

A Study of Teachers' Practices  
in  
Planning and Conducting a Program  
of  
Vocational Agriculture  
in  
Virginia

by  
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Approved:

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Head of Department

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Dean of Agriculture

Virginia Polytechnic Institute

Blacksburg, Virginia

1949

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The author owes a debt of gratitude to his committee for their assistance in this study. Special recognition is due Professor T. J. Horne, Chairman of his committee, who gave freely and willingly his time and energy to make this study a success. To Professor H. W. Sanders, Head, Department of Vocational Education, the author is deeply grateful for his time and efforts as an advisory member of the committee.

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George C. Guilliams

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CHAPTER I

THE PROBLEM

STATEMENT OF THE PROBLEM

The purpose of this study is to determine the procedures and principles that the teachers of vocational agriculture in Virginia are following in planning and conducting the program of vocational education in agriculture. Many procedures are being used by various teachers over the state. These same procedures could be used by other teachers if the material were assembled and organized in a useful form and made available. New teachers planning to teach for the first time need material of this kind to guide them in their work. To date this information is not available in any one publication.

ORIGIN OF THE PROBLEM

As the number of teachers of vocational agriculture in the state increased much more rapidly than the supervisory staff, the problem of new teachers became more and more evident. As they began to teach, they needed some principles and procedures to guide them in planning and conducting their program. Teachers do not have this information gathered together in a publication where it is readily available. As the need for such material was established, the idea originated that a handbook for teachers of vocational agriculture be prepared, published, and sent to every teacher of vocational agriculture in Virginia. In the summer of 1946, all the teachers of vocational agriculture in Virginia were asked to check a list of procedures and informational items that would be most helpful to them in their in-service teaching. As the needs for in-service teachers would be the same as for new

teachers, this was used as a basis for organizing the problem into eleven units that were indicated by the checklist to be in greatest demand.

#### THE GENERAL PROCEDURE

The general plan in conducting the study was:

1. Securing the results of the study made by T. M. Helvey in 1946. This study consisted of a checklist sent to every teacher of vocational agriculture in Virginia to determine what phases of the teacher's job have created the greatest problems. This information was used as a basis for the selection of the units to be included in this study.

2. Evaluating the results with the assistance of a committee from the Vocational Education Department at Virginia Polytechnic Institute, Blacksburg, Virginia.

3. Organizing the results into eleven units as follows:

- I. Preparing a program of work
- II. Planning lessons
- III. Teaching the class
- IV. The follow-up of instruction
- V. Keeping supervised practice records
- VI. Using special methods or techniques
  - A. Demonstrations
  - B. Field trips
  - C. Visual aids
  - D. Questioning
  - E. Note taking
- VII. Preparing a course of study

- VIII. Measuring results
- IX. The follow-up of former students
- X. Placement
- XI. Using the FFA in the instructional program
  - A. Organizing the chapter
  - B. Setting up chapter objectives
  - C. Planning and conducting programs

4. Conducting the preliminary study.

a. Securing the information for the questionnaire. This information was secured from the following committee, either by letter or by personal interview.

H. W. Sanders, Head, Department of Vocational Education,  
Virginia Polytechnic Institute,  
Blacksburg, Virginia

T. J. Horne, Department of Agricultural Education,  
Virginia Polytechnic Institute, Blacksburg,  
Virginia

C. L. Angerer, Department of Agricultural Education,  
Agricultural and Mechanical College,  
Stillwater, Oklahoma

W. Howard Martin, Department of Agricultural Education,  
University of Connecticut, Storrs,  
Connecticut

Rufus W. Beamer, Department of Agricultural Education,  
University of Tennessee, Knoxville,  
Tennessee

O. C. Aderhold, Department of Vocational Education,  
University of Georgia, Athens, Georgia

R. W. Cline, Department of Agricultural Education,  
University of Arizona, Tucson, Arizona

H. M. Hamlin, Department of Agricultural Education,  
University of Illinois, Urbana, Illinois

b. Assembling and organizing the material.

c. Preparing the questionnaire. This questionnaire was set up in a checklist form with three columns headed "Commonly practiced", "Recommended", and "Not recommended". On the front of the questionnaire was a place for the teacher to check to identify himself as a regular teacher of vocational agriculture or an assistant teacher of vocational agriculture in charge of veterans.

d. Submitting questionnaire to teachers of vocational agriculture at the annual conference in 1949. These questionnaires were to be checked and returned during the conference session.

e. Tabulating the results of the study and adapting it to a tabular form.

5. Summarizing the results, drawing the conclusions, and making recommendations.

#### DEFINITION

The name "Assistant teachers of vocational agriculture in charge of veterans" is used to denote all teachers who teach veterans of World War II as provided for under the G. I. Bill of Rights in the Institutional-on-the-farm Training program.

## CHAPTER II

### REVIEW OF RELATED STUDIES

So far as the author has been able to determine, only one study that is related to this problem has been made in the field of vocational agriculture. This study, an unpublished one, was made by Thomas M. Helvey at Virginia Polytechnic Institute, Blacksburg, Virginia in 1946. After the data were summarized, the study was never completed in a form necessary for publication. Helvey's study is significant because it was used as a basis for the selection of the units to include in this study.

Helvey's study is not the same as this problem, but it is so generally related that a brief summary is necessary to give the reader the informational background of this present study.

#### THE UNPUBLISHED STUDY BY THOMAS M. HELVEY

The study was in a form of a questionnaire used to gather information that was to be used in the preparation of a handbook for teachers of agriculture.

"As a thesis study I propose to prepare a handbook for teachers of agriculture. The idea is to include professional items most frequently needed by them in their daily work. Technical information will not be included."<sup>1</sup>

This questionnaire was sent out in 1946 to all teachers of vocational agriculture in Virginia. These teachers were asked to check,

1. Helvey, Thomas M, Preparation of a Handbook For Teachers of Agriculture, Unpublished study, Virginia Polytechnic Institute, Blacksburg, Virginia, 1946.

from a list of sixty-four items, the ones that would be most helpful to them in their in-service teaching. One hundred and eighty-seven questionnaires were completed and returned.

The result obtained from these questionnaires indicated that the following phases of work were creating the greatest problems, for the in-service teachers:

1. Preparing a program of work
2. Preparing a course of study
3. Planning lessons
4. Teaching the class
5. Follow-up of instruction
6. Using special methods or techniques
  - a. Demonstrations
  - b. Field trips
  - c. Illustrations
  - d. Questioning
7. Keeping supervised practice records
8. Measuring results
9. Using the FFA in the instructional programs
  - a. Setting up chapter objectives
  - b. Planning and conducting programs

#### THE SUMMARY

This questionnaire study revealed nine phases of the job of the teachers of vocational agriculture that have created the greatest problems. The teachers of vocational agriculture requested that a handbook be published on the above mentioned items. These findings were used as a basis for the selection of the units to be included in this study.

CHAPTER III  
CONDUCTING THE STUDY

THE GENERAL PROCEDURE

The procedure followed in conducting this study was:

1. Securing the results of the related study by T. M. Helvey.
2. Evaluating the results.
3. Organizing the results into eleven units for study.
4. Securing information for the questionnaire.
5. Preparing the questionnaire.
6. Submitting the questionnaire to the teachers of vocational agriculture in Virginia at the annual conference in 1949.
7. Tabulating the results.

The information from the study made by Mr. T. M. Helvey in 1946 was used as the basis for this study. Mr. Helvey's study revealed several problems in which teachers of vocational agriculture would like to have some help in making their teaching more effective.

With the assistance of the Vocational Education Department, the phases of work on which information was in greatest demand were organized into the eleven major units for studying the problem.

The information needed to help solve these problems for the teachers of vocational agriculture was to come from the Department of Vocational Education, Virginia Polytechnic Institute, Blacksburg, Virginia, Departments of Agricultural Education in other states, and from any reference books or bulletins available. The problem areas were organized into a checklist which indicated the information needed. Professor H. W. Sanders, Head, Department of Vocational Education,

Virginia Polytechnic Institute, Blacksburg, Virginia composed a letter which explained the use that was to be made of the material requested from departments of other states. This letter, along with the checklist, was sent to each department in other states from which information was requested. This information was of two kinds: (1) Procedures generally recommended for teachers, and (2) Specimens or samples of material prepared as a guide to teachers in carrying out these procedures.

#### PROCURING THE DATA

These checklists, along with the letter of explanation by Professor H. W. Sanders, were sent to twelve departments of Agricultural Education in other states. Six replies with department publications and materials containing the information desired were received. The information, which pertained to any of the eleven units considered for study, was extracted and assembled.

In order to secure the data from the teachers of vocational agriculture in Virginia, a questionnaire was prepared in a checklist form. The information was set up under each unit as possible procedures for carrying on that particular phase of work. For example: Unit I was preparing a program of work and all procedures that could be found which might help a teacher prepare a program of work were listed under possible procedures under Unit I. On the questionnaire, following the column, "Possible procedures" were three columns headed "Commonly practiced", "Recommended", and "Not recommended". Each teacher was asked to check the column or columns which applied to him. On the front of the questionnaire was a place to check in order to identify each respondent as a regular teacher of vocational agriculture or an assistant teacher of vocational agriculture in charge of veterans.

These questionnaires were passed out on the first day of the annual conference of agricultural teachers of Virginia. They were requested to complete the questionnaires and leave them before the conference adjourned at a designated place. One-hundred and twenty-six checklists were returned. These included seventy-six from the regular teachers of vocational agriculture and fifty from the assistant teachers of vocational agriculture in charge of veterans.

These questionnaires were collected and the results were tabulated. The information given by the regular teachers of vocational agriculture was kept separate from that of the assistant teachers of vocational agriculture in charge of veterans. The "Possible procedures" were listed in a column headed "Practices" and the information secured from the questionnaires was placed in columns headed "Commonly practiced", "Recommended but not practiced", "Not recommended", and "No reply". The information collected from the regular teachers of vocational agriculture was summarized in the same table as the information collected from the assistant teachers of vocational agriculture in charge of veterans; however, each was summarized in separate columns.

CHAPTER IV  
SUMMARIZATION OF DATA

EXPLANATORY NOTE

These data were secured by means of questionnaires filled out by the teachers of vocational agriculture in Virginia at their annual conference in 1949. The questionnaires were passed out during the regular session of the conference and collected before adjournment. One hundred-twenty-six questionnaires were returned by the teachers. These included seventy-six from the regular teachers of vocational agriculture and fifty from the assistant teachers of vocational agriculture in charge of veterans.

These data were summarized by units as they were set up in Chapter I, pages 7 and 8. The data were presented in tabular form by separate units. The information is listed under columns headed "Commonly practiced", "Recommended but not practiced", "Not recommended", and "No reply". The data secured from both the regular teachers of vocational agriculture and the assistant teachers of vocational agriculture in charge of veterans were placed in the same table but in separate columns to facilitate comparisons. Both the number and per cent of teachers checking each item were presented. The number of teachers not replying to each item were listed in the last column. Many items under "Using the FFA in the instructional program" were not checked by the assistant teachers of vocational agriculture in charge of veterans as many of these teachers have not had the experience of using the FFA organization in their instructional programs.

