EVALUATION OF SELECTED DEPARTMENTS OF VOCATIONAL AGRICULTURE
IN THE NEGRO HIGH SCHOOLS OF VIRGINIA WITH IMPLICATIONS
FOR TEACHER-EDUCATION AND SUPERVISION

DISSEYATION
Presented in Partial Fulfillment of the Requirements
for the Degree Doctor of Philosophy in the
Graduate School of The Ohio State
University

By

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Approved by:

[Signature]

Department of Agricultural Education
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</tr>
<tr>
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</tbody>
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CHAPTER I

INTRODUCTION

The passage of the Smith-Hughes Act in 1917 marked the establishment of departments of vocational agriculture in a large number of states. The State of Virginia participated in the early program. Situated where the dividing line between the industrial-manufacturing area of the north and the farming area of the south was reputed to be located, Virginia was, by law, compelled to establish its departments of vocational agriculture in keeping with the prevailing educational practices and traditions, notwithstanding the fact that federal funds, as well as state and local funds, would be used to finance the program.

The early secondary schools for Negroes in the State of Virginia were dominated by a philosophy of superior and submerged cultures with the latter believed to be inferior to the extent that they lacked the ability to become sufficiently trained to cope with their superior neighbors.¹ With this in mind it was only natural to expect poorly staffed and poorly equipped schools. Virginia was not a poor

¹Fred M. Alexander, Education for the Needs of the Negro in Virginia, p. 111.
state as its potential wealth caused it to be ranked nineteenth among the states.\textsuperscript{2} Probably one of its greatest weaknesses could be attributed to the unwillingness on the part of the citizens to agree to be taxed for the support of public education. The people could not resign themselves to the belief that education was big business, in fact, the concern of all. It was amid these conditions, although not always accepted, that the program of vocational education in agriculture had its beginning in the State of Virginia. The meager facilities which had not been constructed in terms of this new adventure, in addition to the lack of qualified teaching personnel, tended to further condition the thinking of local, state and federal officials. The lack of experience in the operation of a program of this nature made the adoption of a "wait and see attitude" necessary.

Virginia, with its one hundred counties, established its first departments of vocational agriculture for the Negro race in 1918. The initiation of the program assumed the form of setting up departments in five County Training Schools. The State looked to its Land-Grant Institution at Petersburg for leadership as it related to producing trained teaching personnel and supervision for workers who were in-service. The late George Washington Owens was first to be employed in this area of service, dividing his time between the training of teachers and the supervision of the State's program.\textsuperscript{3}

\textsuperscript{2}Alexander, op. cit., p. 25

\textsuperscript{3}Travel reports and letters of observations and recommendations, Files, Department of Agricultural Education, Virginia State College, 1918-27.
Very soon after the work in these first five training schools started, it became apparent that guidance and assistance were needed on practically every hand if the provisions of the newly enacted law were to be complied with and if the localities were to receive their maximum benefits, while maintaining a reasonable balance between money, effort and time expended and results obtained.

The early considerations of the departments plainly indicated that quantity and volume were the primary objectives. This was revealed by an examination of certain records and reports. Character, nature and quality simply were not considered. The boy who could grow the largest hog, the farmer who could produce the largest number of bushels of corn, and the individual who could market the greatest amount of tobacco were viewed as being the top performers in the agricultural production business. Teachers sought to motivate and to inspire their students to greater achievements without the slightest regard for the conservation, preservation and development of either natural or human resources. Teachers, of course, were quick to learn the bases upon which their work was to be judged and they, for self-preservation reasons, sought to produce those goods which met favor in the eyes of judges. A further study of the early reports also tends to indicate that evidence was not required as a basis for rendering decisions. Limited travel allowances and travel conveniences made it mandatory that many of the judgments be in terms of

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4Travel reports and letters of observations and recommendations, Files, Department of Agricultural Education, Virginia State College, 1918-27.

5Summary of Year's Work, State Supervisor, 1927.
reports submitted by teachers. Therefore, the department whose teacher could phrase the most flowery report was frequently ranked in the upper category.

By 1927 approximately forty departments had been established in Virginia for Negroes. In the meantime an assistant teacher-trainer had been appointed in order to relieve the first appointee of certain resident duties so that he could devote more time to the State's in-service program. Working in close cooperation with the teacher-training staff at Blacksburg and the supervisory staff, with headquarters in Richmond, an attempt was made to standardize departmental observations, reports and report making. This effort resulted in the preparation and adoption of an Official Visitation Report Blank.

For a period of twenty years this particular blank, with slight revisions from time to time as the needs demanded, served as the instrument for use in rating the effectiveness of a particular department's program of vocational agriculture. Its greatest value, perhaps, was that of providing the itinerant teacher-trainer with a list of things to "look" for on his visitation. The fact that tangible evidence was not sought in connection with each situation recorded tended to greatly limit its effectiveness in the attempt to either make recommendations for improving the local situation or to

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6 Summary of Year's Work, State Supervisor, 1927.

7 Visitation Records.
determine the proper implications for the improvement of the over-all State program.

Beginning in 1947 a policy of making general observations and recording significant findings on each visitation was adopted. This particular practice was generally well received by the teachers and its administration was enjoyed by the itinerant teacher-trainer. The teachers began to feel that official visitations to the departments were no longer trips for inspection since they now concerned themselves with the existing problems instead of the routine examinations which had been the prevailing practice. As of today, the State of Virginia is continuing to adhere to this practice and the ratings of the departments are based thereon.

