapter forestry activities. . . . .	40	50	10		
Improving supervised home practice work in forestry . . . . .	25	55	10	10	
<u>Average per cent rating of factors . . . . .</u>	<u>28.8</u>	<u>40.6</u>	<u>21.3</u>	<u>5.6</u>	<u>3.7</u>

\*100 per cent of the teachers reporting.



The factors relating to the Forestry Judging contest were given a value of 4 for the highest rating by 40.6 per cent of the teachers. As indicated in Table 24, this rating is 19.3 per cent above the average rating of 3. A value of 5 was given all factors for the second highest rating by 23.8 per cent of the teachers. This rating is only 7.5 per cent above the average rating of 3. The third highest rating was given a value of 3 by 21.3 per cent of the teachers. The value of 2 was given all factors by 5.6 per cent of the teachers and only 3.7 per cent preferred a value of 1.

According to the figures presented the contest is very significant in "training in skills of scaling trees and logs". The contest is considered average as a teaching aid in "promoting planting tree seedlings on home farm" and "promotes pruning trees in the home woodlot.

The factors relating to the Degree Team contest were given a value of 4 for the highest rating by 28.5 per cent of the teachers. As presented in Table 25, this rating is 16 per cent above the average rating of 3. The second highest rating of factors was given a value of 5 by 27 per cent of the teachers. This rating is 14.5 per cent above the average rating of 3. The third highest rating was given a value of 3 by 12.5 per cent of the teachers. A value of 5 was given to the factor, "training in parliamentary procedure", as an instructional value of the Degree Team contest by 60 per cent of the teachers and "strengthening individual confidence" by 35 per cent. The training received from the contest in "conducting meetings" was given a similar value by 50 per cent of the teachers. It was the opinion of 40 per cent of the teachers that the contest aided in "improving relationship

between members" and "promoting chapter interest and accomplishments".

It was considered only average in "improving scholarship".

Table 25 Instructional Values of the Degree Team Contest as Rated on Various Factors

Factors	Per Cent of Teachers Rating*				
	5	4	3	2	1
Training in parliamentary procedure . . . . .	60	5	5		
Conducting meetings . . . . .	50	20			
Improving relationships between members. . .	15	40	10	5	
Promoting chapter interest and accomplishments . . . . .	25	40	5		
Member participation in school activities ..	20	35	15		
Improving scholarship . . . . .	10	20	35	5	
Strengthening individual confidence. . . . .	35	25	5	5	
Developing cooperative effort. . . . .	20	35	15		
Inducing members to attain higher degrees .	20	35	15		
Participation in community activities . . .	15	30	20	5	
Average per cent rating of factors. . . . .	27	28.5	12.5	2	0

\*70 per cent of the teachers reporting.

The summary of the findings in Table 26 reveals that 18.3 per cent of the teachers gave the highest rating of all factors relating to the Chapter Forestry contest a value of 4. This rating is only 5.5 per cent above the average rating of 3. A value of 5 was given all factors for the second highest rating by 16.1 per cent of the teachers.

Table 26 Instructional Values of the Chapter Forestry Contest  
as Rated on Various Factors

Factors	Per Cent of Teachers Rating*				
	5	4	3	2	1
Promoting interest in planting tree seedlings . . . . .	15	20	15		
Promoting membership in K.V.G. Crew. . . . .	20	20	10		
Improvement cutting in home woodlot. . . . .	15	25	10		
Establishing demonstration areas. . . . .	20	20	10		
Inducing members to prune trees in home woodlot . . . . .	5	5	30	5	5
Increasing participation in community forestry projects. . . . .	20	10	15		5
Training in scaling before cutting or selling timber . . . . .	15	20	10		5
Training in conservation practices . . . . .	15	25	10		
Improving supervised home practice work in forestry . . . . .	20	20	5	5	
<b>Average per cent rating of factors . . . . .</b>	<b>16.1</b>	<b>18.3</b>	<b>12.8</b>	<b>1.1</b>	<b>1.7</b>

\*50 per cent of the teachers reporting.

This rating is only 3.3 per cent above the average rating of 3. The third highest rating was given a value of 3 by 12.8 per cent of the teachers. The findings indicate that teachers rated the contest above average as an instructional aid on all of the factors involved, with the exception of, "inducing members to prune trees in home woodlot". This factor was given an average rating by 30 per cent of the teachers.

Table 27 Instructional Values of the Chapter Contest as Rated on Various Factors

Factors	Per Cent of Teachers Rating*				
	5	4	3	2	1
Improving supervised farming programs . . . .	10	70	10	5	5
Developing cooperative effort . . . . .	40	35	15	5	5
Promoting community service activities . . .	45	25	25		5
Promoting leadership. . . . .	35	50	10		5
Promoting thrift practices among members. .	10	55	10	10	15
Improving chapter meetings . . . . .	30	50	15		5
Improving scholarship . . . . .	10	35	50		5
Stimulating participation in recreational activities. . . . .	15	60	20		5
Increasing member participation in school activities. . . . .	10	65	20		5
Improving relationships between members . . .	30	40	20	5	5
Average per cent rating of factors . . . . .	23.5	48.5	19.5	2.5	6.0

\*100 per cent of the teachers reporting.