Table 1. Practices and recommendations of regular and veterans teachers in preparing programs of work

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommend- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommend- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
1. Make a community survey	32	42.1	40	52.6	3	3.9	1	16	32.0	29	58.0	2	4.0	3
2. Survey farms of boys enrolled in agriculture	62	81.6	12	15.8			2	40	80.0	10	20.0			0
3. Summarize surveys and analyze	44	57.9	29	38.1			3	22	44.0	25	50.0			3
4. Use survey data as basis for setting up program	43	56.5	29	38.1	3	3.9	1	29	58.0	15	30.0	1	2.0	5
5. Use advisory committee to help prepare program	39	51.3	32	42.1	2	2.6	3	22	44.0	24	48.0	4	8.0	0
6. Use previous programs as basis	62	81.6	11	14.5	2	2.6	1	34	68.0	10	20.0	3	6.0	3
7. Consult community lead- ers, farmers and others	59	77.6	12	15.8	1	1.3	4	33	66.0	16	32.0	1	2.0	0
8. Have members of agricult- ure classes help	40	52.6	23	30.2	7	9.2	6	20	40.0	22	44.0	5	10.0	3
9. Use advisory committee to assure that pet enthusiasms are left out	24	31.6	40	52.6	8	10.5	4	12	24.0	25	50.0	9	18.0	4

Table 1. Practices and recommendations of regular and veterans teachers in preparing programs of work - continued

Practices	Regular teachers							Veteran teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommen- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
10. Use objectives set up by annual conference committee	53	69.7	18	23.7			5	20	40.0	25	50.0			5
11. Review programs of other agricultural agencies	34	44.7	34	44.7	3	3.9	5	19	38.0	26	52.0	4	8.0	1
12. Consult school principal and superintendent	45	59.2	24	31.6	5	6.6	2	22	44.0	18	36.0	7	14.0	3
13. Bring civic organizations into the planning	17	22.4	38	50.0	17	22.4	4	10	20.0	25	50.0	7	14.0	8
14. Analyze latest census reports	18	23.7	46	60.6	11	14.5	1	12	24.0	29	58.0	3	6.0	6
15. Become thoroughly familiar with common farming practices in the community	68	89.5	6	7.9			2	40	80.0	10	20.0			0
16. Study and analyze former supervised farming records of all-day and part-time classes	41	53.9	27	35.5	3	3.9	5	8	16.0	31	62.0	1	2.0	10

Table 1. Practices and recommendations of regular and veterans teachers in preparing programs of work - continued

Practices	Regular teachers							Veteran teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
17. Study and analyze records of adult and veteran classes	29	38.1	38	50.0	4	5.3	5	19	38.0	28	56.0			3
18. Consult with local county officials such as town clerk and assessors	7	9.2	35	46.0	25	32.9	9	6	12.0	28	56.0	11	22.0	5
19. Secure assistance of area supervisor	29	38.1	39	51.3	1	1.3	7	28	56.0	19	38.0	1	2.0	2
20. Include long time objectives	60	78.9	10	13.2	1	1.3	5	32	64.0	16	32.0			2
21. Coordinate annual programs with the long time programs whenever possible	58	76.3	15	19.7			3	27	54.0	19	38.0			4
22. Plan an extensive publicity campaign	21	27.6	42	55.2	4	5.3	9	6	12.0	33	66.0	4	8.0	7
23. Plans for your own professional improvement	51	67.1	21	27.6			4	30	60.0	18	36.0			2

Table 1. Practices and recommendations of regular and veterans teachers in preparing programs of work - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommen- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
24. Include plans for FFA group	57	75.0	11	14.5	1	1.3	7	12	24.0	22	44.0			16
25. Prepare recreational programs for all groups	32	42.1	37	48.7	1	1.3	6	17	34.0	24	48.0	1	2.0	8
26. Make objectives practical and attainable	61	80.3	12	15.8			3	32	64.0	14	28.0			4
27. Set up program as early in the year as possible	58	76.3	15	19.7	1	1.3	2	32	64.0	15	30.0			3
28. Make objectives definite	58	76.3	15	19.7			3	25	50.0	22	44.0			3
29. Set up policies on community service units	30	39.4	36	47.4	3	3.9	7	15	30.0	19	38.0	3	6.0	13
30. Have advisory committee approve program	32	42.1	39	51.3	1	1.3	4	34	68.0	13	26.0			3
31. Publish tentative program in local paper. Invite suggestions	6	7.9	47	61.9	15	19.7	8	5	10.0	29	58.0	7	14.0	9
32. Present a copy to the principal, the superintendent, and, the school board member	38	50.0	31	40.8	3	3.9	4	8	16.0	28	56.0	5	10.0	9

Table 1. Practices and recommendations of regular and veterans teachers in preparing programs of work - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
33. Revise programs of previous years	55	72.4	15	19.7	3	3.9	3	23	46.0	19	38.0	2	4.0	6
34. Plan program cooperatively with all teachers of agriculture in the school	38	50.0	34	44.7	1	1.3	3	24	48.0	19	38.0			7
35. Plan program with all agricultural departments in the county	22	28.9	40	52.6	7	9.2	7	19	38.0	24	48.0	2	4.0	5

In Table I, page 16, the regular teachers of vocational agriculture and the assistant teachers of vocational agriculture in charge of veterans are in common agreement to practices they recommend in preparing a program of work. The practices commonly carried out by both groups are comparable except in those practices that do not pertain to the instructional program of the assistant teachers of vocational agriculture in charge of veterans, such as, "Include plans for the FFA group". All practices listed were recommended by the majority of the teachers of both groups, but it will be noted that the practices, "Bring civic organizations into the planning" and "Consult with local county officials such as the town clerk and assessors" were the ones the greatest number of teachers checked as not recommended. The number of teachers not recommending these practices were still in the minority since 32.9 per cent was the greatest percentage of either regular or veterans teachers who failed to recommend these practices.

The practice, "Become thoroughly familiar with the common farming practices in the community", is the one that most teachers commonly practiced. This is true and a probable explanation is that it is necessary to carry out this practice before a teacher can secure the local information required to do a good job of teaching. It is also evident that the practice, "Publish tentative program in local paper and invite suggestions", was one that the smallest number of teachers commonly practiced; however, there were 61.9 per cent of the regular teachers of vocational agriculture and 58 per cent of the assistant teachers of vocational agriculture in charge of veterans who recommended that this practice be carried out. These additional recommendations tend to indicate that a majority of teachers favor the practice and recognize it

as a potential value to them even though they have failed to carry it out in their own program of work. This factor is noted for both groups throughout most of the practices checked, and it would tend to indicate very strongly that many teachers from both groups recognize potential values in these practices and recommend them even though they fail to carry them out. This may be contributed to the fact that all practices are not applicable in every community but most of the teachers recommend them because they thought they were good practices to follow wherever they were applicable to the development of a strong program of vocational agriculture.

Table 2. Practices and recommendations of regular and veterans teachers in planning lessons

Practices	Regular teachers							Veteran teachers						
	Commonly practiced		Recommended but not practiced		Not recommended		No reply	Commonly practiced		Recommended but not practiced		Not recommended		No reply
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber
1. Select a job that is worthwhile	63	83.9	10	13.2			3	43	86.0	4	8.0			3
2. Do enough planning to know where you are going	57	75.0	17	22.4			2	36	72.0	12	24.0			2
3. Include all the objectives of the lesson	45	59.2	27	35.5	1	1.3	3	23	46.0	20	40.0	2	4.0	5
4. Know the subject matter of the job to be taught	60	78.9	13	17.1			3	35	70.0	12	24.0			3
5. Secure enough of the general and local situation to develop a problem	60	78.9	13	17.1			3	36	72.0	10	20.0			4
6. Secure enough statistics to show the importance of the job	45	59.2	21	27.6	1	1.3	9	32	64.0	15	30.0			3
7. Adapt ideas to be presented to each individual group	41	53.9	27	35.5	2	2.6	6	24	48.0	18	36.0			8

Table 2. Practices and recommendations of regular and veterans teachers in planning lessons - Continued

Practices	Regular teachers							Veteran teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
8. Include interesting incidents or related stories to secure and maintain interest and attention	58	76.3	15	19.7	1	1.3	2	35	70.0	11	22.0			4
9. Analyze and organize content of job	51	67.1	20	26.3			5	27	54.0	17	34.0			6
10. Select the procedure of teaching including pupil activity	44	57.9	30	39.4			2	26	52.0	13	26.0			11
11. Select material and teaching aids needed	54	71.1	19	25.0			3	40	80.0	7	14.0			3
12. Locate and arrange for use of appropriate community resources	39	51.3	34	44.7			3	24	48.0	19	38.0			7
13. See that all necessary facilities, especially references are ready	57	75.0	17	22.4			2	37	74.0	11	22.0			2
14. Include variety to keep interest	49	64.5	23	30.2			4	37	74.0	11	22.0			2

Table 2. Practices and recommendations of regular and veterans teachers in planning lessons - Continued

Practices	Regular teachers							Veteran teachers						
	Commonly practiced		Recommen- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommen- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
15. Prepare demonstrations and illustrative material if practical to use	54	71.1	19	25.0			3	29	58.0	18	36.0			3
16. Prepare own plan for every lesson	29	38.1	33	43.4	13	17.1	1	33	66.0	10	20.0	5	10.0	2
17. Revise old lesson plan	47	61.9	21	27.6	3	3.9	5	25	50.0	17	34.0	1	2.0	7
18. Include sources of information	43	56.5	26	34.2	3	3.9	4	28	56.0	16	32.0	3	6.0	3
19. Plans for all steps of the lesson	37	48.7	33	43.4	1	1.3	5	27	54.0	17	34.0			6
20. Include an analysis of the job	43	56.5	26	34.2	1	1.3	6	23	46.0	22	44.0	1	2.0	4
21. Have all material on hand before the class starts	48	63.2	25	32.9			3	39	78.0	10	20.0			1
22. Include latest practices in analysis	44	57.9	27	35.5			5	26	52.0	20	40.0			4

Table 2. Practices and recommendations of regular and veterans teachers in planning lessons - Continued

Practices	Regular teachers							Veteran teachers						
	Commonly practiced		Recommen- d- ed but not practiced		Not recommen- d- ed		No re- ply	Commonly practiced		Recommen- d- ed but not practiced		Not recommen- d- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
23. Include class discussion techniques	51	67.1	22	28.9			3	33	66.0	14	28.0	1	2.0	2
24. Prepare assignment of supervised study period	45	59.2	24	31.6	1	1.3	6	20	40.0	21	42.0	5	10.0	4
25. Include testing devices with plan	40	52.6	30	39.4			6	17	34.0	26	52.0	2	4.0	5
26. Tie the job down to the farming programs as much as possible	62	81.6	10	13.2			4	38	96.0	11	22.0			1
27. Use type of plan that best suits the situation	58	76.3	13	17.1			5	37	74.0	11	22.0			2
28. Use methods and devices best suited to lesson being taught	52	68.4	17	22.4	1	1.3	6	31	62.0	15	30.0			4
29. Make provisions for pupil participation	58	76.3	13	17.1			5	35	70.0	13	26.0			2
30. Provide for learning through experience when possible	55	72.4	17	22.4			4	36	72.0	10	20.0			4

Table 2. Practices and recommendations of regular and veterans teachers in planning lessons - Continued

Practices	Regular teachers							Veteran teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
31. Prepare a good beginning	47	61.9	25	32.9			4	29	58.0	16	32.0			5
32. Use individualized instructions to overcome individual differences	35	46.0	33	43.4	4	5.3	4	25	50.0	22	44.0			3
33. Plan for any unforeseen situation	22	28.9	41	53.9	2	2.6	11	13	26.0	23	46.0	1	2.0	13

From Table 2, page 23, it will be noted that very few teachers failed to recommend all practices for planning lessons. These tabular data predominately favor the execution of these practices by the majority of the teachers; however, 17.1 per cent of the regular teachers of vocational agriculture and 10 per cent of the assistant teachers of vocational agriculture in charge of veterans failed to recommend the practice "Prepare own plan for every lesson". This is the practice that the greatest number of teachers checked as not recommended. This may be due to the amount of time required to carry out this practice, or to the fact that many teachers have prepared lesson plans which are revised as needed.

The practice, "Tie the job down to the farming program as much as possible" is the practice that the greatest number of teachers carried out. There were 81.6 per cent of the regular teachers of vocational agriculture and 96 per cent of the assistant teachers of vocational agriculture in charge of veterans who carried out this practice. This high percentage of assistant teachers of vocational agriculture in charge of veterans who carried out this practice may be traced to the fact that much of their teaching is actually done on the farm.

The practice the fewest number of teachers checked as commonly practiced was "Plan for any unforeseen situation". Only 28.9 per cent of the regular teachers of vocational agriculture and 26 per cent of the assistant teachers of vocational agriculture in charge of veterans checked this practice as being carried out. This small number could be due to the indefiniteness of the practice and the extent to which a teacher must make preparation to carry this out. Even though many teachers failed to carry out these practices suggested for planning lessons, it

is evident by the number of additional teachers who checked these practices as recommended, that they believe the program of vocational agriculture could be strengthened by using them in their work.