Perhaps the greatest weakness that has existed up to the present time lies in the fact that relationships, interrelationships and reasons underlying the situations which have been found have not been considered as being basic to thorough and satisfactory understandings and interpretations. This alone has resulted in a segmental development and/or improvement program, with one phase growing while several other phases remained either at a standstill or, in many instances, retrogressed.

**General Objective**

The general objective is to make a study of the professional activities of teachers of vocational agriculture in order to secure information and/or techniques for improving the pre-service and in-service programs of training for the Negro high schools in the State
Specific Objectives

The specific objectives are:

1. To evaluate the procedures used in initiating and supervising the students' supervised farming programs to the extent that the most desirable experiences will be realized and capital will be accumulated for establishment in farming on a satisfactory basis.

2. To evaluate the organization of the course of study and the optional authoritative information needed for the proper treatment of problems of rural farm people.

3. To evaluate the organization of the NFA chapter as it provides for maximum gainful participation of all members.

4. To evaluate the farm shop program in terms of its ability to solve farm mechanics problems of rural farm people.

5. To evaluate the organization and operation of out-of-school programs in vocational agriculture as they relate to the improvement of farmers' abilities and living conditions.

6. To formulate a program of pre-service and in-service education which will insure the fullest realization of the basic objectives of the National Vocational Act and its subsequent companion acts.

Bases for Interest in Problem

1. The writer has served as a teacher of vocational agriculture.

2. The writer has served as a principal of a high school in which vocational agriculture was taught.

3. The writer's present duties necessitate his possessing a thorough understanding of the strengths and weaknesses of programs
of vocational agriculture in order to improve the pre-service training and follow-up.

4. The administrators need to know how well the objectives of vocational agriculture have been met up to this point.

5. There is need for establishing a basis for understanding proposals for future developments in teacher-training and supervision.

Scope and Limitations

1. The dual system of education in Virginia made it impractical to study the entire program of vocational agriculture.

2. Only the required activities, necessary to attaining the objectives of the National Vocational Act were studied.

3. One out of every three schools was studied.

4. The superintendent, principal, teacher of vocational agriculture and other interested individuals did not participate in selecting the departments for the study; the selections represent only the best possible judgments of the supervisory and teacher-trainer staffs as far as a true sample of the entire state is concerned.

5. The findings are based on a single observation of a given factor.

6. Even though this study was started in 1949-50, the members of the evaluative committee were of the opinion that conditions had not changed materially in the various departments and the findings were still representative of the existing situations.

Basic Assumptions

1. The revised evaluative criteria, as prepared by the super-
visors, teacher-trainers and teachers in the State of Ohio, can, with
certain modifications, be made applicable to the Negro departments of vocational agriculture in the State of Virginia.

2. There is a need for a more effective program of evaluation in these departments.

3. The cooperative efforts of a group of properly trained individuals, with other things being equal, are likely to be sounder bases for rendering judgments than those of one individual.

4. A continuous and systematic program of evaluation and re-evaluation is necessary for growth and improvement.

Definitions held Fundamental in This Study

Evaluation - An activity to determine the effectiveness of a program of work through careful appraisal.

Vocational Agriculture - The federally aided program of education in agriculture which is carried on cooperatively by the high schools and the state and federal boards of education in accordance with the provisions of the Smith-Hughes Law, its amendments and the subsequent acts.

Out-of-School Groups - A classification of rural farm people who are no longer enrolled in the regular all-day class. They are usually older than the all-day student.

Supervised Farming Program - Farming conducted in connection with the course offerings in vocational agriculture including productive enterprises, supplementary farm jobs and improvement projects.

New Farmers of America - A national organization of Negro farm boys studying vocational agriculture in the states where separate schools are maintained.
Instruments of Measurements - The activities, procedures or practices used to ascertain the degree to which a given condition does or does not exist.

Visitation Reports and Official Ratings - An official statement of facts as the result of having made systematic observations of certain conditions in terms of the relative value of these facts when compared with established standards.

Farm Shop - The physical plant which provides space, materials and equipment for the teaching of the unspecialized mechanical skills which a progressive farmer should perform.

Course of Study - A systematically organized outline of what is to be taught, based on the previously determined problems and set up on unit and seasonal bases, within the time limitations.

Smith-Hughes Law - A National Vocational Act designed to encourage states to promote and further develop programs of certain kinds of vocational education which otherwise might not adequately be provided in our state systems of education.

Organizing the Evaluative Team

It is generally agreed, with other things being equal, that judgments resulting from the combined efforts of a group of qualified observers are likely to be more lasting and genuine in nature than those which grow out of the efforts of a single individual. With this in mind it was considered appropriate to have representatives of both pre-service and in-service training and supervisory personnel on the team. Therefore, a conference of the area supervisor, head teacher-trainer and writer resulted in the selection of the following
individuals:

Area Supervisor
Head Teacher-Trainee
Two Itinerant Teacher-Trainees
Teacher-Trainee in Farm Mechanics
The Writer

It should be noted that up to this point only the services of the area supervisor, head teacher-trainer and writer had been utilized, only because the nature of the activities did not warrant additional personnel. The duties of the evaluative team included the following:

- Tentatively approve evaluative criteria.
- Participate in testing evaluative criteria.
- Put final approval on evaluative criteria.
- Participate in administering evaluative criteria.
- Prepare summary of individual work.
- Assist at arriving at decisions on questionable points.
- Assist writer in formulating plans for improvements in the program of vocational agriculture.
- Approve writer's plans for improvements in the program of vocational agriculture.