According to Table 27, 48.5 per cent of the teachers gave all factors relating to the Chapter Contest a value of 4 for the highest rating. This rating is 29 per cent above the average rating of 3. The second highest rating of factors was given a value of 5 by 23.5 per cent of the teachers. This rating is only 4 per cent above the average rating of 3. Six per cent of the teachers gave all factors a value of 1. According to the figures presented, the teachers felt

the Chapter Contest contributed strongly as an instructional device in "developing cooperative effort" and "promoting community service activities". It was considered above average in "improving supervised farming programs", "promoting leadership", "promoting thrift practices among members", "improving chapter meetings", "stimulating participation in recreational activities", "increasing member participation in school activities", and "improving relationships between members". Only 50 per cent of the teachers rated the contest.

Only two teachers rated the Chapter Farm Safety Contest, therefore, the data collected were not sufficient to tabulate. According to the findings, however, the factors relating to the contest were given a value of 3 for the highest rating by 5.4 per cent of the teachers. The second highest rating of factors was given a value of 4 by 3.8 per cent of the teachers. This rating is 1.6 per cent below the average rating of 3.

No ratings were reported on the Efficient Dairy Contest

#### Relative Importance of Contests

In order to assist teachers in the selection of contests, information was procured to indicate the relative importance of contests in a program of vocational agriculture. The data gathered involved the teachers' rating as an expression of the order of importance of all of the contests included in the study and were summarized in tabular form. The same rating schedule, as described before, was used to indicate the order of importance.

Table 28 Relative Importance of Individual Contests

Name of Contest	Per Cent of Teachers Rating					Per Cent of Teachers Not Reporting
	5	4	3	2	1	
Public Speaking. . . . .	65	30	--	5	--	--
Soil and Water Management. . .	45	20	20	--	--	15
Farm Mechanics. . . . .	30	50	10	--	5	5
Shop Judging . . . . .	20	55	15	10	--	--
Farm Electrification . . . . .	20	50	15	5	--	10
Dairy Farming . . . . .	20	25	30	--	--	25
Forestry Project . . . . .	15	45	25	--	--	15
Average per cent . . . . .	30.7	39.2	16.7	2.7	.7	10

The Public Speaking contest was ranked the highest by 65 per cent of the teachers and Soil and Water Management was given the second highest rank by 45 per cent as found in Table 28 which indicates the relative importance or ranking of individual contests. The Farm Mechanics contest was ranked third in importance by 30 per cent of the teachers, and Shop Judging, Farm Electrification and Dairy Farming were given an equal rating by 20 per cent of the teachers for the next highest rank. The Forestry Project contest was ranked last among the individual contests. The percentage of teachers listed in the column headed Per Cent of Teachers Not Reporting did not give a rating because of a lack of knowledge or experience with the contest in question.

The Livestock Judging contest was given the highest rating of importance by 70 per cent of the teachers as indicated in Table 29 which reveals the relative importance or ranking of group contests. The contests of Dairy Judging and Degree Team were ranked second and third, respectively, by 55 per cent of the teachers. The Poultry Judging contest was ranked fourth by 50 per cent of the teachers. The contests ranked next in order of importance were Chapter Farm Safety, Chapter Contest, Crop Judging, Efficient Dairy, Forestry Judging and Chapter Forestry. The percentage of teachers listed in the column headed Per Cent of Teachers Not Reporting did not give a rating because of a lack of knowledge or experience with the contest in question.

Table 29 Relative Importance of Group Contests

Name of Contest	Per Cent of Teachers Rating					Per Cent of Teachers Not Reporting
	5	4	3	2	1	
Livestock Judging . . . . .	70	30	--	--	--	--
Dairy Judging. . . . .	55	35	5	5	--	--
Degree Team . . . . .	55	15	15	5	5	5
Poultry Judging . . . . .	50	50	--	--	--	--
Chapter Farm Safety . . . . .	45	40	10	--	--	5
Chapter Contest. . . . .	45	35	15	--	5	--
Crop Judging . . . . .	25	45	25	--	--	5
Efficient Dairy . . . . .	25	25	25	10	--	15
Forestry Judging. . . . .	20	55	20	5	--	--
Chapter Forestry. . . . .	20	45	25	5	--	5
Average per cent . . . . .	41	37.5	14	3.	1	3.5

### Selection of Contestants

There are several factors to be considered in the selection of contestants for certain contests. Some contests require special abilities, some depend upon certain farming accomplishments on the part of the contestant, and others may call for specific farming experience or experiences closely related to farming. However, contestants for competition in most of the contests included in this section of the study were determined by the highest score made by the individual in conjunction with the other factors as stated above. A set of factors was set up for selecting contestants for individual and group contests and reported in the following tables, 30 and 31.

According to the analysis of the data summarized in Table 30, "high score" was the factor favored by 100 per cent of the teachers for selecting a contestant in Public Speaking. "Farming experience" was favored by 5 per cent in addition to high score. The factors favored in the selection of a contestant for Shop Judging were, "high score" by 95 per cent of the teachers, "allied experience" by 35 per cent, and 30 per cent favored "farming experience". The accomplishment relative to the contests of Dairy Farming, Farm Mechanics, Farm Electrification, Soil and Water Management and the Forestry Project was the most significant factor favored by 100 per cent of the teachers in the selection of a contestant. "Character" was an additional factor favored by 15 per cent. From 10 to 20 per cent of teachers favored "high score" as an additional factor to consider in the selection of contestants in these last mentioned contests.