Table 3. Practices and recommendations of regular and veterans teachers in teaching the class

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
1. Prepare class for learning by a discussion of known facts	52	68.4	16	21.1	1	1.3	7	36	72.0	10	20.0			4
2. Use enough unique statements and humor to keep interest	40	52.6	31	40.8	1	1.3	4	29	58.0	16	32.0			5
3. Secure local situation from students	57	75.0	17	22.4			2	34	68.0	11	22.0	1	2.0	4
4. Draw problem from local situation	58	76.3	14	18.4			4	32	64.0	13	26.0			5
5. Secure all known information from class	48	63.2	25	32.9	1	1.3	2	31	62.0	12	24.0	3	6.0	4
6. Follow lesson steps in logical sequence	50	65.8	21	27.6	2	2.6	3	28	56.0	17	34.0			5
7. Develop within the student a need for studying the job	48	63.2	23	30.2	1	1.3	4	30	60.0	15	30.0			5
8. Create a desire in the students to solve the problem	44	57.9	29	38.1	1	1.3	2	31	62.0	14	28.0			5

Table 3. Practices and recommendations of regular and veterans teachers in teaching the class - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommen- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
9. Draw the local situation from the boys' home farm	50	65.8	21	27.6	2	2.6	3	33	66.0	11	22.0	1	1.3	5
10. Have interesting approach	42	55.2	32	42.1			2	26	52.0	19	38.0			5
11. Analyze lesson with class to determine what they need to know	48	63.2	23	30.2	3	3.9	2	22	44.0	23	46.0	2	4.0	3
12. Use questions to bring out important facts and practices in the lesson	55	72.4	17	22.4			4	38	76.0	8	16.0			4
13. Present information slowly and clearly	49	64.5	23	30.2			4	33	66.0	13	26.0			4
14. Ask questions from time to time to make sure the group understands	59	77.6	13	17.1			4	40	80.0	7	14.0			3
15. Have each member of the class comfortably seated	52	68.4	20	26.3			4	32	64.0	14	28.0			4

Table 3. Practices and recommendations of regular and veterans teachers in teaching the class - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
16. Use scientific informa- tion to solve problems	45	59.2	24	31.6	3	3.9	4	19	38.0	24	48.0	3	6.0	4
17. Have each member think in terms of his own situa- tion	49	64.5	24	31.6			3	33	66.0	14	28.0			3
18. Use member participation as much as possible	56	72.7	14	18.4	2	2.6	4	30	60.0	16	32.0			4
19. Keep good discipline	59	77.6	12	15.8			5	36	72.0	10	20.0			4
20. Use a variety of techniques	49	64.5	23	30.2	1	1.3	3	26	52.0	20	40.0			4
21. Develop class member's understanding to the point of knowing the how and why	42	55.2	29	38.1	1	1.3	4	26	52.0	18	36.0			6
22. Have members take notes during study period	46	60.6	17	22.4	8	10.5	5	15	30.0	19	38.0	8	16.0	8
23. Demonstrate the job if practice is needed to acquire the ability to do the job	50	65.8	17	22.4	1	1.3	8	16	32.0	27	54.0	1	2.0	6

Table 3. Practices and recommendations of regular and veterans teachers in teaching the class - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommen- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
24. Have members take part in the demonstration	50	65.8	21	27.6	1	1.3	4	22	44.0	23	46.0			50
25. Follow up instruction to see what is being done on the home farm	48	63.2	26	34.2			2	34	68.0	12	24.0			4
26. Develop desirable ideals, attitudes, habits and appreciations	41	53.9	31	40.8			4	28	56.0	20	40.0			2
27. Stand while teaching	54	71.1	16	21.1	2	2.6	4	31	62.0	14	28.0	2	4.0	3
28. Review objectives of the lesson	47	61.9	17	22.4	6	7.9	6	32	64.0	13	26.0	1	2.0	4
29. Keep members in suspense	30	39.4	27	35.5	14	18.4	5	17	34.0	15	30.0	12	24.0	6
30. Formulate and select approved practices for doing the job	41	53.9	25	32.9	6	7.9	4	24	48.0	19	38.0	5	10.0	2
31. Formulate an approved practice from each question discussed	34	44.7	35	46.0	4	5.3	3	17	34.0	23	46.0	4	8.0	6

Table 3. Practices and recommendations of regular and veterans teachers in teaching the class - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
32. Stress efficiency factors of production	49	64.5	22	28.9	1	1.3	4	30	60.0	16	32.0			4
33. Use blackboard for analyzing the job	58	76.3	13	17.1			5	34	68.0	11	22.0	1	2.0	4
34. Have students keep notes in a notebook	60	78.9	10	13.2	4	5.3	2	25	50.0	21	42.0	3	6.0	1
35. Avoid questions that permit a "yes" or "no" answer	38	50.0	32	42.1	3	3.9	3	15	30.0	17	34.0	14	28.0	4
36. Summarize the discussion	45	59.2	22	28.9	1	1.3	8	25	50.0	15	30.0	3	6.0	7
37. Have class members write individual job plans	55	72.4	15	19.7	1	1.3	5	16	32.0	25	50.0	6	12.0	3

The practices used in teaching the class were about the same for both the regular teachers of vocational agriculture and the assistant teachers of vocational agriculture in charge of veterans, Table 3, page 30. Those practices not recommended by three or more regular teachers of vocational agriculture were also the practices that some of the assistant teachers of vocational agriculture in charge of veterans failed to recommend. The practice that the greatest number of regular teachers of vocational agriculture checked as not recommended was "Keep members in suspense"; however, this totaled only 18.4 per cent of the teachers replying. More assistant teachers of vocational agriculture in charge of veterans checked the practice, "Avoid questions that permit a "yes" or "no" answer" as not being recommended than any other practice included in the section teaching the class. On this item 28 per cent of the teachers indicated that they did not recommend it.

The practice which most teachers of vocational agriculture were practicing was "Have students keep notes in a notebook". The results indicate that 78.9 per cent of the regular teachers of vocational agriculture were carrying out this practice. The practice that most of the assistant teachers of vocational agriculture in charge of veterans checked as being carried out was "Ask questions from time to time to make sure the group understands". There were 80 per cent of these teachers carrying out this practice in their teaching. A logical reason for the regular teachers of vocational agriculture requiring students to put notes in their notebook is that it is a State wide recommendation that they do so. The probable reason that the assistant teachers of vocational agriculture in charge of veterans exceeded the regular teachers

of vocational agriculture in asking questions to see if the group understands the procedures being taught is that the regular teachers of vocational agriculture usually give tests to do the same job, while few veterans teachers use tests for this purpose.

Only 39.4 per cent of the regular teachers of vocational agriculture who replied to the questionnaire indicated that they were carrying out the practice "Keep members in suspense", and only 30 per cent of the assistant teachers of vocational agriculture in charge of veterans indicates that they were carrying out the practice "Have members take notes during study period". These practices were the ones that the fewest number of teachers practiced. Even though the number of teachers who carried out these practices was small, the summary indicates that many who did not carry them out, believed that they should be done in conducting the program. In addition to the teachers who carried out these practices, 35.5 per cent of the regular teachers of vocational agriculture recommended the practice, "Keep members in suspense", even though they did not carry it out in their own program. In addition 38 per cent of the assistant teachers of vocational agriculture in charge of veterans recommended the practice "Take notes during the study period". These additional recommendations from both groups tend to indicate that teachers favored many of these practices and believed that using them would strengthen their teaching procedures in conducting their own program of vocational agriculture.

Table 4. Practices and recommendations of regular and veterans teachers in the follow-up of instruction

Practices	Regular teachers							Veteran teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
1. Continue the teaching on the farm after the classroom instruction is over	44	57.9	28	36.8			4	37	74.0	10	20.0			3
2. Make frequent and effective contacts with class members	43	56.5	28	36.8			5	39	78.0	8	16.0			3
3. Make sure members are applying the skills developed in the classroom	34	44.7	40	52.6			2	30	60.0	16	32.0			4
4. Suggest additional practices to suit the individual need	45	59.2	27	35.5			4	35	70.0	11	22.0			4
5. Check improved practices carried out	48	63.2	22	28.9			6	36	72.0	9	18.0			5
6. Have conferences with all-day students during vacant periods	24	31.6	43	56.5	3	3.9	6	5	10.0	24	48.0	3	6.0	18
7. Summarize improved practices, give copy to each member and have him to check the ones completed	7	9.2	59	77.6	2	2.6	8	4	8.0	31	62.0	5	10.0	10

Table 4. Practices and recommendations of regular and veterans teachers in the follow-up of instruction - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
8. Encourage the class member when going is hard	53	69.7	17	22.4	1	1.3	5	32	64.0	11	22.0			7
9. Help boys secure co-operation from parents	56	72.7	13	17.1			7	16	32.0	21	42.0			13
10. Explain the supervised farming program to the parents	54	71.1	15	19.7			7	13	26.0	23	46.0			14
11. Determine the student's interests	45	59.2	24	31.6			7	28	56.0	14	28.0			8
12. Become familiar with available facilities	57	75.0	14	18.4			5	32	64.0	13	26.0			5
13. Help members secure needed facilities	47	61.9	24	31.6			5	28	56.0	16	32.0			6
14. Help student select his farming program for the year	63	82.9	8	10.5			5	38	76.0	7	14.0			5
15. Help class member analyze the home farm business	51	67.1	20	26.3			5	37	74.0	7	14.0			6

Table 4. Practices and recommendations of regular and veterans teachers in the follow-up of instruction - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
16. Help class members determine their goals of production and efficiency	43	56.5	28	36.8			5	32	64.0	12	24.0			6
17. Assist in analyzing enterprises into jobs and arrange them into a seasonal program	59	77.6	10	13.2			7	26	52.0	16	32.0			8
18. Assist in planning procedures in carrying out projects on the farm	50	65.8	19	25.0			7	34	68.0	12	24.0			4
19. Check records	64	84.2	5	6.6			7	42	84.0	3	6.0			5
20. Suggest any change that should be made in plans	57	75.0	11	14.5	1	1.3	7	39	78.0	6	12.0			5
21. On farm visitation, check accuracy of application of written plans	37	47.4	34	44.7			5	31	62.0	11	22.0	1	2.0	7
22. Encourage pride in doing a good job	58	76.3	11	14.5			7	43	86.0	4	8.0			3
23. Visit with the family and discuss their farm problems	51	67.1	15	19.7	3	3.9	7	29	58.0	14	28.0	1	2.0	6

Table 4. Practices and recommendations of regular and veterans teachers in the follow-up of instruction - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	num- ber	Per cent	num- ber	Per cent	num- ber	num- ber	Per cent	num- ber	Per cent	num- ber	Per cent	num- ber
24. Leave recommendations for improving the farming program	43	56.5	24	31.6	4	5.3	5	27	54.0	14	28.0	2	4.0	7
25. Notify members when a visit will be made	14	18.4	38	50.0	15	19.7	9	13	26.0	25	50.0	9	18.0	3
26. Have a definite plan for the visit	31	40.8	34	44.7	2	2.6	9	22	44.0	19	38.0	3	6.0	6
27. Fill out visitation report as soon as practical after visit is over	23	30.2	42	55.2	2	2.6	9	23	46.0	21	42.0	1	2.0	5

The summary of replies on practices and recommendations of regular teachers of vocational agriculture and the assistant teachers of vocational agriculture in charge of veterans in the follow-up program of instruction, Table 4, page 37, indicates that the teachers of vocational agriculture and the assistant teachers of vocational agriculture in charge of veterans carry out about the same practices in their instructional program. The exceptions to this were the practices that do not pertain to all members of the class in the program of the assistant teachers of vocational agriculture in charge of veterans, such as, "Help boys secure cooperation from parents" and "Explain the supervised farming program to the parents".

The practice "Notify members when a visit will be made" was the one that most teachers checked as not being recommended. The summary indicates that 19.7 per cent of the regular teachers of vocational agriculture and 18 per cent of the assistant teachers of vocational agriculture in charge of veterans failed to recommend this practice. Even though this is true, the majority of teachers still carried out this practice or recommended that it be carried out. The practice "Check records" was commonly carried out by 84.2 per cent of the regular teachers of vocational agriculture while the practice "Summarize improved practices, give copy to each member, and have him check the ones completed" was commonly practiced by only 9.2 per cent of the regular teachers. These two practices represent the ones that the highest and lowest percentage of regular teachers of vocational agriculture carried out. Likely the reason a large number of regular teachers of vocational agriculture carried out the practice "Keep records" is that it is necessary to have them for the final report. The practice

"Summarize improved practices, give copy to each member, and have him check the ones completed" is carried out by only a few regular teachers of vocational agriculture because they have the students copy these improved practices in a notebook.