**Investigational Procedures**

**Bases for Selecting Schools**

The Negro schools that offered vocational agriculture on a secondary level in the State of Virginia were listed in three groups in accordance with their alphabetical arrangement on the mailing list. These schools are designated as county training and one is differentiated from the other by preceding county training with the name of the county, i.e., Accomac County Training, Albermarle County Training, etc.

When the 51 schools had been listed in the three groups, the head teacher-trainer, area supervisor and the writer held several conferences to determine which of the groups of schools was most nearly representative of the actual program in the State of Virginia. The following criteria were used:
a. Geographical location
b. Types of Farming
c. Scope of Program
d. Quality of Total Program
e. Quality of Teaching
f. Physical Facilities
g. Age of Teacher
h. Age of Department
i. Teacher's Years of Service in this Department
j. Professional Qualifications of Teacher
k. Teacher's Non-Vocational Schedule
l. Rural Farm Population
m. All-Day Enrollment

While the above criteria might be questioned with reference to the factors considered, nevertheless it was agreed that it was quite adequate for the purposes of this study.

Geographical Location

Map Number I shows the location of the Negro Departments of vocational agriculture by counties. It is quite evident from just a casual observation that the schools are concentrated in the areas of Southern, Central and Eastern Virginia with sparse settlements in the Northern area and an even fewer number in the Western and Southwestern Areas. The lack of a sufficiently large rural Negro farm population in the latter two areas made the establishment of departments an unwise and uneconomical adventure. In fact, many of the West and Southwestern Counties do not maintain any type of public schools for Negroes on a secondary level. When reference is made to geographical location, it will, of a necessity, be related only to the area in which the 54 departments are located. It will also be necessary to point out at this time that three departments are located in Mecklenburg County and that two departments are located in each of the Counties of Southampton, Nansemond and Pittsylvania.
In keeping with the policy which had been adopted and followed by workers in Virginia for several years, it seemed advisable to divide the Northern part of the State from the Southern part of the State by use of the James River. It was further agreed that the Eastern part of the State could be separated from the Western part of the State by extending an imaginary line from the King George-Westmoreland Counties' boundary line, southward, to the Greenville-Brunswick Counties' boundary line. This line would, of course, have to follow the contour of the boundary lines of the various counties that it extended by. A procedure of this nature would, then, result in the establishment of four district divisions of the state. These divisions and the corresponding numbers of schools found are as follows:

A. Northwest of James River - 9 Departments
B. Northeast of James River - 14 Departments
C. Southeast of James River - 11 Departments
D. Southwest of James River - 20 Departments

Map Number II shows the distribution of the departments within the three groups. It is revealed that each area is represented in each of the groups and the number of departments from the various sections is shown in Table 1. The heavy concentration of rural Negro farm people in the area southwest of the James River probably accounts for the fact that a larger number of agricultural departments are found here. Map Number II also reveals that there are certain counties within the other three areas that do not support the program of vocational education in agriculture in their training schools because of the sparseness of rural Negro farm population and the
TABLE 1

DISTRIBUTION OF DEPARTMENTS WITHIN
THE FOUR AREAS

<table>
<thead>
<tr>
<th>Areas of The State of Virginia</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td>A. Northwest of James River</td>
<td>1</td>
</tr>
<tr>
<td>B. Northeast of James River</td>
<td>4</td>
</tr>
<tr>
<td>C. Southeast of James River</td>
<td>4</td>
</tr>
<tr>
<td>D. Southwest of James River</td>
<td>9</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
</tr>
</tbody>
</table>

particular county's proximity to the urban communities. While it is quite apparent in Table 1 that Group II has the largest number of departments in the Northwest area and the smallest number in the Southeast area, nevertheless it was concluded that even this existing distribution would represent the true type of program in the State of Virginia in a fairly adequate manner.

Types of Farming

Virginia is usually referred to as a general type farming State with very few specialized farmers. Its soil varies from a heavy clay to sand and its topography varies from mountainous ranges to sea-level areas. Combinations of farm enterprises are the prevailing practices. It was agreed that all Negro farmers could be roughly classified into six categories. Since the purpose for using this criterion was that of enabling one to select the group which was most nearly representative of the State, Table 2 shows the Types of
Farming by departments within each group. From the point of view of distribution it is quite evident that Group II and Group III are representative of the State. The differences between the two groups with reference to their including the various types of farming was not great enough to cause any discussion as to which should be used. Therefore, either Group II or Group III was concluded to be acceptable.

Scope of Program

A complete program of vocational agriculture is one that has in operation the following: (1) all-day class; (2) young farmer class; (3) adult farmer class; (4) veteran's training class; (5) farm machinery repair class; and (6) school community cannery class.