Table 30 Factors for Determining the Selection of Contestants  
for Individual Contests

Name of Contest	Per Cent of Teachers Selecting "a"				
	High Score	Occupational Experience		Other Factors	
		Farm- ing	Allied "b"	Accom- plish- ments	Char- acter
Public Speaking . . . . .	100	5	--	--	--
Shop Judging. . . . .	95	30	35	--	--
Dairy Farming . . . . .	20	--	---	100	15
Farm Mechanics . . . . .	15	--	--	100	15
Farm Electrification . . . . .	15	--	--	100	15
Soil and Water Management. . .	20	--	--	100	15
Forestry Project . . . . .	10	--	--	100	15
Average per cent . . . . .	39.2	.5	.5	71.4	1.07

"a" It was permissible to check more than one factor.

"b" "Allied" refers to any experience of an occupation related to agriculture other than farming.

The findings on the factors determining selection of contestants for the group contests are summarized in Table 31. High score was the factor favored by 90 to 95 per cent of teachers in selecting contestants for all of the judging contests. From 35 to 55 per cent of teachers favored farming experiences as an additional factor in the selection of a contestant. Allied experience was the factor least favored for all judging contests. "Demonstrated ability" was favored by 70 per cent of the teachers in selecting members for the Degree Team and "High score" was favored by 40 per cent.

The figures presented indicate that in the selection of contestants for the group contests "high score" should receive the major emphasis with some consideration for farming experience, with the exception of the Degree Team contest. "Demonstrated ability" should be given first consideration according to the facts presented for this contest.

Table 31 Factors for Determining the Selection of Contestants for Group Contests

Name of Contest	Per Cent of Teachers Selecting "a"			
	High Score	Occupational Experience		Other Factors
		Farm- ing	Allied "b"	Demonstrated Ability
Crop Judging . . . . .	90	35	5	—
Dairy Judging. . . . .	95	50	5	—
Livestock Judging . . . . .	95	55	5	—
Poultry Judging . . . . .	95	55	5	—
Forestry Judging . . . . .	95	45	25	—
Degree Team . . . . .	40	5	—	70
<b>Average per cent. . . . .</b>	<b>85</b>	<b>33.3</b>	<b>7.5</b>	<b>11.6</b>

"a" It was permissible to check more than one factor.

"b" "Allied" refers to any experience of an occupation related to agriculture other than farming.

#### Suggested Schedule and Method of Instruction for Contests

The questions of how often a contest should be scheduled and the method of instruction to use have been the concern of many teachers of agriculture. It was felt by the writer that important information

could be obtained to assist in solving these problems related to contests. Therefore, data were gathered from the teachers interviewed concerning the questions of how often the contest should be scheduled by years and what method of instruction the teachers recommended. The data collected for the group contest were summarized in Table 32.

No attempt was made to procure information on the contests of Dairy Farming, Farm Mechanics, Farm Electrification, Soil and Water Management, and Forestry Project since they concern contestants selected on the basis of accomplishments related to the respective contests. Therefore, these contests were entered only when a chapter had a boy with outstanding achievements in these areas.

Data were obtained concerning the scheduling of Public Speaking and Shop Judging as well as the method of instruction the teachers recommended for these contests. According to the findings, 100 per cent of the teachers recommended entering Public Speaking every year and 90 per cent recommended entering Shop Judging every year. Ten per cent of the teachers favored entering these contests every two years. All teachers recommended group instruction in the preparation for these contests.

According to the data in Table 32 indicating the scheduling and method of instruction, the Livestock Judging contest was recommended every year by 85 per cent of the teachers. This was the highest per cent of all contests. All of the other contests received the highest percentage recommendation to be conducted every year. Crop Judging was favored by 40 per cent of teachers to be conducted every two years and 35 per cent favored entering the Dairy Judging contest every

two years. The other contests that were favored by some teachers to be conducted on a two-year rotating schedule were Poultry Judging, Forestry Judging, Chapter Forestry and Chapter Farm Safety, Nine per cent of the teachers indicated a four-year rotating schedule. All of the teachers reporting recommended group instruction for all contests.

Table 32 Suggested Schedule and Method of Instruction for Group Contests

Name of Contest	Per Cent of Teachers Suggested Schedule					Per Cent of Teachers Recommended Group Instruction	Per Cent of Teachers Not Reporting
	Every Year	Every 2 Years	Every 3 Years	Every 4 Years	Never		
Crop Judging . . . . .	45	40	5	10	—	100	—
Dairy Judging . . . . .	55	35	—	5	—	95	5
Livestock Judging . . .	85	10	—	5	—	100	—
Poultry Judging. . . .	60	30	—	10	—	100	—
Forestry Judging. . . .	65	25	—	10	—	95	5
Degree Team. . . . .	65	20	—	—	5	75	25
Chapter Forestry. . . .	50	25	—	15	—	90	10
Chapter Contest. . . .	80	—	—	10	—	90	10
Chapter Farm Safety . .	55	25	—	15	—	95	5
Efficient Dairy. . . .	25	15	15	10	5	70	20
Average per cent. . . .	58.5	22.5	2	9.0	1.0	XXX	9

## Chapter V

### SUMMARY AND CONCLUSIONS

Contests of different kinds are conducted in a program of vocational agriculture. Leading authorities and teachers in the field place their stamp of approval on various values of contests. They claim that contests serve as a motivating device in teaching, an instrument of instruction, supply needed competition, meet individual differences, develop interest and training in leadership abilities, and add flavor and color to instruction.