The practice "Encourage pride in doing a good job" was commonly conducted by 86 per cent of the assistant teachers of vocational agriculture in charge of veterans and the practice "Summarize improved practices, give copy to each member, and have him check the ones completed" was commonly practiced by only 8 per cent of the assistant teachers of vocational agriculture in charge of veterans. These two practices represented the ones that the highest and lowest percentage of the assistant teachers of vocational agriculture in charge of veterans indicated as commonly practiced. The practice listed above which is one that the lowest percentage of all teachers checked as commonly practiced is recommended by an additional 77.6 per cent of the regular teachers of vocational agriculture, and 62 per cent of the assistant teachers of vocational agriculture in charge of veterans. This indicates that even though teachers in general do not carry this out, they recognize a weakness and believe that it is a good practice for teachers to follow to increase the effectiveness of their instructional program.

Table 5. Practices and recommendations of regular and veterans teachers in keeping and using supervised practice records

Practices	Regular teachers							Veteran teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
1. Make available a suitable record book	62	81.6	5	6.6			9	40	80.0	5	10.0			5
2. Provide a place to keep book, if kept at school	58	76.3	10	13.2	3	3.9	5	15	30.0	17	34.0	4	8.0	14
3. Budget time at regular intervals to make entries	44	57.9	23	30.2	1	1.3	8	15	30.0	24	48.0	1	2.0	10
4. Teach importance of keeping records	62	81.6	8	10.5			6	41	82.0	5	10.0			4
5. Teach job on keeping records	63	82.9	7	9.2			6	42	84.0	3	6.0			5
6. Stress the need of completeness and accuracy	61	80.3	6	7.9			9	41	82.0	4	8.0			5
7. Check each individual to see that they know how to keep records	60	78.9	10	13.2			6	36	72.0	9	18.0			5
8. Show importance of records in filing income tax returns	45	59.2	27	35.5	2	2.6	2	36	72.0	9	18.0			5

Table 5. Practices and recommendations of regular and veterans teachers in keeping and using supervised practice records - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommend- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommend- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
9. Check records during visitation and suggest improvements	38	50.0	28	36.8	2	2.6	8	37	74.0	7	14.0			6
10. Assist class members close records at end of year	55	72.4	15	19.7			6	36	72.0	9	18.0			5
11. Have all-day class members close records in January	58	76.3	7	9.2	4	5.3	7	20	40.0	17	34.0			13
12. Teach job on analyzing records	57	75.0	12	15.8	1	1.3	6	31	62.0	13	26.0			6
13. Assist members discover factors affecting yields and profits	49	64.5	22	28.9			5	24	48.0	20	40.0			6
14. Instruct class members in the use of records in planning the farming program for future years	40	52.6	27	35.5			9	30	60.0	16	32.0			4
15. Use these records in teaching importance of other jobs	33	43.4	33	43.4	1	1.3	9	21	42.0	22	44.0	1	2.0	6

Table 5. Practices and recommendations of regular and veterans teachers in keeping and using supervised practice records - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommen- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
16. Publish outstanding accomplishments in the local paper and in farm magazines	26	34.2	43	56.5			7	5	10.0	45	90.0			5
17. Use these records in preparing future programs of work	41	53.9	28	36.8			7	17	34.0	23	46.0	1	2.0	9
18. Keep on file a summary of the analysis of each individual class member	30	39.4	34	44.7	4	5.3	8	23	46.0	19	38.0			8
19. Send in final report of supervised practice records to District Supervisor on time	52	68.4	16	21.1			8	25	50.0	15	30.0			10

It will be noted from Table 5, page 43, that there are very few practices listed under using supervised practice records that any of the teachers checked as not recommended. All practices listed were recommended or practiced by the majority of all teachers. All practices except four were carried out by a majority of the regular teachers of vocational agriculture and all except nine were carried out by a majority of the assistant teachers of vocational agriculture in charge of veterans. The differences in the two groups may be contributed to the lack of practical experience of many assistant teachers of vocational agriculture in charge of veterans in using supervised practice records in the instructional program. The practice "Teach job on keeping records" is the one that teachers checked as commonly practiced more than they checked any other practice. This is probably carried out more than any other practice because few students know how to keep records; and, since records are required, they must be taught how to do this before accurate records will be kept.

The practice "Publish outstanding accomplishments in the local paper and in farm magazines" was the one that the smallest percentage of teachers checked as commonly practiced; however, 56.5 per cent of the regular teachers of vocational agriculture recommended that this be done in addition to the 34.2 per cent who checked it as already being carried out. It was also recommended by 90 per cent of the assistant teachers of vocational agriculture in charge of veterans in addition to 10 per cent who checked it as commonly practiced. This would tend to indicate that a large majority of all teachers favor the use of this practice even though they failed to carry it out in their own program.

Table 6a Practices and recommendations of regular and veterans teachers in using demonstrations

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommend- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommend- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
1. Plan demonstration as a definite part of lesson	49	64.5	22	28.9			5	28	56.0	18	36.0			4
2. Use demonstration in proper sequence in lesson plan	46	60.6	25	32.9			5	26	52.0	18	36.0			6
3. Provide ample space for demonstrating	43	56.5	28	36.8			5	21	42.0	25	50.0			4
4. Make sure that all can see	49	64.5	22	28.9			5	26	52.0	19	38.0			5
5. Have all material prepared before class	43	56.5	27	35.5			6	32	64.0	14	28.0			4
6. Develop necessary skill before class starts	45	59.2	25	32.9			6	28	56.0	16	32.0			6
7. Make purpose of demonstration clear	50	65.8	20	26.3			6	31	62.0	15	30.0			4
8. Encourage questions and discussions	55	72.4	16	21.1			5	37	74.0	9	18.0	1	2.0	3

Table 6a Practices and recommendations of regular and veterans teachers in using demonstrations - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommend- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommend- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
9. Conduct at normal rate of speed or slower if no undesirable effects are produced	44	57.9	24	31.6	2	2.6	6	20	40.0	21	42.0			9
10. Teacher repeat demon- stration if necessary to insure learning	40	52.6	29	38.1	1	1.3	6	22	44.0	22	44.0			6
11. Summarize the demon- stration	53	69.7	19	25.0			4	29	58.0	14	28.0			7
12. Have student repeat demonstration	39	51.3	31	40.8	1	1.3	5	14	28.0	25	50.0	3	6.0	8

The summary of practices and recommendations of regular teachers of vocational agriculture and the assistant teachers of vocational agriculture in charge of veterans in using demonstrations in Table 6a, page 47, very definitely indicates that these practices are favored by a large majority of teachers from both groups. This was borne out by the small number of teachers who failed to recommend all these practices. It also indicates that these practices have been followed by both the regular teachers of vocational agriculture and the assistant teachers of vocational agriculture in charge of veterans. This was evidenced by the fact that all practices except four were carried out by a majority of the teachers of both groups. The practice most teachers indicated as commonly practiced was "Encourage questions and discussions" and the one practice that the smallest number of teachers indicated as commonly practiced was, "Have students repeat demonstrations". It is obvious from this table that the teachers not only recommend these practices, but have been using them very extensively in their own programs.

Table 6<sup>b</sup> Practices and recommendations of regular and veterans teachers in making field trips

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
1. Use this method in teaching skills that require repetition to acquire, such as culling, pruning, etc.	47	61.9	20	26.3	3	3.9	6	29	58.0	11	22.0	3	6.0	7
2. When a boy has an individual problem, he may go on a field trip alone	18	23.7	21	27.6	32	42.1	5	18	36.0	12	24.0	13	26.0	7
3. If instructor cannot accompany group, send them under a capable conductor	11	14.5	19	25.0	41	53.9	5	6	12.0	29	58.0	7	14.0	8
4. When one or more member can secure information for the group, send them to do the job.	19	25.0	32	42.1	20	26.3	5	12	24.0	20	40.0	10	20.0	8
5. Have in mind definite objectives before starting on a field trip	59	77.6	14	18.4	1	1.3	2	31	62.0	13	26.0	1	2.0	5
6. Visit laboratory in advance and have everything in readiness	46	60.6	23	30.2	1	1.3	6	24	48.0	19	38.0			7

Table 6b Practices and recommendations of regular and veterans teachers in making field trips - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
7. If on a farm, try to have farmer on hand	57	75.0	16	21.1			3	34	68.0	11	22.0			5
8. Secure adequate transportation in advance if needed	58	76.3	12	15.8	1	1.3	5	29	58.0	13	26.0	1	2.0	7
9. Make arrangements with principal	62	81.6	9	11.8			5	25	50.0	12	24.0	4	8.0	9
10. Prepare general instruction sheet for conduct on field trips	29	38.1	39	51.3	2	2.6	6	14	28.0	25	50.0	2	4.0	9
11. Prepare a suitable study form or instruction sheet	21	27.6	46	60.6	2	2.6	7	9	18.0	28	56.0	1	2.0	12
12. Give clear instruction to group as to what they can or cannot do	59	77.6	12	15.8			5	22	44.0	18	36.0			10
13. Repeat instructions at destination	52	68.4	12	15.8	6	7.9	6	19	38.0	16	32.0	3	6.0	12
14. Insist that the group stay together	62	81.6	9	11.8			5	31	62.0	10	20.0			9

Table 6b Practices and recommendations of regular and veterans teachers in making field trips - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
15. Give each individual written assignments	22	28.9	35	46.0	12	15.8	7	6	12.0	17	34.0	18	36.0	9
16. Give each individual help as needed	55	72.4	15	19.7			6	31	62.0	12	24.0	1	2.0	6
17. Encourage each one to do his own work	53	69.7	16	21.1			7	27	54.0	16	32.0	1	2.0	6
18. Collect study sheets before returning to school	34	44.7	27	35.5	4	5.3	11	11	22.0	22	44.0	3	6.0	14
19. Leave everything in order	56	72.7	14	18.4			6	30	60.0	11	22.0			9
20. Summarize study	56	72.7	15	19.7			5	23	46.0	15	30.0			12
21. Return pupils to school in time for next class	53	69.7	16	21.1			7	14	28.0	19	38.0	1	2.0	16

In Table 6b, page 50, some practices listed under making field trips were not favored by all teachers. The practice "If instructor cannot accompany group, send them under a capable conductor" was checked as not recommended by 53.9 per cent of the regular teachers of vocational agriculture and by 14 per cent of the assistant teachers of vocational agriculture in charge of veterans. Another practice "When a boy has an individual problem, he may go on a field trip alone" was checked as not recommended by 42.1 per cent of the regular teachers of vocational agriculture and by 26 per cent of the assistant teachers of vocational agriculture in charge of veterans. A logical reason for fewer assistant teachers of vocational agriculture in charge of veterans failing to recommend this practice than the regular teachers of vocational agriculture could be that their students are more mature men and, therefore, more dependable than the students of the regular teachers of vocational agriculture.

Even though many teachers failed to recommend all practices, it will be noted that a majority of the practices were favored by all teachers. This was evidenced by the number of teachers who checked these practices as commonly practiced or recommended. The practices that most regular teachers of vocational agriculture carried out was "Make arrangement with principal" and "Insist that the group stay together". Each of these were carried out by 81.6 per cent of the regular teachers of vocational agriculture. The practice that most assistant teachers of vocational agriculture in charge of veterans carried out was "If on a farm, try to have farmer on hand". This practice was carried out by 68 per cent of the assistant teachers of vocational agriculture in charge of veterans. A logical reason for this practice being followed by the greatest

number of teachers is that regular teachers of vocational agriculture recognize the authority of the principal and it is his responsibility to know where his teachers are at all times. One probable reason that the assistant teachers of vocational agriculture in charge of veterans like to have the farmers on hand during field trips is to help farmers understand the veterans' program and to maintain their cooperation in carrying it out as well as having the farmer available to assist with the explanation and teaching procedures.