Table 3 shows the total number of phases of the program that each
TABLE 3

PHASES OF A COMPLETE PROGRAM OF
VOCATIONAL AGRICULTURE IN OPERATION

<table>
<thead>
<tr>
<th>Factors</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td>Number of Departments</td>
<td>I</td>
</tr>
<tr>
<td></td>
<td>18</td>
</tr>
<tr>
<td>Total number of phases in</td>
<td>71</td>
</tr>
<tr>
<td>operation</td>
<td></td>
</tr>
<tr>
<td>Average number of phases per</td>
<td>3.94</td>
</tr>
<tr>
<td>department</td>
<td></td>
</tr>
</tbody>
</table>

department had in operation by Groups and the average number of phases for the groups. Every department had at least one all-day class and that alone was the one phase of the program common to all. The averages of the number of phases of program in operation did not vary significantly. Table 4 shows the number of departments that had in operation certain phases of the program within the Groups. It is

TABLE 4

ANALYSIS OF PHASES OF A COMPLETE PROGRAM OF
VOCATIONAL AGRICULTURE IN OPERATION BY GROUPS

<table>
<thead>
<tr>
<th>Number of Phases in Operation</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td>6</td>
<td>2</td>
</tr>
<tr>
<td>5</td>
<td>7</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>Totals</td>
<td>18</td>
</tr>
</tbody>
</table>
revealed here that 43 of the departments had between three and five phases of the total program in operation and that only one had less than two in operation. Either Group II or Group III was considered to be adequate.

The effort to rank the departments had never been effective since considerations were based on the teacher's performance as it related to individual problems rather than an over-all rating. By studying the visitation reports and various types of correspondences in the form of reports of observations, it was concluded that the general ratings of the departments could be roughly classified as Good, Fair and Poor. 8

It was agreed that Group II in Table 5 was the most nearly representative, especially since the number of fair departments was equal to the sum of those which were classified as good and poor.

**TABLE 5**

QUALITY OF PROGRAMS OF VOCATIONAL AGRICULTURE BY GROUPS

<table>
<thead>
<tr>
<th>Quality</th>
<th>Groups</th>
<th>I</th>
<th>II</th>
<th>III</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td></td>
<td>5</td>
<td>5</td>
<td>1</td>
<td>11</td>
</tr>
<tr>
<td>Fair</td>
<td></td>
<td>6</td>
<td>9</td>
<td>14</td>
<td>29</td>
</tr>
<tr>
<td>Poor</td>
<td></td>
<td>7</td>
<td>4</td>
<td>3</td>
<td>14</td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>54</td>
</tr>
</tbody>
</table>

8Visitation Records.
In addition to the attempt to gain certain information regarding the total program, perhaps the one aspect that received the greatest amount of attention was that of teaching. A program of frequent inter-teacher visitations was being attempted in order to upgrade this work.9 The files of the supervisory and teacher-trainer staffs indicated that some good, some fair and even some poor teaching was being practiced. These judgments were based on an examination of the number, quality and organization of content of lesson plans. The quality of the teaching procedures found in the three categories is revealed in Table 6. It was felt that either of the three groups could be used; however, since the majority of the departments fall in the fair or average category, Group II was selected. Then, too, the best and, perhaps the poorest programs from a quality point of view were included in this group.

**TABLE 6**

<table>
<thead>
<tr>
<th>Quality</th>
<th>Groups</th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
<td>III</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>5</td>
<td>6</td>
<td>8</td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>Fair</td>
<td>7</td>
<td>9</td>
<td>7</td>
<td></td>
<td>23</td>
</tr>
<tr>
<td>Poor</td>
<td>6</td>
<td>3</td>
<td>3</td>
<td></td>
<td>12</td>
</tr>
<tr>
<td>Totals</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td></td>
<td>54</td>
</tr>
</tbody>
</table>

9Visitation Records, Files, Department of Agricultural Education, Virginia State College, Petersburg, Virginia.
The possibilities of a teacher being able to do an effective job are considerably influenced by the type of facilities that he has to work with. These varied from practically non-existent to the most recent constructions and developments in the departments. Table 7 shows the rating of the departments within each group from a physical facilities point of view. A "good" program was one in which classroom, pupils' desks, chairs, office and shop were adequate. A "fair" program was one in which any one of these facilities was either missing or one or two of them fail to meet the minimum acceptable standards. A "poor" program exhibited a combination of the "fair" factors, or a presence of any shortcoming in addition to any one of these. In light of these considerations, it was concluded that group II was most nearly representative of the entire State's program.

With other things being equal, it was thought the age of a Department should be a factor in the efforts to select the correct group. Attention was called to the fact that certain aspects of the

<table>
<thead>
<tr>
<th>Quality</th>
<th>Groups</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>3</td>
<td>4</td>
</tr>
<tr>
<td>Fair</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Poor</td>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>Totals</td>
<td>18</td>
<td>18</td>
</tr>
</tbody>
</table>
program could not possibly mature until there had been an elapse of
time. Therefore, Table 8 indicates the distribution of departments
within certain age ranges according to groups. It is revealed here

TABLE 8

AGE OF DEPARTMENTS BY GROUPS

<table>
<thead>
<tr>
<th>Age Range in Years</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td>0 - 10</td>
<td>2</td>
</tr>
<tr>
<td>11 - 20</td>
<td>9</td>
</tr>
<tr>
<td>21 - and above</td>
<td>7</td>
</tr>
<tr>
<td>Totals</td>
<td>18</td>
</tr>
</tbody>
</table>

that the majority of the departments had been in operation for a
period of between eleven and twenty years. It was agreed that either
one of the three groups could be used because each embodies examples
of the total program of the State. However, since only two depart-
ments within the age range of 0 to 10 in Group I and three departments
within the above 21 years range in Group III were present, Group II
was selected. Then too, at least two of the oldest and two of the
youngest departments were found in this Group.