Along with the educational value of contests is attached the word caution, that the pendulum does not swing too far in the direction of too many contests, resulting in an unbalanced program of vocational agriculture.

The two individual contests most frequently entered are shop judging and public speaking. The Chapter Contest, Livestock and Forestry Judging, are entered every year by 100 per cent of the chapters. The chapters are required to submit a report on chapter accomplishments, and Forestry Judging is emphasized and sponsored by the state which may account for 100 per cent participation. A high per cent of chapters enter Crop, Poultry, and Dairy Judging contests every year.

The fifteen chapters in this study entered an average of four individual and nine group contests during 1952-1953. This is an average of 13 contests per chapter per year for the 16 contests participated in by one or more of the chapters. There was a very high percentage of student participation in the training for the group contests.

There were no chapter entries in Dairy Farming, Soil and Water Management and Efficient Dairy Contests. This is probably due to the fact that each requires several accomplishments on the part of the contestant or the chapter. The extent and method of training on a contest basis is being questioned by leading authorities and teachers in the field of vocational agriculture. According to the findings 100 per cent of teachers are using group instruction for all major jobs of all contests entered, with the exception of two of the Foundation Awards contests, Farm Mechanics and Farm Electrification. Only one senior was given instruction in the training for the Farm Mechanics contest, and mainly the seniors received instruction in the Farm Electrification contest.

Of all of the contests entered, an average of 61.3 per cent of all students received instruction in all jobs relating to the various contests. If only the contest events required on the local level are considered, the per cent of students receiving instruction is considerably higher.

The distribution and amount of time spent is a very important consideration in the training for contests. The average time spent per teacher per contest was 14.73 hours of in-school time, and an average of 4.4 hours of out-of-school time. This is an approximate average of 19 hours spent per contest in training for Public Speaking, judging contests and Degree Team.

The number of students receiving instruction during school time was 66 per cent and during out-of-school time nine per cent.

A relatively high rating was given to the general instructional values of contests. Nearly fifty per cent of the teachers rated the values of contests at 4. The factor, "that contests promote group and individual interest," was given the highest value of 5 by 55 per cent of the teachers.

A value of 4 was the highest average teacher rating of the instructional values of all contests. With the exception of four contests, a value of 5 was the second highest average teacher rating given the instructional value of all contests.

The two individual contests receiving the highest teacher rating of importance in a program of vocational agriculture were Public Speaking and Soil and Water Management.

Of the group contests Livestock Judging was rated the highest by 70 per cent of the teachers. The other contests receiving the highest value of 5 in order of importance are Dairy Judging, Degree Team, Poultry Judging, Farm Safety and the Chapter Contest.

The most significant factors favored in selecting contestants for individual contests are high score and accomplishments. Also, character was favored as a factor in selection.

High score and farming experience are most significant factors in the selection of contestants for the group judging contests. Demonstrated ability was favored by 70 per cent of the teachers in selecting Degree Team members, and 40 per cent felt that in addition, high score should be considered.

All teachers favored sponsoring the public speaking contest every year, and 90 per cent recommended that shop judging be conducted with the same frequency.

The group contests were recommended every year by an average of 58 per cent of the teachers. This implies that some of the contests should be conducted on some alternate distribution schedule.

Group instruction was recommended for all individual and group contests by 100 per cent of the teachers reporting. This indicates that contests may be used as a teaching device.

The teachers suggested that the shop judging contest be given further study and that more actual skills be included on the local and state levels.

Most of the teachers felt that the selection of the out-of-state teams should remain on the present basis.

#### Specific Conclusions

The following conclusions are based on findings presented in this study:

1. Leading authorities and teachers in the field of vocational agriculture place their stamp of approval on various values of contests.
2. The average chapter enters four individual and nine group contests or a total of 13 contests every year.
3. Of the total enrollment of the participating chapters two-thirds of the students participate in contests on the chapter level.
4. Nearly two-thirds of the students receive instruction in all jobs relating to the various contests. If only the contest events required on the local level are considered a much higher per cent receive instruction.
5. Since two-thirds of the students are instructed in jobs relating to contests which students of the department enter it seems apparent that contests are being used in the program of instruction.



6. Group instruction is being used by all teachers for nearly all contests.
7. An average of 14.73 hours of in-school time and 4.4 hours of out-of-school time is spent on each contest. This indicates that it takes approximately nineteen hours of training for Public Speaking, judging contests, and Degree Team.
8. A relatively high rating is given the general instructional values of contests by the teachers. This expression indicates that contests are an important instructional instrument.
9. The high average teacher rating of a value of 4 for all instructional values of 100 per cent of the specific contests is indicative of the importance of contests as a teaching device.
10. In order of importance the average teacher favors the following contests:
  - a. Public Speaking
  - b. Soil and Water Management
  - c. Livestock Judging
  - d. Dairy Judging
  - e. Degree Team
  - f. Poultry Judging
  - g. Chapter Farm Safety
  - h. Chapter Contest
11. A basis highly favored by the teachers in the selection of contestants for individual contests are high score and accomplishments, and for group contests a high score for all judging contests and demonstrated ability for the Degree Team are significant factors.
12. The individual contests highly favored of being conducted every year are Public Speaking and Shop Judging. Approximately two-thirds of the teachers favored holding the group contests every year. This is an indication that some of the contests should be conducted on an alternate yearly schedule.