Table 6c Practices and recommendations of regular and veterans teachers in using visual aids

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommended but not practiced		Not recommended		No reply	Commonly practiced		Recommended but not practiced		Not recommended		No reply
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Number	Per cent	Number	Per cent	Number	Per cent	Number
1. Make sure material is applicable	53	69.7	17	22.4			6	35	70.0	11	22.0			4
2. Present at proper time	52	68.4	20	26.3			4	35	70.0	13	26.0			2
3. Use them to give concreteness to abstract problems	50	65.8	16	21.1			10	31	62.0	13	26.0			6
4. Present in such a way that whole class can see and understand	56	72.7	14	18.4			6	37	74.0	10	20.0			3
5. Teacher give explanation of material used	58	76.3	12	15.8			6	37	74.0	10	20.0			3
6. Have students to explain meaning	36	47.4	33	43.4	1	1.3	6	20	40.0	21	42.0	2	4.0	7
7. Keep material well organized	36	47.4	34	44.7			6	27	54.0	21	42.0			2
8. Return borrowed material immediately after using	50	65.8	19	25.0			7	33	66.0	16	32.0			1
9. Make sure students have interpreted correctly	46	60.6	21	27.6	1	1.3	8	28	56.0	18	36.0			4

Table 6c Practices and recommendations of regular and veterans teachers in using visual aids - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommended but not practiced		Not recommended		No reply	Commonly practiced		Recommended but not practiced		Not recommended		No reply
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Number	Per cent	Number	Per cent	Number	Per cent	Number
10. Have definite plan for using	51	67.1	19	25.0			6	32	64.0	15	30.0			3
11. Provide adequate facilities for displaying or presenting materials	42	55.2	28	36.8			6	31	62.0	17	34.0			2
12. Bring exhibits and models to class	42	55.2	27	35.5			7	27	54.0	22	44.0			1
13. Make use of as many visual aids from nature as possible	41	53.9	30	39.4			5	29	58.0	20	40.0			1
14. Use as many community resources as possible	42	55.2	28	36.8			6	32	64.0	16	32.0			2
15. Know the material being presented	51	67.1	19	25.0			6	32	64.0	16	32.0			2
16. Present one item at a time except when comparisons are desired	49	64.5	20	26.3			7	35	70.0	12	24.0			3
17. Ask questions to guide learner's thinking and to focus attention	54	71.1	16	21.1			6	37	74.0	12	24.0			1

Table 6c Practices and recommendations of regular and veterans teachers in using visual aids - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
18. Answer question as to its content	53	69.7	16	21.1			7	33	66.0	15	30.0			2
19. Allow ample time for group to study material	48	63.2	20	26.3			8	33	66.0	16	32.0			1
20. Use a pointer to focus attention to desired places	54	71.1	13	17.1			9	35	70.0	13	26.0			2
21. Tabulate conclusions from content on black-board	37	48.7	32	42.1			7	29	58.0	16	32.0	1	2.0	4
22. Have students assist in giving conclusions	47	61.9	21	27.6			8	32	64.0	16	32.0			2

In Table 6c, page 55, practically all teachers either carried out or recommended all practices listed under using visual aids. This summary indicates that teachers approved of these practices in using visual aids in teaching vocational agriculture. Most of the practices were carried out by a majority of the regular teachers of vocational agriculture as well as the assistant teachers of vocational agriculture in charge of veterans. A probable reason these practices listed under using visual aids were carried out is the developments that have been made in the last few years in using visual aids as a device in teaching.

Table 6d Practices and recommendations of regular and veterans teachers in questioning

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
1. Use questions to stimulate thinking and discussions on part of student	59	77.6	11	14.5			6	40	80.0	6	12.0			4
2. Make use of this techniques to stimulate interest and not to embarrass	58	76.3	11	14.5			7	37	74.0	9	18.0			4
3. Use questions to direct the line of thought on the problem being discussed	61	80.3	8	10.5			7	40	80.0	16	32.0	1	2.0	3
4. Use questions to develop student's situation and experience	54	71.1	14	18.4	1	1.3	7	37	74.0	7	14.0	1	2.0	5
5. Ask questions informally, not in rotation	54	71.1	13	17.1	4	5.3	5	39	78.0	7	14.0			4
6. State the question, then designate the one to answer	54	71.1	9	11.8	6	7.9	7	30	60.0	10	20.0	6	12.0	4
7. Pause before designating one to answer	50	65.8	10	13.2	8	10.5	8	26	52.0	10	20.0	6	12.0	8

Table 6d Practices and recommendations of regular and veterans teachers in questioning - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
8. Allow ample time for student to answer	57	75.0	12	15.8			7	28	56.0	11	22.0	5	10.0	6
9. Allow ample time to discuss answer	55	72.4	15	19.7			6	38	76.0	6	12.0			6
10. Always use good English	40	52.6	29	38.1			7	32	64.0	13	26.0			5
11. State question clearly	48	63.2	20	26.3			8	29	58.0	16	32.0			5
12. Avoid questions that permit a "yes" or "no" answer. If used follow with another question	38	50.0	26	34.2	3	3.9	9	30	60.0	16	32.0	2	4.0	2
13. Stick to one idea in each question	48	63.2	19	25.0	1	1.3	8	22	44.0	18	36.0	2	4.0	8
14. State questions as not to suggest answers	40	52.6	21	27.6	6	7.9	9	25	50.0	18	36.0	3	6.0	4
15. Do not repeat answers	24	31.6	14	18.4	28	36.8	10	18	36.0	17	34.0	10	20.0	5
16. Require clear, distinct answers from pupils	37	48.7	30	39.4			9	18	36.0	14	28.0	10	20.0	8

Table 6d Practices and recommendations of regular and veterans teachers in questioning - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
17. Write out questions if necessary to make them definite	31	40.8	29	38.1	7	9.2	9	19	38.0	23	46.0	3	6.0	5
18. Ask only enough questions to serve purpose and then stop	45	59.2	21	27.6			10	25	50.0	17	34.0	2	4.0	6
19. Insist on good order while questioning	52	68.4	15	19.7			9	28	56.0	18	36.0			4
20. Recognize each contribution or answer	50	65.8	17	22.4			9	35	70.0	11	22.0			4
21. Use in all steps of the lesson	39	51.3	21	27.6	5	6.6	11	25	50.0	15	30.0	3	6.0	7

The response from the practices and recommendations of regular teachers of vocational agriculture and the assistant teachers of vocational agriculture in charge of veterans in questioning as tabulated in Table 6d, page 58, made it known that the majority of the teachers from both groups carried out most of these practices. The practice that fewest teachers of vocational agriculture carried out was "Do not repeat answers", to which only 31.6 per cent of the teachers of this group replied that the procedure was commonly practiced. This practice along with the practice "Require clear, distinct answers from pupil" were the ones that the lowest number of assistant teachers of vocational agriculture in charge of veterans checked as being carried out. These practices were carried out by 36 per cent of the assistant teachers of vocational agriculture in charge of veterans. These same practices are the ones the greatest number of teachers failed to recommend.

Just over one third per cent of the regular teachers of vocational agriculture failed to recommend the practice, "Do not repeat answers", while only 20 per cent of the assistant teachers of vocational agriculture in charge of veterans failed to recommend this practice. This same percentage held true for the assistant teachers for the practice "Require clear, distinct answers from pupils". It is generally understood that the students of the assistant teachers of vocational agriculture in charge of veterans are of varied educational levels and many have very little, if any, education at all. This may be the reason for some of these teachers not requiring a clear, distinct answer from them and for repeating the answers that they give in order to make sure the class understands them. According to the results

questions are used very extensively by teachers in teaching all groups of students in vocational agriculture. This is reasonable to expect since much of the discussion, presentation of local situation, and interest in the classroom is a result of the use of this technique.

Table 6e Practices and recommendations of regular and veterans teachers in note taking

Practices	Regular teachers							Veteran teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly Practiced		Recommen- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
1. Make provisions for a suitable notebook for student to keep notes	60	78.9	10	13.2	1	1.3	5	20	40.0	18	36.0	6	12.0	6
2. Have students to have a separate notebook for vocational agriculture	62	81.6	9	11.8	1	1.3	4	18	36.0	21	42.0	2	4.0	9
3. Keep notebooks in agricultural classroom	61	80.3	5	6.6	3	3.9	7	9	18.0	17	34.0	13	26.0	11
4. Use standard size notebook, especially if a looseleaf notebook is kept	53	69.7	13	17.1	3	3.9	7	15	30.0	21	42.0	5	10.0	9
5. Include in notebook a list of jobs to be studied during the year	37	48.7	27	35.5	5	6.6	7	11	22.0	21	42.0	7	14.0	11
6. Include farm layout and farm inventory	51	67.1	18	23.7	1	1.3	6	17	34.0	22	44.0			11
7. Have pencils in classroom for students	25	32.9	23	30.2	23	30.2	5	18	36.0	15	30.0	8	16.0	9

Table 6e Practices and recommendations of regular and veterans teachers in note taking - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommend- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommend- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
8. Have students take notes while class is being taught	32	42.1	11	14.5	24	31.6	9	12	24.0	21	42.0	8	16.0	9
9. Stop class in ample time to have students copy notes before class ends	38	50.0	21	27.6	9	11.8	8	9	18.0	28	56.0	3	6.0	10
10. Have students take <b>brief</b> notes during supervised study period	36	47.4	27	35.5	5	6.6	8	8	16.0	25	50.0	7	14.0	10
11. Teacher help student get important notes during study period	40	52.6	24	31.6	5	6.6	7	11	22.0	24	48.0	4	8.0	11
12. Have them to use these notes during the dis- cussion to complete the job analysis	38	50.0	28	36.8	3	3.9	7	8	16.0	25	50.0	4	8.0	13
13. Make notes on field trips	38	50.0	31	40.8	2	2.6	5	16	32.0	24	48.0	2	4.0	8
14. Include any laboratory notes	28	36.8	37	48.7	3	3.9	8	7	14.0	27	54.0	5	10.0	11

Table 6e Practices and recommendations of regular and veterans teachers in note taking - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
15. Insert any pictures or clippings that may help individual in his supervised practice work	23	30.2	42	55.2	4	5.3	7	11	22.0	27	54.0	2	4.0	10
16. Include definite plans for supervised farming program	55	72.4	15	19.7			6	17	34.0	22	44.0	1	2.0	10
17. Have students record notes in legible manner and in outline form	47	61.9	22	28.9	1	1.3	6	10	20.0	26	52.0	4	8.0	10
18. Have each student take notebook home for future use	46	60.6	25	32.9	2	2.6	3	22	44.0	16	32.0	2	4.0	10

From Table 6e, page 64, the practices and recommendations in note taking brought varied responses from both the regular teachers of vocational agriculture and the assistant teachers of vocational agriculture in charge of veterans. Many practices were carried out by a majority of the regular teachers of vocational agriculture; no practice was carried out by a majority of the assistant teachers of vocational agriculture in charge of veterans. Many from both groups indicated that they recommend the practices even though they did not carry them out, while other teachers were uncertain and gave no reply. The probable reason for this is that some new teachers from both groups have failed to see the importance of note taking, and many students of the assistant teachers of vocational agriculture in charge of veterans have a limited education and have failed to develop the skill to write well and therefore do not like to copy notes even though they can read them satisfactorily.

Table 7. Practices and recommendations of regular and veterans teachers in preparing courses of study

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommen- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
1. Determine community needs through surveys, observations, etc.	57	75.0	13	17.1	1	1.3	5	19	38.0	22	44.0	1	2.0	8
2. Determine major enterprises of community by same method	58	76.3	12	15.8	1	1.3	5	20	40.0	22	44.0			8
3. Take into consideration the farming programs of students	59	77.6	12	15.8			5	31	62.0	12	24.0			7
4. Determine needs of community in farm mechanics through surveys	44	57.9	25	32.9	2	2.6	5	21	42.0	21	42.0			8
5. Consider experience needed by student	53	69.7	17	22.4			6	25	50.0	17	34.0			8
6. Plan jobs when they are seasonal	61	80.3	10	13.2			5	37	74.0	7	14.0			6
7. Have jobs in logical sequence	53	69.7	20	26.3			3	33	66.0	11	22.0			6
8. In stating jobs, limit the scope	46	60.6	20	26.3	3	3.9	7	27	54.0	16	32.0	1	2.0	6

Table 7. Practices and recommendations of regular and veterans teachers in preparing courses of study - Continued

Practices	Regular teachers							Veteran teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommend- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommend- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
9. Plan supervised farming jobs during early part of the year	50	65.8	25	32.9	1	1.3		27	54.0	13	26.0	1	2.0	9
10. The first jobs taught students should deal with opportunities in vocational agriculture	40	52.6	27	35.5	2	2.6	7	20	40.0	19	38.0	1	2.0	10
11. Simple farm jobs should be included in the first year	63	82.9	6	7.9			7	23	46.0	15	30.0	1	2.0	11
12. Farm management jobs should be concentrated in third and fourth year	56	72.7	13	17.1			7	18	36.0	17	34.0	2	4.0	13
13. Provide for FFA activities	60	78.9	8	10.5	1	1.3	7	12	24.0	19	38.0			19
14. Plan for teaching jobs on farm-family living	39	51.3	29	38.1	1	1.3	7	22	44.0	19	38.0			9
15. List farm enterprises to be covered	59	77.6	10	13.2			7	28	56.0	10	20.0			12