Changes in teaching personnel are frequently indicative of
certain trends in vocational agriculture. The better types of
teachers often move upward to be rewarded with either salary incre-
ments and/or better positions, while, on the other hand, the poorer
teachers are gradually weeded out of the program, thereby, necessitating
replacements. The range of the number of years that the teachers have been in their given departments is presented in Table 9. The differences among the groups were not great enough from the point of view of distribution to make selection a difficult task. Any one of the three groups was considered to be adequate for the purpose of this study and the differences were not considered to be significant between the groups.

**Table 9**

**YEARS OF SERVICE IN PRESENT DEPARTMENT BY GROUPS**

<table>
<thead>
<tr>
<th></th>
<th>Groups</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
<td>III</td>
<td>Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>0 to 5 years</td>
<td>7</td>
<td>7</td>
<td>8</td>
<td>22</td>
<td></td>
<td></td>
</tr>
<tr>
<td>6 to 10 years</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>11</td>
<td></td>
<td></td>
</tr>
<tr>
<td>11 years and above</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>21</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>54</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Since the age of the departments and the tenure of the teachers in a particular department were viewed as being acceptable parts of the criteria, it was also agreed that the age of the teacher should be considered. Table 10 shows the age-range of the teachers by groups. Table 10 reveals that a very even distribution exists in Group I and only slight variations are found in Group III. The greatest differences in ages are found in Group II. It was decided that either Group I or Group III would most nearly represent the total program of the State. However, typical examples within the age ranges could
TABLE 10
AGES OF TEACHERS BY GROUPS

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Groups</th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 to 30 years</td>
<td>I</td>
<td>II</td>
<td>III</td>
<td>18</td>
</tr>
<tr>
<td>31 to 40 years</td>
<td>6</td>
<td>4</td>
<td>8</td>
<td>22</td>
</tr>
<tr>
<td>41 years and above</td>
<td>6</td>
<td>1</td>
<td>11</td>
<td>14</td>
</tr>
<tr>
<td>Totals</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>54</td>
</tr>
</tbody>
</table>

also be found in Group II even though eleven of the eighteen teachers are between the ages of 31 and 40 years.

Teachers who have been properly prepared professionally are desired by superintendents and supervisors. Limitations as to the amount of in-service training that can possibly be given make it mandatory that the best qualified teachers be employed and retained in every instance where the circumstances permit. In view of this fact, the professional training of the Groups was considered as being very important and was classified under the following general headings:

Good: Master of Science degree, Bachelor of Science degree and/or work above the Baccalureate level in agricultural education.

Fair: Degrees held in Animal Husbandry and/or General Agriculture.

Poor: Normal diploma or normal certificate with emphasis not necessarily in agriculture.
After an examination of the application for employment by the teachers, Table 11 represents the number of teachers within each group that fall

**TABLE 11**

**PROFESSIONAL QUALIFICATION OF TEACHERS BY GROUPS**

<table>
<thead>
<tr>
<th>Quality</th>
<th>Groups</th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>I</td>
<td>15</td>
<td>16</td>
<td>17</td>
<td>48</td>
</tr>
<tr>
<td></td>
<td>II</td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>III</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>54</td>
</tr>
<tr>
<td>Fair</td>
<td></td>
<td>2</td>
<td>0</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>Poor</td>
<td></td>
<td>1</td>
<td>2</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>

in the above categories. It is revealed in this table that practically all of the teachers hold at least a Bachelor of Science degree with a major in Agricultural Education. The fact that only three teachers were classified as possessing poor professional qualifications tended to reduce the necessity of drawing a sharp line because of variations in distributions within the groups. It was agreed that either of the three groups would be fairly representative of the entire State.

Teaching vocational agriculture is often referred to as 'jigging' a full-time job, yet it is not an uncommon practice to observe non-vocational assignments being executed by teachers. Attempts have been made to prove to the school administrators in the State that the teacher who performs his job effectively and efficiently does not have time to properly execute additional activities. A number
of teachers are able to devote full time to their program while still others have to assume certain responsibilities with reference to the school's total program. It was decided that the following criteria could be used to describe the teacher's ratings and assignments:

**Good:** The teacher had no non-vocational duties.

**Fair:** The teacher had either one or two non-vocational duties.

**Poor:** The teacher had three or more non-vocational duties.

Non-vocational duties were classified as (1) academic class(es), (2) principal or assistant principal, (3) director of home room, (4) class sponsor, (5) supervisor of study hall, (6) director of a group, (7) athletic coach and (8) miscellaneous.

Table 12 reveals the general ratings of the teachers within the three groups. For the purposes of this study it was agreed that either Groups II or III could be used. It was felt that Group I contained too large a proportion of good ratings and too few poor ratings.

<table>
<thead>
<tr>
<th>Quality</th>
<th>Groups</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I  II</td>
<td>III</td>
</tr>
<tr>
<td>Good</td>
<td>8  5  5</td>
<td>18</td>
</tr>
<tr>
<td>Fair</td>
<td>8  8 10</td>
<td>26</td>
</tr>
<tr>
<td>Poor</td>
<td>2  5  3</td>
<td>10</td>
</tr>
<tr>
<td>Totals</td>
<td>18  18 18</td>
<td>54</td>
</tr>
</tbody>
</table>
Since over one-half of the ratings fall in the fair category, it was also concluded that the group selected should either equal or approximate this standard.