## Chapter VI

### RECOMMENDATIONS

#### General Suggestions

It is important that the aids used in an instructional program contribute the maximum benefits to the greatest number of individuals and provide a means of helping students and teachers to attain the educational objectives of the school. One important purpose of this study was to gather dependable information to determine how contests provide a medium through which instructional goals are attained in the present program of vocational agriculture. The teacher should decide whether a contest is serving as an important aid in the attainment of these goals in a particular situation. Contests should not be used as an end within themselves but as a means to an end if they are to serve a useful purpose. When they fail to serve such a useful purpose they should be excluded from the instructional program.

The findings presented in this study are compilations of data collected from teachers in the field of vocational agriculture. The summaries of their procedures and views should be considered as a guide in the use of contests. Some of the important considerations that should be given careful attention are the number of students receiving instruction, amount of time involved in the preparation and training for the contests, and the proper selection of those contests applicable to the situation involved.

### Specific Recommendations

The study would not be complete unless a set of procedures is formulated to follow in using contests in the instructional program of vocational agriculture. There were not sufficient data obtained to formulate a complete program to follow in the use of contests as an instructional instrument. However, according to the findings the author felt justified in presenting the following recommended procedures:

1. That teachers continue to use contests as an instructional instrument and use them in particular situations to serve as an aid in accomplishing the aim for which the specific contest was set up.
2. That more emphasis be placed on the use of contests as a means of reaching the aim of vocational agriculture by:
  - a. Providing participation for a maximum number of boys.
  - b. Developing a closer coordination of the preparation for participation in contests with the regular program of vocational agriculture.
  - c. Developing a procedure to follow in determining the achievement of specific goals by using contests as a teaching device.
3. Use more group instruction for all jobs related to specific contests.
4. Set up a rotating schedule of contests, distributed over a four-year period, thus providing a broader scope of instruction in the field of vocational agriculture.
5. Select contestants on a more systematic and equitable basis by:
  - a. Using the highest score received in competition within the local chapter.
  - b. Considering the occupational experience or intentions of a contestant, such as, farming or interests related to it.

- c. Evaluating the accomplishments of the contestant in the realm of specific contests.
  - d. A demonstration of the ability of the contestant in contests requiring special abilities.
6. Develop a coordinated program of teaching devices that will contribute to the achievement of the maximum number of goals of instruction in the field of vocational agriculture.
  7. Teach farm jobs necessary in the production and marketing of farm products and the management of the farm and use the appropriate contest as a means of measuring the effectiveness of the class instruction.

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APPENDIX

SURVEY FORM

Date \_\_\_\_\_

Name \_\_\_\_\_ School \_\_\_\_\_

Address \_\_\_\_\_

Experience in teaching Agriculture \_\_\_\_\_ years.

Number boys in chapter \_\_\_\_\_

CONTESTS IN VOCATIONAL AGRICULTURE

The survey form as outlined is to collect data to determine the status as to number and kind of contests used, the relationship between contests and the instructional program, and what contests should be included in the program of vocational agriculture.





II. Jobs related to Various Contests

A. Indicate the jobs taught by the number of students receiving instruction. Check the method of instruction.

Jobs	Number By Classes				Instruc- tion	
	Freshmen	Sophomores	Junior	Senior	Individual	Group
Public Speaking . . . . .						
Preparing and delivering an F.F.A. speech						
Dairy Farming . . . . .						
Planning the farming program . . . . .						
Housing animals . . . . .						
Providing equipment . . . . .						
Improving the herd . . . . .						
Feeding for milk production . . . . .						
Feeding growing stock . . . . .						
Controlling diseases and parasites. . .						
Keeping production records . . . . .						
Testing for butterfat . . . . .						
Milking . . . . .						
Marketing . . . . .						
Farm Mechanics . . . . .						
Tool fitting . . . . .						
Woodworking . . . . .						

II. (Continued)

Jobs	Number By Classes				Instruc- tion	
	Freshmen	Sophomores	Junior	Senior	Individual	Group
Painting and glazing . . . . .						
Forge work . . . . .						
Cold metal . . . . .						
Soldering and sheet metal . . . . .						
Welding . . . . .						
Rope work . . . . .						
Farm masonry . . . . .						
Plumbing . . . . .						
Farm power and machinery . . . . .						
Farm buildings . . . . .						
Equipping shop . . . . .						
Farm Electrification . . . . .						
Determining place on farm . . . . .						
Understanding terms . . . . .						
Lighting the farm . . . . .						
Computing cost of electric service . .						
Making simple repairs . . . . .						
Selection, operation and care of motors						
Selection, operation and care of home appliances . . . . .						

II. (Continued)

Jobs	Number By Classes				Instruc- tion	
	Freshmen	Sophomores	Junior	Senior	Individual	Group
Lighting the home . . . . .						
Selection, operation and care of farm appliances . . . . .						
Constructing electrical farm equipment. . .						
Soil and Water Management . . . . .						
Recognizing need . . . . .						
Determining nature and property of soils.						
Developing a conservation program . . . .						
Constructing a water disposal system . . .						
Constructing farm terraces . . . . .						
Laying out contour strips . . . . .						
Constructing drainage system . . . . .						
Constructing farm ponds . . . . .						
Forestry Project . . . . .						
Determining place and extent in farming program . . . . .						
Studying tree growth and selecting . . .						
Managing farm woodlot . . . . .						
Renewing the forest . . . . .						