Table 7. Practices and recommendations of regular and veterans teachers in preparing courses of study - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommended but not practiced		Not recommended		No reply	Commonly practiced		Recommended but not practiced		Not recommended		No reply
	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber	Per-cent	Num-ber
16. Divide these enterprises into jobs to be taught	58	76.3	11	14.5			7	25	50.0	12	24.0	1	2.0	12
17. Estimate number of days to devote to each job	57	75.0	11	14.5	1	1.3	7	17	34.0	18	36.0	2	4.0	13
18. Decide on the year and month to teach each job	59	77.6	10	13.2			7	31	62.0	12	24.0			7
19. Make a monthly layout of jobs and days allotted to each	56	72.7	12	15.8	1	1.3	7	17	34.0	20	40.0	1	2.0	12
20. Determine number of days allotted to each enterprise each year	52	68.4	17	22.4	1	1.3	6	16	32.0	21	42.0	1	2.0	12
21. Have class members assist with planning this course of study	22	28.9	34	44.7	13	17.1	7	16	32.0	20	40.0	3	6.0	11

Table 7. Practices and recommendations of regular and veterans teachers in preparing courses of study - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
22. Make out the year's teaching calendar by selecting the jobs to be taught each month in the year and list them in sequence beginning with September and ending with May	56	72.7	12	15.8	2	2.6	6	23	46.0	16	32.0	3	6.0	8
23. Decide from the students supervised farming program which jobs are to be taught as group jobs and which are to be taught by individualized instruction	43	56.5	25	32.9	1	1.3	7	15	30.0	22	44.0	1	2.0	12
24. Have students plan their individual study calendar in their notebook	33	43.4	28	36.8	5	6.6	10	8	16.0	25	50.0	4	8.0	13
25. Make out master course of study and place in a convenient place in the office	46	60.6	20	26.3	1	1.3	9	11	22.0	24	48.0	1	2.0	14

In Table 7, page 68, considerably fewer assistant teachers of vocational agriculture in charge of veterans were in the habit of carrying out the practices listed under preparing courses of study than were the regular teachers of vocational agriculture. The greatest variation was in the practice "Provide for FFA activities". In this case 78.9 per cent of the regular teachers of vocational agriculture checked this practice as being carried out and only 24 per cent of the assistant teachers of vocational agriculture in charge of veterans carried this out. A logical reason for this is that the assistant teachers of vocational agriculture in charge of veterans fail to use the FFA organization in their instructional program. All teachers indicate that they favor the use of most of these practices even though many failed to carry them out in their own programs. This was borne out in the study because a great number of teachers checked the practices as commonly practiced or recommended and a low number of teachers checked the practices as not recommended.

The practice that the greatest number of teachers failed to recommend was "Have class members assist with planning the course of study". Here again 17.1 per cent of the regular teachers of vocational agriculture and 6 per cent of the assistant teachers of vocational agriculture in charge of veterans failed to recommend the practice as being of value to their program. A probable reason that several regular teachers of vocational agriculture checked this practice as not recommended is because they feel that high school students are not mature enough to know what should be included in their course of study.

No definite answer was found for the fact that 50 per cent of the assistant teachers of vocational agriculture in charge of veterans

recommended that the students plan their individual study calendar in their notebook but failed in carrying it out. This is in addition to the 16 per cent who did carry it out. A probable reason to this is that they have not become conscious of the fact that a great deal of interest can be created among students if each of them can be made to understand that the study calendar for the group was made by compiling the individual study calendar into a composite curriculum for the class.

Table 8. Practices and recommendations of regular and veterans teachers in measuring results

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommended but not practiced		Not recommended		No reply	Commonly practiced		Recommended but not practiced		Not recommended		No reply
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Number	Per cent	Number	Per cent	Number	Per cent	Number
1. The instructor, near the beginning of the year, confer with parents as to developments in connection with the student's farming program	34	44.7	32	42.1			10	10	20.0	26	52.0			14
2. Keep a progress report of each boy as to his advancement at each visit	22	28.9	45	59.2			9	12	24.0	24	48.0	1	2.0	13
3. Check class members when visiting as to how well they are carrying out plans	52	68.4	17	22.4			7	27	54.0	13	26.0			10
4. Check records for accuracy and completeness	53	69.7	16	21.1			7	28	56.0	12	24.0			10
5. Make out a checklist whereby each member can evaluate his own program	16	21.1	51	67.1	2	2.6	7	9	18.0	27	54.0	1	2.0	13
6. Make a checklist of skills and abilities for each individual	16	21.1	50	65.8	3	3.9	7	8	16.0	24	48.0	5	10.0	13

Table 8. Practices and recommendations of regular and veterans teachers in measuring results - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommen- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
7. Make a check list for shop skills	42	55.2	24	31.6	1	1.3	9	9	18.0	27	54.0	2	4.0	12
8. Give written test on classroom work	60	78.9	8	10.5	1	1.3	7	17	34.0	15	30.0	8	16.0	10
9. Compare results of supervised practice work with averages of home farm, community or county	37	48.7	30	39.4	2	2.6	7	10	20.0	28	56.0	2	4.0	10
10. Evaluate on the basis of the amount of responsibility student has in carrying out farming program	32	42.1	33	43.4	3	3.9	8	12	24.0	24	48.0	1	2.0	13
11. Performance or improved practices carried out	43	56.5	24	31.6			9	21	42.0	19	38.0			10
12. Oral responses and examinations	47	61.9	16	21.1	2	2.6	11	18	36.0	17	34.0	4	8.0	11
13. Daily evaluations	29	38.1	27	35.5	9	11.8	11	9	18.0	20	40.0	9	18.0	12
14. Evaluate notebooks used in class work	53	69.7	16	21.1			7	12	24.0	23	46.0	4	8.0	11

Table 8. Practices and recommendations of regular and veterans teachers in measuring results - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommended but not practiced		Not recommended		No re- ply	Commonly practiced		Recommended but not practiced		Not recommended		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
15. Activities put into practice on home farm	49	64.5	17	22.4	1	1.3	9	21	42.0	17	34.0			12
16. Degree of completion of home supervised farming program	50	65.8	17	22.4			9	16	32.0	19	38.0	1	2.0	14
17. Personal interviews and observations	49	64.5	17	22.4	1	1.3	9	30	60.0	8	16.0			12
18. Compare farm business analysis with previous years analysis	25	32.9	40	52.6	3	3.9	8	28	56.0	13	26.0			9
19. Compare farm inventory with previous years inventory	32	42.1	35	46.0	1	1.3	8	29	58.0	12	24.0			9
20. Compare closing inventory with beginning inventory	49	64.5	17	22.4	2	2.6	8	35	70.0	7	14.0			8

Many of the teachers failed to respond to the practices suggested for measuring results, Table 8, page 74. As many as eleven regular teachers of vocational agriculture and fourteen assistant teachers of vocational agriculture in charge of veterans failed to check some practices. This may be because some of the practices require detailed measurements for evaluation and the teachers who failed to respond were not sure of procedures to follow in determining the value to the teaching program and because of this uncertainty failed to commit themselves and left the blanks unchecked. All practices were favored by a majority of all teachers, and the response from the regular teachers of vocational agriculture and the assistant teachers of vocational agriculture in charge of veterans were comparable except for those practices that pertained mainly to the all-day classes. These included such practices as "Give written tests on classroom work" and "Make a checklist for shop skills".

It will be noted that the practice that more teachers failed to recommend than any other practice was "Daily evaluations". In this case 11.8 per cent of the regular teachers of vocational agriculture and 18 per cent of the assistant teachers of vocational agriculture in charge of veterans failed to recommend this practice. This might be because of the amount of time and the number of records necessary to carry out the practice.

The practice that the largest number of regular teachers of vocational agriculture carried out was "Give written tests on classroom work" while the largest number of assistant teachers of vocational agriculture in charge of veterans carried out the practice "Compare closing inventory with beginning inventory".

The practice the lowest number of teachers from both groups checked as carried out was "Make a checklist of skills and abilities for each individual". The practices listed above will give some indication of the differences of the programs of the regular teachers of vocational agriculture and the assistant teachers of vocational agriculture in charge of veterans. The practice of giving written tests on classroom work to help evaluate each student would naturally be carried out by almost every regular teacher of vocational agriculture since a grade is required of them every six weeks. The assistant teachers of vocational agriculture in charge of veterans would use this practice as a teaching device rather than a means of evaluation.

The practice of comparing closing inventory with the beginning inventory would naturally be carried out by almost all the assistant teachers of vocational agriculture in charge of veterans as this is needed to determine the amount of income for the year and has to do with the amount of subsistence received by the veterans the following year. It is also noticeable from this table that many teachers recognize the value of these practices in the program of vocational agriculture and recommend their use even though they do not carry them out.

Table 9. Practices and recommendations of regular and veterans teachers in the follow-up of former students

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommen- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
1. Record status of pupil on his home farm as soon as he leaves school	37	48.7	33	43.4	2	2.6	4	10	20.0	24	48.0	2	4.0	14
2. Record positions entered by students who leave the farm	32	42.1	36	47.4			8	6	12.0	24	48.0	3	6.0	17
3. Make notes of any change of status of pupils on farms	26	34.2	40	52.6	1	1.3	9	12	24.0	25	50.0	1	2.0	12
4. Make notes of any change of status of pupils employed in related occupations	28	36.8	38	50.0	1	1.3	9	8	16.0	24	48.0	3	6.0	15
5. Prepare a suitable form that will require least amount of effort to keep this record	20	26.3	46	60.6	1	1.3	9	8	16.0	27	54.0	2	4.0	13
6. Visit former students who are on farms and assist them in carrying on their farming program	37	48.7	29	38.1	1	1.3	9	12	24.0	22	44.0	4	8.0	12

Table 9. Practices and recommendations of regular and veterans teachers in the follow-up of former students - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommen- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
7. Enroll them in part-time class	24	31.6	42	55.2			10	6	12.0	29	58.0	1	2.0	14
8. Help them to advance their status in farming	38	50.0	31	40.8			7	13	26.0	27	54.0			10
9. Assist them with their farming problems	41	53.9	25	32.9			10	12	24.0	27	54.0			11
10. When they leave the part-time class, enroll them in the evening class	19	25.0	48	63.2			9	5	10.0	27	54.0	1	2.0	17
11. Encourage them to take advantage of the farm machinery repair class and community cannery	47	61.9	20	26.3			9	15	30.0	24	48.0			11

The assistant teachers of vocational agriculture in charge of veterans have failed to carry out the practices in the follow-up of former students to the extent that they have been carried out by the regular teachers of vocational agriculture, Table 9, page 79. The greatest number of assistant teachers of vocational agriculture in charge of veterans checking any one practice as commonly practiced was 30 per cent and the lowest number was 10 per cent while the greatest number of regular teachers of vocational agriculture checking any one practice as commonly practiced was 61.9 per cent and the lowest number was 25 per cent. This might be partly a result of the fact that the assistant teachers of vocational agriculture in charge of veterans have only been in existence for a few years and have not had the opportunity to follow up the students as have the regular teachers of vocational agriculture and then too their time is completely filled with teaching the veterans in training.

The additional recommendations of the assistant teachers of vocational agriculture in charge of veterans would tend to indicate that their thinking was comparable to the thinking of the regular teachers of vocational agriculture in regard to the value of the follow-up of former students. This data indicated that many teachers from both groups were not sure as to the value of these practices in the program of vocational agriculture. As many as ten regular teachers of vocational agriculture failed to respond in two instances; seven failed to respond in six other cases. As many as sixteen assistant teachers of vocational agriculture in charge of veterans failed to respond in two instances; and ten or more failed to respond in every case. Since very

few of the teachers checked any of these practices as not recommended, it would tend to indicate that they believed the total program of vocational agriculture would be improved by using them in following up all students.