Application of principles taught in the classroom and shop to actual situations is stipulated in the laws that provide for vocational education in agriculture. Therefore, students must be available in order for this to become a reality. With other things equal, it appeared that counties with the largest percentage of rural farm population should have the best possibilities for the development of the program. In view of this fact, rural farm population was considered as one of the criterion in making the selection. The ratings of the counties were classified as follows: Good, 80 percent to 100 percent; Fair, 60 percent to 79 percent, and Poor, below 59 percent.

Table 13 indicates the ratings within the three groups. It was revealed in the above table that representative counties were found in each group. However it was concluded that the number of fair and

<table>
<thead>
<tr>
<th>Quality</th>
<th>Groups</th>
<th></th>
<th></th>
<th></th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good</td>
<td>I</td>
<td>3</td>
<td>8</td>
<td>7</td>
<td>18</td>
</tr>
<tr>
<td></td>
<td>II</td>
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<tr>
<td></td>
<td>III</td>
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<td></td>
</tr>
<tr>
<td>Fair</td>
<td></td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>20</td>
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<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor</td>
<td></td>
<td>7</td>
<td>4</td>
<td>5</td>
<td>16</td>
</tr>
<tr>
<td></td>
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<td></td>
</tr>
<tr>
<td>Totals</td>
<td></td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>54</td>
</tr>
</tbody>
</table>
poor counties in Group I was too large to make its use acceptable with reference to giving a true picture of the State. Therefore, the selection of either Groups II or III was considered best.

Since the all-day class is generally accepted as being the foundation upon which a department’s program is initiated, it seemed advisable to examine the departments with reference to their total all-day enrollment. This was deemed necessary, also, because the particular type of enrollment should serve as some indication of the potential size of the total enrollment of the department. Table 14 shows the ratings of the departments in each group as they are categorized in various brackets of scope. The departments were

<table>
<thead>
<tr>
<th>Quality</th>
<th>Groups</th>
<th></th>
<th></th>
<th>Total</th>
</tr>
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<tbody>
<tr>
<td></td>
<td>I</td>
<td>II</td>
<td>III</td>
<td></td>
</tr>
<tr>
<td>Good</td>
<td>3</td>
<td>5</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>Fair</td>
<td>13</td>
<td>5</td>
<td>7</td>
<td>25</td>
</tr>
<tr>
<td>Poor</td>
<td>2</td>
<td>8</td>
<td>4</td>
<td>14</td>
</tr>
<tr>
<td>Totals</td>
<td>18</td>
<td>18</td>
<td>18</td>
<td>54</td>
</tr>
</tbody>
</table>

rated as follows: 30 to 50 students, good; up to 30 students, fair and above 50 students, poor. The task of selecting the correct group from a distribution within group point of view was limited to a detailed consideration of numbers II and III since number I was judged to have contained too many fair ratings to be representative. It was decided that either of the first two mentioned groups
could be used.

2. Schools Selected

It was concluded that Group II was most nearly representative of the State's program. Therefore, this group was selected as the one which would be evaluated. A summary of the ratings is shown in Table 15.

### TABLE 15

**RATINGS OF GROUPS ACCORDING TO CRITERIA**

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Groups</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I</td>
</tr>
<tr>
<td>Geographical location</td>
<td>Good</td>
</tr>
<tr>
<td>Types of farming</td>
<td>Fair</td>
</tr>
<tr>
<td>Scope of program</td>
<td>Fair</td>
</tr>
<tr>
<td>Quality of total program</td>
<td>Fair</td>
</tr>
<tr>
<td>Quality of teaching</td>
<td>Good</td>
</tr>
<tr>
<td>Physical facilities</td>
<td>Fair</td>
</tr>
<tr>
<td>Age of department</td>
<td>Fair</td>
</tr>
<tr>
<td>Tenure of teacher in this</td>
<td>Good</td>
</tr>
<tr>
<td>department</td>
<td></td>
</tr>
<tr>
<td>Age of teacher</td>
<td>Good</td>
</tr>
<tr>
<td>Professional qualifications</td>
<td>Good</td>
</tr>
<tr>
<td>of teacher</td>
<td></td>
</tr>
<tr>
<td>Teacher's non-vocational</td>
<td>Fair</td>
</tr>
<tr>
<td>schedule</td>
<td></td>
</tr>
<tr>
<td>Rural farm population</td>
<td>Fair</td>
</tr>
<tr>
<td>All-day enrollment</td>
<td>Fair</td>
</tr>
<tr>
<td>Summary</td>
<td>Good</td>
</tr>
</tbody>
</table>

Key: - Good - Adequately represents the State's program
      Fair - Represents the State's program fairly adequately
The departments included were as follows:

1. Albermarle
2. Brunswick
3. Caroline
4. Clarke
5. Dinwiddie
6. Gloucester
7. Halifax
8. Isle of Wight
9. King George
10. Lunenburg
11. Mecklenburg II
12. Nansemond I
13. Northampton
14. Pittsylvania
15. Prince Edward
16. Richmond
17. Spotsylvania
18. Westmoreland

The location of these departments is shown in Map Number 2.