II. (Continued)

Jobs	Number By Classes				Instruc- tion	
	Freshmen	Sophomores	Junior	Senior	Individual	Group
Protecting the forest. . . . .						
Measuring the forest . . . . .						
Harvesting timber crop . . . . .						
Marketing . . . . .						
Shop Judging . . . . .						
Tool identification . . . . .						
Wood identification . . . . .						
Computing a bill of material . . . . .						
Judging farm gates . . . . .						
Judging reconditioned plow shares . . . . .						
Judging feeders . . . . .						
Crop Judging . . . . .						
Judging corn . . . . .						
Judging small grain . . . . .						
Judging potatoes . . . . .						
Judging hay . . . . .						
Dairy Judging . . . . .						
Selecting individual animals . . . . .						

II. (Continued)

Jobs	Number By Classes				Instruc- tion	
	Freshmen	Sophomores	Junior	Senior	Individual	Group
Grading milk . . . . .						
Grading cream . . . . .						
Livestock Judging . . . . .						
Selecting breeding stock . . . . .						
Selecting market animals . . . . .						
Identifying meat . . . . .						
Grading meat . . . . .						
Poultry Judging . . . . .						
Judging breeding stock . . . . .						
Judging for egg production . . . . .						
Selecting market poultry . . . . .						
Graded dressed poultry . . . . .						
Grading eggs . . . . .						
Forestry Judging . . . . .						
Tree identification . . . . .						
Tree scaling . . . . .						
Log scaling . . . . .						

II. (Continued)

	Number By Classes				Instruc- tion	
	Freshmen	Sophomores	Junior	Senior	Individual	Group
Jobs						
Area measurement . . . . .						
Take or leave . . . . .						
Degree Team . . . . .						
Planning and conducting an FFA meeting .						
Using correct parliamentary procedure. .						
Chapter Forestry (See Forestry Project). .						
Chapter Contest . . . . .						
Developing supervised farming program. .						
Developing cooperative activities . . .						
Developing community service activities.						
Developing leadership activities . . . .						
Developing earnings and savings activities						
Developing conduct of meetings. . . . .						
Developing scholarship activities . . .						
Developing recreation activities . . . .						
Developing general activities . . . . .						

II. (Continued)

Jobs	Number By Classes				Instruc- tion	
	Freshmen	Sophomores	Junior	Senior	Individual	Group
Chapter Farm Safety . . . . .						
Preventing transportation accidents . . . . .						
Using equipment and tools . . . . .						
Handling livestock . . . . .						
Preventing accidents in farm shop . . . . .						
Using chemicals . . . . .						
Using flammable materials . . . . .						
Preventing fires . . . . .						
Using electricity . . . . .						
Practicing sanitation . . . . .						
Efficient Dairy (See Dairy Farming)						
Comments:						

III. When the Training was done and the Amount of Time used.

Name of Contest	In School			Out of School			Winnings
	Check	Hours	Number Trained	Check	Hours	Number Trained	Circle Proper Letter
Public Speaking . . . . .							C F D S R N
Dairy Farming . . . . .							D S R N
Farm Mechanics . . . . .							S R N
Farm Electrification . . . . .							S R N
Soil and Water Management . . . . .							S R N
Forestry Project . . . . .							D S
Shop Judging . . . . .							C F S
Other: . . . . .							
Crop Judging . . . . .							F D S
Dairy Judging . . . . .							F S N
Livestock Judging . . . . .							F S N
Poultry Judging . . . . .							F S N
Forestry Judging . . . . .							F D S
Degree Team . . . . .							F D S
Chapter Forestry . . . . .							D S
Chapter Contest . . . . .							F D S N
Chapter Farm Safety . . . . .							1 2 3 4
Efficient Dairy . . . . .							S R N
Other: . . . . .							S N

C - Chapter; F - Federation; D - District; S - State; R - Region;  
 N - National; 1 - Gold; 2 - Silver; 3 - Bronze; 4 - Honorable Mention



IV. General Values Relating to Contests.

As an aid to various factors rated as follows:	<u>91</u> 100	<u>81</u> 90	<u>71</u> 80	<u>61</u> 70	<u>51</u> 60
	5	4	3	2	1
Promotes group and individual interest. . . . .					
Contributes to improved practices on home farm.					
Leads to ownership of farm enterprises. . . . .					
Aids establishment in farming . . . . .					
Development of citizenship. . . . .					
Cooperative effort. . . . .					
Improves relationship among chapter members . .					
Increases member participation in chapter activities . . . . .					
Increases member participation in school activities . . . . .					
Induces members to participate in specific contest. . . . .					
Improves scholarship . . . . .					
Strengthens confidence. . . . .					
Encourages thrift practices . . . . .					
Aids members to participate in community worthy projects. . . . .					
Aids in intelligent choice of farming occupations . . . . .					
Aids in conservation of natural resources . . .					
Comments:					

V. Value of Specific Contests.

A. Individual Contests.

Value of contests as an aid to various factors rated as follows:	<u>91</u>	<u>81</u>	<u>71</u>	<u>61</u>	<u>51</u>
	100	90	80	70	60
	5	4	3	2	1
Public Speaking. . . . .					
Training in leadership. . . . .					
Presiding over meetings. . . . .					
Developing cooperation . . . . .					
Improving scholarship . . . . .					
Improving member relationships . . . . .					
Leading to more participation in school activities. . . . .					
Increasing participation in chapter activities . . . . .					
Strengthening confidence . . . . .					
Dairy Farming . . . . .					
Leading to ownership. . . . .					
In selection of better stock . . . . .					
Improving equipment . . . . .					
Increasing production. . . . .					
Improving feeding practices . . . . .					
Leading to membership in farm organizations . . . . .					
Improving handling of dairy products . . . . .					
Improving other practices on home farm . . . . .					
Improving practices of marketing products. . . . .					