Table 10. Practices and recommendations of regular and veterans teachers in placement

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly Practiced		Recommen- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
1. Make plans to assist in the placements of members of all-day, part-time, and adult classes	26	34.2	43	56.5			7	9	18.0	25	50.0	1	2.0	15
2. Make opportunity survey of community	16	21.1	53	69.7	1	1.3	6	8	16.0	24	48.0	2	4.0	16
3. Include in the survey the status of jobs available	14	18.4	52	68.4	2	2.6	8	8	16.0	24	48.0	1	2.0	17
4. Survey class members as to their potentialities	19	25.0	50	65.8			7	9	18.0	25	50.0	1	2.0	15
5. Bring opportunities and individuals together	20	26.3	47	61.9	1	1.3	8	10	20.0	24	48.0	1	2.0	15
6. Make a list of all businesses in county that a course in vocational agriculture would likely better prepare a student	9	11.8	54	71.1	4	5.3	9	4	8.0	29	58.0	1	2.0	16
7. Make a list of jobs in the field of agriculture that farmers or others pay men to do	11	14.5	57	75.0			8	3	6.0	29	58.0	1	2.0	17

Table 10. Practices and recommendations of regular and veterans teachers in placements - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommen- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
8. Make a list of farms in the county for sale	2	2.6	59	77.6	7	9.2	8	7	14.0	29	58.0	1	2.0	13
9. List the names of men who desire a partner or farm manager	4	5.3	60	78.9			12	11	22.0	26	52.0			13
10. List opportunities that exist in county for new developments	8	10.5	55	72.4	3	3.9	10	10	20.0	25	50.0			15
11. Devote class time to secure this information from all-day groups	11	14.5	54	71.1	6	7.9	5	4	8.0	29	58.0	1	2.0	16
12. Have class member secure additional information from parents	9	11.8	55	72.4	1	1.3	11	6	12.0	27	54.0	1	2.0	16
13. Secure additional information from county officials	12	15.8	52	68.4	2	2.6	10	11	22.0	26	52.0			13
14. Help farmer secure part time help	14	18.4	52	68.4	3	3.9	7	10	20.0	20	40.0	1	2.0	19

Table 10. Practices and recommendations of regular and veterans teachers in placements - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
15. Maintain a classified file	3	3.9	61	80.3	3	3.9	9	7	14.0	27	54.0	1	2.0	15
16. Assist students in developing a sound father and son partnership	35	46.0	36	47.4			5	14	28.0	21	42.0			15
17. Help student secure summer employment when needed	27	35.5	40	52.6	1	1.3	8	9	18.0	24	48.0			17

In Table 10, page 83, the placement of students has received very little attention from teachers in the past. This is substantiated by the low number of teachers who checked the practices as being carried out. These practices have been carried out by 2.6 per cent to 46 per cent of the regular teachers of vocational agriculture and by 6 per cent to 28 per cent of the assistant teachers of vocational agriculture in charge of veterans. The practice that most of the teachers from both groups indicated that they carried out was "Assist students in developing a sound father and son partnership". This practice was carried out by 46 per cent of the regular teachers of vocational agriculture and 28 per cent of the assistant teachers of vocational agriculture in charge of veterans.

The practice the lowest number of regular teachers of vocational agriculture checked as carried out was "Make a list of farms in the county for sale" which was carried out by only 2.6 per cent of these teachers. The practice the lowest number of assistant teachers of vocational agriculture in charge of veterans carried out was "Make a list of jobs in the field of agriculture that farmers or others pay men to do" which was carried out by only 6 per cent of these teachers.

Many teachers failed to check practices in this group in their response. The number of regular teachers of vocational agriculture who failed to check the practices in either column ran from five to twelve and the number of assistant teachers of vocational agriculture in charge of veterans who failed to respond ran from thirteen to nineteen. A probable reason that this large number of teachers failed to respond is that they have not had sufficient experience in the field of placement

to be confident in their judgment. From the small minority of teachers who failed to recommend these practices, it is the logical conclusion that they believe these practices should be carried out even though they have failed to follow them in their own community.

Table 11a Practices and recommendations of regular and veterans teachers in organizing the FFA chapter

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
1. Organize in schools where systematic instruction in vocational agriculture is given	51	67.1	15	19.7			10	8	16.0	19	38.0			23
2. Survey student to determine the degree of interest	33	43.4	34	44.7	2	2.6	7	9	18.0	24	48.0			17
3. Include all male students of vocational agriculture in all-day, day-unit, and part-time classes	38	50.0	22	28.9	11	14.5	5	5	10.0	23	46.0	4	8.0	18
4. Teacher should secure a copy of the FFA Manual and familiarize himself with the program	62	81.6	10	13.2			4	8	16.0	25	50.0			17
5. Familiarize the school authorities with the aims and purposes of the organization	50	65.8	21	27.6			5	8	16.0	25	50.0			17
6. Instruct parents as to the nature of the organization	45	59.2	25	32.9			6	8	16.0	25	50.0			17

Table 11a Practices and recommendations of regular and veterans teachers in organizing the FFA chapter - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommended but not practiced		Not recommended		No reply	Commonly practiced		Recommended but not practiced		Not recommended		No reply
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Number	Per cent	Number	Per cent	Number	Per cent	Number
7. Contact state supervisor and secure full information as to steps to follow and secure copies of the application forms needed	44	57.9	23	30.2	1	1.3	8	5	10.0	27	54.0			18
8. Have students visit other chapters if possible	39	51.3	30	39.4			7	7	14.0	26	52.0	1	2.0	16
9. Discuss with students the advantages of a chapter	57	75.0	13	17.1			6	10	20.0	23	46.0			17
10. Show motion pictures on FFA activities if there are any available	44	57.9	24	31.6			8	7	14.0	26	52.0			17
11. Tell students of accomplishments of other chapters	53	69.7	18	23.7			5	7	14.0	26	52.0			17
12. Secure a sample program of work from some outstanding chapter	39	51.3	31	40.8			6	6	12.0	27	54.0			17

Table 11a Practices and recommendations of regular and veterans teachers in organizing the FFA chapter - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommended but not practiced		Not recommended		No re- ply	Commonly practiced		Recommended but not practiced		Not recommended		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
13. Point out to chapter what it takes to make a good chapter	55	72.4	15	19.7			6	8	16.0	25	50.0			17
14. Have a committee of agricultural students to recommend that a chapter be organized if the students really want it	33	43.4	33	43.4	2	2.6	8	7	14.0	25	50.0			18
15. Have students to vote on recommendations	43	56.5	24	31.6			9	5	10.0	27	54.0			18
16. Have students elect officers	60	78.9	11	14.5			5	7	14.0	26	52.0			17
17. Have president to appoint committees to develop a program of work and a constitution of by-laws	55	72.4	15	19.7			6	5	10.0	27	54.0			18
18. Apply to the state advisor for a charter	47	61.9	20	26.3			9	6	12.0	26	52.0			18
19. Secure necessary chapter equipment	54	71.1	16	21.1			6	5	10.0	25	50.0			20

Table 11a Practices and recommendations of regular and veterans teachers in organizing the FFA chapter - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
20. Secure a suitable chapter room	44	57.9	23	30.2			9	6	12.0	25	50.0			19
21. Secure permission from principal to meet, if meetings are to be held in the day time	57	75.0	11	14.5			8	7	14.0	25	50.0			18
22. Teachers should help president appoint additional committees for developing and carrying out the activities of the chapter	52	68.4	13	17.1	1	1.3	10	6	12.0	26	52.0			18
23. Publish plans for chapter activities in local paper and chapter chats	32	42.1	34	44.7			10	5	10.0	27	54.0			18

The practices and recommendations of regular teachers of vocational agriculture and the assistant teachers of vocational agriculture in charge of veterans in Table 11a, page 90, indicates that many teachers failed to respond to the practices listed in organizing an FFA chapter. To these practices more assistant teachers of vocational agriculture in charge of veterans failed to respond in more cases than the regular teachers of vocational agriculture. The number of replies ranged from sixteen to twenty-three assistant teachers of vocational agriculture in charge of veterans who failed to respond to the practices while from four to ten regular teachers of vocational agriculture failed to respond. This was a natural expectation because of the fact that the assistant teachers of vocational agriculture in charge of veterans seldom use the FFA organization in their work. This would also account for the assistant teachers of vocational agriculture in charge of veterans failing to carry out as many of these practices as did the regular teachers of vocational agriculture.

The practice which both groups of teachers checked as not recommended more than any other practice was "Include all male students of vocational agriculture in all-day, day-unit, and part-time classes". In the summary of replies 14.5 per cent of the regular teachers of vocational agriculture and 8 per cent of the assistant teachers of vocational agriculture in charge of veterans checked the practice as not recommended.

In the summarized tabulation most all the practices were carried out or recommended by a large majority of the teachers responding from both groups. This is borne out by the fact that only six practices were

checked as not recommended and these were only checked a total of twenty-two times by both the regular teachers of vocational agriculture and the assistant teachers of vocational agriculture in charge of veterans. This would tend to indicate that these teachers replying believed that these practices would be advantageous to the program of vocational agriculture if used in groups to which they apply.

Table 11b Practices and recommendations of regular and veterans teachers in setting up the FFA chapter objectives

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
1. Start setting up chapter objectives for coming year before school is out in the spring	23	30.2	38	50.0	4	5.3	11	6	12.0	24	48.0			20
2. Select activities on the basis of the needs of the individual members, the entire chapter, and the community as a whole	51	67.1	16	21.1			9	6	12.0	23	46.0			21
3. Have a committee appointed to each of the eight general divisions of the program of work	51	67.1	13	17.1			12	4	8.0	23	46.0	1	2.0	22
4. Have every member serve on a committee	49	64.5	18	23.7			9	5	10.0	23	46.0	2	4.0	20
5. As far as possible, have each member on the committee of his choice	34	44.7	27	35.5	2	2.6	13	4	8.0	23	46.0	3	6.0	20
6. Teach job on setting up chapter objectives	40	52.6	26	34.2	1	1.3	9	6	12.0	24	48.0			20

Table 11b Practices and recommendations of regular and veterans teachers in setting up the FFA chapter objectives - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommend- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommend- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
7. Make available last years program of work as a guide	55	72.4	11	14.5			10	5	10.0	25	50.0			20
8. Secure objectives from winning chapters in the state and from other states if available	30	39.4	37	48.7			9	5	10.0	25	50.0			20
9. Recommend the state and national program of work as a guide	50	65.8	15	19.7	1	1.3	10	5	10.0	21	42.0	1	2.0	23
10. Have delegates to the state convention report on state objectives	43	56.5	22	28.9	1	1.3	10	7	14.0	21	42.0			22
11. See that each committee has an official FFA manual	58	76.3	10	13.2			8	6	12.0	21	42.0	1	2.0	22
12. Have each committee work individually on recommendations for their division	49	64.5	16	21.1	2	2.6	9	5	10.0	22	44.0			23

Table 11b Practices and recommendations of regular and veterans teachers in setting up the FFA chapter objectives - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
13. Have committees report their recommendations to the chapter	52	68.4	15	19.7			9	7	14.0	21	42.0			22
14. Have committees report their objectives using suggestions from the chapter as a whole	43	56.5	23	30.2	2	2.6	8	5	10.0	23	46.0			22
15. Have committees report back to chapter	49	64.5	19	25.0			8	5	10.0	22	44.0			23
16. Advisor and chapter should agree on activities to include	57	75.0	10	13.2			9	8	16.0	20	40.0			22
17. State objectives clearly and definitely	53	69.7	13	17.1	1	1.3	9	9	18.0	19	38.0			22
18. See that objectives are high but attainable	49	64.5	17	22.4	1	1.3	9	8	16.0	20	40.0			22
19. Check with the school authorities for their approval	28	66.8	34	44.7	3	3.9	11	6	12.0	19	38.0	3	6.0	22
20. Have chapter adopt program	54	71.1	11	14.5			11	8	16.0	20	40.0			22

From the practices and recommendations of regular teachers of vocational agriculture and the assistant teachers of vocational agriculture in charge of veterans in setting up the FFA chapter objectives Table 11b, page 94, few practices were checked as not recommended by teachers of either group. From twenty to twenty-three assistant teachers of vocational agriculture in charge of veterans failed to reply to each practice listed. A logical reason for this is that the assistant teachers of vocational agriculture in charge of veterans seldom use the FFA organization in their programs. In addition the assistant teachers of vocational agriculture in charge of veterans have been on the job for only a few months to a few years and therefore, are not familiar enough with the FFA program to crystalize their thinking concerning these practices. More regular teachers of vocational agriculture indicates that these practices were carried out than did the assistant teachers of vocational agriculture in charge of veterans. This may be because of the same reasons listed above. The summary indicates all the teachers of both groups favor the use of all practices listed under setting up the FFA chapter objectives.