3. Participating and Cooperating Agencies or Individuals
   a. The State Department of Vocational Agriculture

   Inasmuch as the entire program of vocational education in agriculture is under the direction of the State Supervisor, it was necessary to have his approval before any study could be made of the departments. This approval was readily secured and full cooperation was given. The favor which this proposal met is indicated by the following:

   1. Approval of the use of the departments
   2. Writing of a letter of explanation to the Superintendents
   3. Pledge of personnel assistance if and when needed
   4. Approval of use of teacher-trainers' time in making the evaluations
   5. Promise to cooperate in the effort to implement the recommendations.

The supervisor's favorable reactions tended to greatly inspire both the participating schools and the individuals who were to carry out
the program of evaluation. The fact that this undertaking bore the Supervisor's stamp of approval also caused the superintendents and principals to become interested to the extent that they desired, in many instances, to participate in the evaluation. This was expressed through personal conversations.

b. The Teacher-Training Staff

The fact that the teacher-training staff had provided a form of supervision of the State's program since its inception, made its use in the evaluative effort both desirable and necessary. The head teacher-trainer, with twenty years of service in the State's program, willingly gave of his experiences, time and energy. Then, too, any recommendations for pre-service training would have more meaning if this particular staff participated in the planning, therefore enhancing its chances of being properly executed.

c. Area Supervisor

Working in close cooperation with the State Supervisor of Vocational Agriculture was an Area Supervisor in charge of the Negro program in the State. This particular individual agreed to see to it personally that the promises of the State Supervisor were executed in the local departments and to participate in each of the evaluations. He also approved the use of the itinerant teachers in the effort.

d. Itinerant Teachers

Four itinerant teachers in the State of Virginia were charged with the responsibility of supervising the Institutional On-Farm Program. After holding a short conference with these four individuals,
they, too, agreed to support the effort. Since the Institutional On-Farm Program was considered to be an integral part of the total program of the department, they saw a wonderful opportunity to participate in an undertaking which would provide a more satisfactory set-up for carrying out their duties.

e. High School Superintendents

The favorable attitudes of the superintendents were quite evident as they responded to the State Supervisor's request for permission to use their schools. Even though many expressed the desire to actually participate, their many pressing duties often prevented them from doing so.

f. High School Principals

Practically every secondary school in the State of Virginia was concerned with evaluating its entire program. Therefore, the principals viewed this undertaking as a means of giving impetus to the program of growth and development as it related to vocational agriculture. They re-arranged schedules and provided conference rooms and any other needed conveniences. When the summaries of the observations within the areas of the criteria were ready to be made, the principals desired to participate in the procedures for determining the ratings which were to be assigned.

g. Teachers of Vocational Agriculture

Even though the approvals of the State Supervisor, Area Supervisor, school superintendents and principals were secured, it was felt that it was necessary to have the full cooperation of the teachers since
the observations and recommendations were directly related to their efforts. The teachers agreed to cooperate in this endeavor by providing the necessary materials, situations and personnel.

4. Planning Schedule

When the approval of the use of each selected department of vocational agriculture had been received, they were turned over to the writer. A conference for planning the schedule for evaluating was then held in which the area supervisor, head teacher-trainer and writer participated. The flexibility of the itinerant schedules of the two staffs, made it possible to carry out the evaluations in keeping with the availability of the teacher's time. Each teacher was notified at least ten days prior to the evaluations. This was done so that a new date could be set if the original one was not acceptable to all concerned.

5. Materials or Situations Requested in Order to Facilitate Evaluations

In order to facilitate the evaluation, it was suggested that each teacher have the following materials or situations available:

a. Preliminary and final Reports of Supervised Farming Programs from 1946 through 1948

b. Record of Project Supervision for 1948-49

c. Tabulated Survey data on Crop and Livestock Enterprises

d. Any communications with parents or guardians regarding all-day program

e. Ten (10) or more representative supervised farming program books - 1946 through 1948 (These must represent ten (10) individuals.)
f. Course of Study 1948-49 for all-day boys

g. Inventory of Books, Bulletins and other references

h. List of Visual and Specimen Materials

i. Complete record of NFA Chapter during 1948-49 school year (Secretary and Treasurer's books, preliminary and final NFA report forms)

j. Preliminary Part-Time Report - 1948-49
   Final Part-Time Report - 1948-49
   Survey Data on Part-Time Members - 1948-49
   Follow-up Report
   Record of Part-Time Class Members visitation and supervision for 1948-49

k. Preliminary Evening Class Report - 1948-49
   Final Evening Class Report - "
   Farm Machinery Repair Class Report - "
   Community Cannery - "
   Survey Data on Evening Class - "
   Record of visitation and supervision - "

l. Each teacher will be expected to teach one all-day class (exclude shop, tests, reviews).

m. Record of travel for 1947-48 and 1948-49

n. Three all-day, two adult and two young farmer class members to be visited by the committee

o. Any other information or data that might serve to aid in securing the most accurate picture of the department's program of vocational agriculture

**Concluding Statement**

The Procedures, as outlined up to this point, represent the best judgments of the area supervisor, head teacher-trainer and the writer wherever decisions had to be made. It was this group's feeling that the selections made and the conclusions agreed upon would adequately serve the purpose of this study.

In situations where judgments were not necessary, it appears to be quite evident that the materials and information presented will
adequately justify their use in the effort to evaluate the total program of vocational agriculture.