V. (Continued)

Value of contests as an aid to various factors rated as follows:	$\frac{91}{100}$	$\frac{81}{90}$	$\frac{71}{80}$	$\frac{61}{70}$	$\frac{51}{60}$
	5	4	3	2	1
Inducing other members to participate in contest. . . . .					
Improving sanitation practices. . . . .					
Farm Mechanics . . . . .					
Repairing machinery and equipment . . . . .					
Training in operation of power machinery. . . . .					
Constructing machinery and equipment. . . . .					
Establishing and equipping a home farm shop . . . . .					
Promoting interest in school farm shop. . . . .					
Repairing projects other than machinery. . . . .					
Increasing participation in farm outside farm shop . . . . .					
Serving the community . . . . .					
Leading to ownership of tools and equipment . . . . .					
Installing farm home conveniences and appliances . . . . .					
Inducing participation of other members in contest . . . . .					
Farm Electrification. . . . .					
Repairing electric motors, appliances and equipment. . . . .					
Constructing electrical projects . . . . .					

V. (Continued)

Value of contests as an aid to various factors rated as follows:	$\frac{91}{100}$	$\frac{81}{90}$	$\frac{71}{80}$	$\frac{61}{70}$	$\frac{51}{60}$
	5	4	3	2	1
Installing electrical appliances. . . . .					
Training in economical use of electricity on farm and in the home . . . . .					
Training in application of electricity to equipment on farm and in the home. . . . .					
Ownership of tools and equipment. . . . .					
Serving the community . . . . .					
Inducing participation of other members in contest. . . . .					
Promoting interest in school farm shop. . . . .					
Soil and Water Management. . . . .					
Establishing cover crops . . . . .					
Constructing vegetative waterways and concrete spillways . . . . .					
Establishing and improving permanent pasture . . . . .					
Reclaiming and improving land through drainage . . . . .					
Applying lime, phosphate and other minerals . . . . .					
Promoting planting of tree seedlings . . . . .					
Contouring, strip cropping and gully control . . . . .					
Installing and using pump irrigation systems . . . . .					

V. (Continued)

Value of contests as an aid to various factors rated as follows:	$\frac{91}{100}$	$\frac{81}{90}$	$\frac{71}{80}$	$\frac{61}{70}$	$\frac{51}{60}$
	5	4	3	2	1
Constructing ponds and dams for water storage . . . . .					
Improving supervised farming program . . . . .					
Inducing participation of other members in contest . . . . .					
Forestry Project . . . . .					
Promoting planting tree seedlings on home farm. . . . .					
Leading to membership in K.V.G. Crew. . . . .					
To improvement cutting in home woodlot . . . . .					
Promoting chapter forest activities. . . . .					
Pruning trees in home woodlot . . . . .					
Increasing participation in community forestry activities. . . . .					
Training in fire prevention . . . . .					
Improving supervised farming program . . . . .					
Inducing participation of other members in contest. . . . .					
Improving practices in marketing products . . . . .					
Farm Mechanics Judging. . . . .					
Promoting greater interest in school shop activities. . . . .					
Establishing and equipping a home farm shop . . . . .					

V. (Continued)

Value of contests as an aid to various factors rated as follows:	$\frac{91}{100}$	$\frac{81}{90}$	$\frac{71}{80}$	$\frac{61}{70}$	$\frac{51}{60}$
	5	4	3	2	1
Selecting tools and hardware for home shop. .					
Selecting lumber . . . . .					
Training in the economic construction of articles. . . . .					
Developing shop skills . . . . .					
Computing board feet. . . . .					
Promoting construction and repair projects in home shop. . . . .					
Promoting greater number of shop jobs on home farm . . . . .					
Improving quality of shop jobs. . . . .					

V. Value of Specific Contests

B. Contests based on group participation as an aid to all members of chapter.

Value of contests as an aid to various factors rated as follows:	$\frac{91}{100}$	$\frac{81}{90}$	$\frac{71}{80}$	$\frac{61}{70}$	$\frac{51}{60}$
	5	4	3	2	1
Crop Judging . . . . .					
Selecting varieties . . . . .					
Determining quality. . . . .					
Increasing interest in crop enterprises. . .					
Determining production on standards . . . . .					
Improving crop enterprises on home farm . . .					
Selecting seed. . . . .					
Determining marketing standards . . . . .					
Dairy Judging . . . . .					
Selecting better stock . . . . .					
Improved breeding . . . . .					
Increasing interest in dairy enterprises. . .					
Ownership of dairy enterprises. . . . .					
Raising production standards . . . . .					
Improving handling products. . . . .					
Improving equipment . . . . .					
Improving feeding practices . . . . .					
Improving sanitation practices on home farm .					