Table 11c Practices and recommendations of regular and veterans teachers in planning and conducting FFA programs

Practices	Regular teachers							Veteran <sup>s</sup> teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
1. The teacher should co- operate to fullest ex- tent with members in carrying out program	58	76.3	7	9.2			11	20	40.0	18	36.0			12
2. Teacher should stress importance of cooper- ation among the members	59	77.6	6	7.9			11	21	42.0	17	34.0			12
3. Teacher should explain program to the principal and ask that a date be placed on the school calendar of activities	47	61.9	20	26.3			9	7	14.0	24	48.0	1	2.0	18
4. Make a tentative schedule of all activities	45	59.2	22	28.9			9	9	18.0	22	44.0			19
5. Before each program, the teacher should develop enthusiasm on the part of the FFA members	38	50.0	29	38.1			9	7	14.0	23	46.0			20
6. Start planning program in plenty of time so all details may be arranged	40	52.6	26	34.2			10	9	18.0	21	42.0			20

Table 11c Practices and recommendations of regular and veterans teachers in planning and conducting FFA programs - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
7. Secure cooperation of local organization whenever needed	32	42.1	35	46.0			9	10	20.0	21	42.0			19
8. Arrange in advance for materials, speakers, and other details	43	56.5	24	31.6			9	12	24.0	20	40.0			18
9. Have sub-committees appointed to be responsible for various jobs	46	60.6	19	25.0	2	2.6	9	9	18.0	21	42.0			20
10. Provide for finances	54	71.1	16	21.1			6	9	18.0	21	42.0			20
11. Keep in mind the educational value of all activities	51	67.1	16	21.1			9	9	18.0	20	40.0			21
12. Encourage students to do their best in all activities, contests, etc.	48	63.2	19	25.0			9	11	22.0	19	38.0			20
13. Provide prizes whenever possible	42	55.2	24	31.6			10	6	12.0	23	46.0			21

Table 11c Practices and recommendations of regular and veterans teachers in planning and conducting FFA programs - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommen- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
14. Teach in class a job that teaches principles of planning and conducting such an activity	34	44.7	33	43.4	1	1.3	8	6	12.0	23	46.0			21
15. Have executive committee to make tentative plans for the activity	36	47.4	29	38.1	1	1.3	10	6	12.0	23	46.0			21
16. Post committee plans on bulletin board	34	44.7	34	44.7			8	7	14.0	22	44.0			21
17. The definite date should be set weeks in advance	28	36.8	36	47.4	1	1.3	11	6	12.0	23	46.0			21
18. See that each committee chairman clearly understands his duty	41	53.9	25	32.9			10	8	16.0	22	44.0			20
19. Have member do as much of the planning as possible	46	60.6	21	27.6			9	7	14.0	22	44.0			21
20. Provide maximum amount of leadership training to member through participation	49	64.5	18	23.7			9	7	14.0	22	44.0			21

Table 11c Practices and recommendations of regular and veterans teachers in planning and conducting FFA programs - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommended but not practiced		Not recommended		No reply	Commonly practiced		Recommended but not practiced		Not recommended		No reply
	Number	Per cent	Number	Per cent	Number	Per cent	Number	Number	Per cent	Number	Per cent	Number	Per cent	Number
21. Estimate cost of activity and plan to keep within the budget	44	57.9	23	30.2			9	8	16.0	21	42.0			21
22. Call on member to pay expenses as last resort	34	44.7	20	26.3	14	18.4	8	6	12.0	19	38.0	7	14.0	18
23. Have members vote on such details as time, place, etc.	49	64.5	15	19.7	4	5.3	8	13	26.0	22	44.0			15
24. Start activity on time	53	69.7	15	19.7			8	13	26.0	20	40.0			17
25. Stop on time	53	69.7	15	19.7			8	14	28.0	19	38.0			17
26. Clean up	53	69.7	15	19.7			8	13	26.0	20	40.0			17
27. Return any borrowed property immediately	53	69.7	16	21.1			7	13	26.0	20	40.0			17
28. Express appreciation to outsiders who helped with the activity	57	75.0	10	13.2			9	15	30.0	17	34.0			18
29. Have secretary file any data that will help plan a similar future activity	44	57.9	25	32.9			7	16	32.0	21	42.0			13

Table 11c Practices and recommendations of regular and veterans teachers in planning and conducting FFA programs - Continued

Practices	Regular teachers							Veterans teachers						
	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply	Commonly practiced		Recommend- ed but not practiced		Not recommen- ed		No re- ply
	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Num- ber	Per cent	Num- ber	Per cent	Num- ber	Per cent	Num- ber
30. Have reporter prepare news article	44	57.9	24	31.6			8	10	20.0	22	44.0			18

In Table 11c, page 98, the practices and recommendations of regular teachers of vocational agriculture and the assistant teachers of vocational agriculture in charge of veterans in planning and conducting the FFA programs were carried out or recommended by a great majority of all teachers; however, the number of assistant teachers of vocational agriculture in charge of veterans who checked these practices as carried out was considerably less than the number of regular teachers of vocational agriculture. A greater number of assistant teachers of vocational agriculture in charge of veterans failed to respond to the practices than did the regular teachers of vocational agriculture. This could be because the assistant teachers of vocational agriculture in charge of veterans have less contact with the FFA organization than the regular teachers of vocational agriculture and, therefore, did not have sufficient experience in using this organization to be able to check the practices intelligently. Instead of committing themselves, the blanks were left unchecked.

The practice that the greatest number of regular teachers of vocational agriculture indicates as commonly practiced was "The teacher should cooperate to fullest extent with members in carrying out programs," to which 76.3 per cent responded that this practice was being carried out. The largest number of assistant teachers of vocational agriculture in charge of veterans who carried out any one practice was 42 per cent. This response was to the practice "Teacher should stress the importance of cooperation among the members".

CHAPTER V

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

THE SUMMARY

This questionnaire study was an attempt to determine the practices teachers follow in planning and conducting a program of vocational education in agriculture in Virginia high schools. The study revealed that the thinking of the regular teachers of vocational and the assistant teachers of vocational agriculture in charge of veterans was comparable as indicated by the nearly equal percentage of teachers from both groups who checked the practices on the questionnaire as "Commonly practiced" or "Recommended". Many practices were not carried out by a majority of the teachers; however, the additional recommendations to these practices indicates that the majority of all teachers favored the use of most of these practices in the instructional program of vocational agriculture. The responses to some practices were not complete, particularly by the assistant teachers of vocational agriculture in charge of veterans who failed to provide information on the practices dealing with the FFA program. The number of teachers who failed to recommend these practices were in a small minority and only one practice was checked as not recommended by a majority of the regular teachers of vocational agriculture. On the whole, most practices were favored by all teachers. The large majority of teachers who carried out these practices or recommended that they be carried out would tend to indicate that they favor using these practices in the program of vocational education in agriculture in Virginia high schools.

#### GENERAL CONCLUSIONS

This questionnaire study was conducted to determine the practices teachers follow in planning and conducting a program of vocational education in agriculture in the Virginia high schools. Questionnaires were given to all teachers of vocational agriculture in Virginia and one hundred and twenty-six returned them with the desired information. These included replies from seventy-six regular teachers of vocational agriculture and fifty assistant teachers of vocational agriculture in charge of veterans.

In the light of the data furnished by the respondents, the following general conclusions are given:

1. All practices were carried out or recommended by a majority of all teachers replying; however, one practice was checked as not recommended by a majority of the regular teachers of vocational agriculture.
2. No practice listed was carried out by 100 per cent of either the regular teachers of vocational agriculture or the assistant teachers of vocational agriculture in charge of veterans who participated in the study. The greatest number of regular teachers of vocational agriculture who carried out any one practice was 84.2 per cent and for the assistant teachers of vocational agriculture in charge of veterans was 86 per cent.
3. At least one teacher failed to respond to every practice and as many as twenty-three teachers failed to respond to one practice.
4. More assistant teachers of vocational agriculture in charge of veterans failed to respond to more individual practices than did

the regular teachers of vocational agriculture.

5. More assistant teachers of vocational agriculture in charge of veterans failed to respond to the practices pertaining to the FFA organization than to any other group of practices.
6. Fewer regular teachers of vocational agriculture carried out the practices listed under placement than any other group of practices.
7. The thinking of the regular teachers of vocational agriculture and the assistant teachers of vocational agriculture in charge of veterans was comparable as to the value of these practices to the program of vocational agriculture.

#### RECOMMENDATIONS

1. That this study be repeated at some later date and involve all teachers of vocational agriculture in Virginia.
2. That these practices recommended or practiced by a majority of all the teachers be included in a handbook for teachers of vocational agriculture in Virginia to be used as a guide in carrying out their own individual programs.

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Appendix A

Blacksburg, Virginia  
February 21, 1949

To Teacher Trainers

Dear Professor \_\_\_\_\_

G. C. Guilliams, a graduate student here at V. P. I., is working on a thesis problem pertaining to the organization and administration of a program of Vocational Agriculture in the high schools. He is very much interested in securing information from several states concerning the different phases of this work.

Will you kindly send me any information that you may have in your department as to suggested procedure in carrying out the phases of work on the attached page along with any examples available?

Very truly yours,

H. W. Sanders, Head  
Vocational Education Dep't.

A Suggested Outline for Teacher Trainers in Providing  
Materials for Study of Handbook Materials.

Information requested is of two kinds: (1) Procedures generally recommended for teachers, and (2) Specimens or samples of materials prepared as a guide to teachers in carrying out the procedures. Example: Practices recommended for teachers in preparing a program of work and a sample program.

Please check on the following list the items you are sending. Limit materials to the regular program, excluding the veterans' training program.

	<u>Phase of work</u>	<u>Procedures</u>	<u>Samples Or Specimens</u>
I. Instruction:	1. Making community surveys	_____	_____
	2. Preparing a program of work	_____	_____
	3. Preparing a course of study	_____	_____
	4. Preparing a lesson plan	_____	_____
	5. Teaching a class	_____	_____
	6. Supervising home practice work	_____	_____
	7. Using special methods or techniques	_____	_____
	a. Demonstrations	_____	_____
	b. Field trips	_____	_____
	c. Illustrations	_____	_____
	d. Questions	_____	_____
	8. Measurements and records	_____	_____
II. Future Farmers of America			
	1. Preparing a preliminary chapter report	_____	_____
	2. Preparing a final chapter report	_____	_____
	3. Staging a Father-Son banquet	_____	_____
	4. Organizing and conducting an FFA fair	_____	_____
	5. Other Activities	_____	_____

Please return one check list and retain the other if you care to have it.

Submitted by:

\_\_\_\_\_  
\_\_\_\_\_

Appendix B

Riner, Virginia  
July 5, 1949

To: Teachers of Vocational Agriculture in Virginia

From: G. C. Guilliams, Teacher of Agriculture, Riner, Virginia

Subject: A checklist of procedures to follow in carrying on the instructional program of Vocational Agriculture in the state of Virginia.

Attached herewith is a checklist of possible procedures to follow in carrying on the various phases of the instructional program of Vocational Agriculture. This is for the purpose of securing the procedures that have proven most effective to Virginia teachers. When this study is completed, it is anticipated that a copy will be sent to every teacher of Agriculture in Virginia. For this reason I hope that you will consider each point carefully before checking.

Please check at bottom of this page as to whether you are an all-day teacher or Veterans teacher. It is not necessary to sign your name.

Your cooperation is greatly appreciated.

All-day Teacher \_\_\_\_\_

Veterans' Teacher \_\_\_\_\_



































	Commonly Practiced	Recommended	Not Recommended
3. Make notes of any change of status of pupils on farms			
4. Make notes of any change of status of pupils employed in related occupations			
5. Prepare a suitable form that will require least amount of effort to keep this record			
6. Visit former students who are on farms and assist them in carrying on their farming program			
7. Enroll them in part-time class.			
8. Help them to advance their status in farming			
9. Assist them with their farming problems			
10. When they leave the part-time class, enroll them in the evening class			
11. Encourage them to take advantage of the farm machinery class and community cannery			
12. Others, _____			
13. _____			
14. _____			
15. _____			
16. _____			

**Unit X. Placement**

**Possible Procedures**

1. Make plans to assist in the placements of members of all-day, part-time and adult classes
2. Make opportunity survey of community
3. Include in the survey the status of jobs available
4. Survey class members as to their potentialities
5. Bring opportunities and individuals together