V. (Continued)

Value of contests as an aid to various factors rated as follows:	$\frac{91}{100}$	$\frac{81}{90}$	$\frac{71}{80}$	$\frac{61}{70}$	$\frac{51}{60}$
	5	4	3	2	1
Selecting quality products . . . . .					
Improving practices in marketing products. .					
Determining breed characteristics . . . . .					
Livestock Judging . . . . .					
Selecting better stock . . . . .					
Improved breeding. . . . .					
Increasing interest in livestock enterprises.					
Ownership livestock enterprises . . . . .					
Improving feeding practices . . . . .					
Improving facilities . . . . .					
Improving practices in marketing animals and products . . . . .					
Selecting quality products. . . . .					
Determining breed characteristics . . . . .					
Poultry Judging . . . . .					
Selecting better individuals. . . . .					
Determining breed characteristics . . . . .					
Improved breeding . . . . .					
Increasing interest in poultry enterprises .					
Ownership poultry enterprises. . . . .					



V. (Continued)

Value of contests as an aid to various factors rated as follows:	$\frac{91}{100}$	$\frac{81}{90}$	$\frac{71}{80}$	$\frac{61}{70}$	$\frac{51}{60}$
	5	4	3	2	1
Improving feeding practices . . . . .					
Improving facilities . . . . .					
Marketing poultry . . . . .					
Marketing products . . . . .					
Selecting quality products . . . . .					
Forestry Judging . . . . .					
Promoting planting tree seedlings on home farm . . . . .					
Improvement cutting in home woodlot . . . . .					
Promotes pruning trees in home woodlot . . . . .					
Improved marketing of products . . . . .					
Training in skills of scaling trees and logs . . . . .					
Increasing participation in community forestry projects . . . . .					
Promoting chapter forestry activities . . . . .					
Improving supervised home practice work in forestry . . . . .					
Degree Team Contest . . . . .					
Training in parliamentary procedure . . . . .					
Conducting meetings . . . . .					
Improving relationships between members . . . . .					

V. (Continued)

Value of contests as an aid to various factors rated as follows:	<u>91</u> 100	<u>81</u> 90	<u>71</u> 80	<u>61</u> 70	<u>51</u> 60
	5	4	3	2	1
Promoting chapter interest and accomplishments. . . . .					
Member participation in school activities. .					
Improving scholarship . . . . .					
Strengthening individual confidence. . . . .					
Developing cooperative effort. . . . .					
Inducing members to attain higher degrees ..					
Participation in community activities . . . .					
 Forestry Chapter Contest . . . . .					
Promoting interest in planting tree seedlings. . . . .					
Promoting membership in K.V.G. Crew. . . . .					
Improvement cutting in home woodlot. . . . .					
Establishing demonstration areas . . . . .					
Inducing members to prune trees in home woodlot. . . . .					
Increasing participation in community forestry projects. . . . .					
Training in scaling before cutting or selling timber. . . . .					
Training in conservation practices . . . . .					
Improving supervised home practice work in forestry. . . . .					

V. (Continued)

Value of contests as an aid to various factors rated as follows:	<u>91</u>	<u>81</u>	<u>71</u>	<u>61</u>	<u>51</u>
	100	90	80	70	60
	5	4	3	2	1
Chapter Contest. . . . .					
Improving supervised farming program. . . . .					
Developing cooperative effort . . . . .					
Promoting community service activities. . . . .					
Promoting leadership . . . . .					
Promoting thrift practices among members. . . . .					
Improving chapter meetings. . . . .					
Improving scholarship. . . . .					
Stimulating participation in recreational activities. . . . .					
Increasing member participation in school activities. . . . .					
Improving relationship between members. . . . .					
Chapter Farm Safety Contest - As a training device for promoting farm safety:					
In school shop. . . . .					
In home shop. . . . .					
Using equipment. . . . .					
Using machinery. . . . .					
Handling livestock. . . . .					
On the highway. . . . .					
Using flammable materials. . . . .					

V. (Continued)

Value of contests as an aid to various factors rated as follows:	<u>91</u> 100	<u>81</u> 90	<u>71</u> 80	<u>61</u> 70	<u>51</u> 60
	5	4	3	2	1
Preventing fires. . . . .					
Using electricity . . . . .					
Using chemicals . . . . .					
Practicing sanitation . . . . .					
Group interest and participation. . . . .					
Participation in community safety projects. .					
Efficient Dairy Chapter Award . . . . .					
Increasing ownership . . . . .					
Selecting better stock . . . . .					
Improving equipment and facilities . . . . .					
Improving feeding practices. . . . .					
Improving the handling of dairy products . .					
Improving breeding practices. . . . .					
Improving sanitary practices. . . . .					
Improving the marketing of products. . . . .					
Promoting chapter participation in community projects. . . . .					
Improving feed supply on home farms. . . . .					
Increasing dairy enterprises among members. .					





VII. Recommended Participation of Chapter in Contests and Method of Instruction.

	(Check)					Recommend Group Instruction	Need Revision
	Conduct						
	Every Year	2 Yrs.	Every 3 Yrs.	Every 4 Yrs.	Never		
Public Speaking . . . . .							
Dairy Farming . . . . .							
Farm Mechanics . . . . .							
Farm Electrification . .							
Soil and Water Management							
Forestry Project . . . . .							
Shop Judging . . . . .							
Others: . . . . .							
Crop Judging . . . . .							
Dairy Judging . . . . .							
Livestock Judging . . . .							
Poultry Judging . . . . .							
Forestry Judging . . . . .							
Degree Team . . . . .							
Chapter Forestry . . . . .							
Chapter Contest . . . . .							
Chapter Farm Safety . . .							
Efficient Dairy . . . . .							
Others: . . . . .							