Then, finally, the nature of the cooperative spirit which has been presented, tends to indicate the interest and value of this particular undertaking to all interested personnel.
CHAPTER II

DEVELOPMENT OF EVALUATIVE PROCEDURE

A. Introduction

Measurements or attempts to determine the relationship between services rendered and values received are as old as history itself. Reference is made quite frequently in the Bible to "meting" and "meting out to," and to "measuring" and "measuring unto." The American dollar bill, considered as the medium of exchange, is a further example of recognition of values. Even before any of the above was written, it seems very probable that measurements were in evidence. Survival of the fittest was the cry of the jungle-men as only the strong were assured of having their lives spared. Then, too, animals still follow a practice which clearly indicate that those who are better equipped and fortified, with other things being equal, will, sooner or later, become the rulers of their kingdom. One's life span, then, could be ascertained reasonably well by examining and measuring the degree to which the facilities for survival were possessed. The possession of these facilities tended to mean longevity of life, while the absence of these facilities was considered to indicate a shortness of one's livelihood.

It is generally recognized that any type of work deserves some consideration. It is further believed that both favorable and unfavorable reactions are likely to result because of this endeavor.
Therefore, it seems quite appropriate at this time to consider some of the ideas, beliefs and/or philosophies, along with certain attempts at measurements, in our program of education.

1. Classification of Pertinent Considerations
   a. Philosophy underlying evaluation, generally

While it is quite apparent that evaluation has become a necessary part of any effort to improve our society through programs of education, it must also be realized that our early concepts were not concerned with the type of quality of product that evolved from this training. Efforts to establish bases for setting up, operating and maintaining institutions of learning at all levels were many and varied. Therefore, man was free to state his philosophy regarding evaluation in terms of his particular beliefs. These beliefs did not always coincide or harmonize with those practices which were generally considered to be most desirable. These differences of opinions, challenging of ideas and disagreement as to what should be accepted as being a general framework or guidepost led to the concentrated attempt to reach certain accord in terms of standards.

Greene and others, in all probability, sensed the weaknesses in our efforts to evaluate our programs of education when they stated, "It has always been proper, nice, and professional to measure objectively the products of student and teacher effort but it has rarely been imperative to do so. Knowing the facts is based on objective measurement, as a procedure, needs tools, materials manuals of direction and interpretation."

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carefully planned and executed procedure with adequate instruments, personnel and provisions for understanding and applying the facts. It must also concern itself with the total process or program. In view of these statements, evaluation cannot be justified if it is to be considered as so much busy work which, for the most part, has no value in our effort to evolve a better quality of product from the training. This would seem to indicate then that a program of this nature must involve the learner, the teacher, the facilities, the needs of society and all other things or agencies which might possibly be affected by these activities.

For a long time education was a matter of individual concern. Parents selected a teacher or an educational institution as a matter of individual choice. Now society, as a whole, selects the teachers, selects the textbooks and determines the standards of the school. In the United States alone, nearly 111,592 teachers have to be replaced each year.\(^2\) Now that society requires that a parent place his child under a particular teacher, and in a particular school, it is only right that he should know whether or not the teacher and the school are efficient. Society justifies its position by referring to the fact that the burden of school support is borne by public taxation. The fact that public, rather than private, schools now prevail, tends to indicate that, as the needs and desires of the individual are

being met, these needs and desires must be stated in terms of a larger realm, the society. The complex make-up of society makes it mandatory that the wishes of egotism and selfishness be dissolved in favor of the problems of the masses.

Starck pointed out the need for employing the scientific approach in discovering and formulating plans for solving problems.\(^3\) No one part of the whole can be viewed as a separate, distinct and independent quantity. Its operation influences and is influenced by those facts or factors which contribute to the make up and performance of the entire body. Therefore, thorough understandings of the relative amount of influence exerted are absolutely imperative. These understandings must be based on the information resulting from investigations of a scientific nature. Mathews, writing in the Journal of Educational Research, re-emphasized the point when he said, "If we isolate through factor analysis more and more detailed independent factors, and then through the measurement of each of these expect to get a measure of the whole, we may find ourselves in serious conflict with an adequate description of behavior."\(^4\)

b. Philosophy underlying evaluation in vocational agriculture

Agriculture, frequently and perhaps justifiably, considered the backbone of the nation, has been a leading area of emphasis since the discovery of America. The fact that people have always needed food


for survival has caused farming to remain a primary concern of our population. The crude implements and equipment, the many boresome tasks, and the lack of adequate know-how are rapidly giving away to better and more adequate tools, materials and methods.

This change-over has not been an easy task nor have its values been readily accepted by all. The Smith-Lever Law of 1914 and the Smith-Hughes Law of 1917, in all probability, were indications of the awakening of the public to certain weaknesses in our agriculture which could only be corrected through financial assistance. The Smith-Hughes Law was later termed the National Vocational Act, and the provisions for vocational agriculture were stipulated in this Act. Aid was now offered for training at all levels; that is, in-school boys, out-of-school youth and adult farmers.

World War I clearly revealed that, if a nation is to survive, it must be a producer as well as a fighter. The cry went out for increased production. Farmers were asked to make two blades of grass grow where one blade had previously grown. Quantity rather than quality was stressed. The sole means of determining the efficiency of a program of vocational agriculture in practically every situation was to measure or to weigh the amount produced. This particular procedure failed to reckon with the contributing factors and possible affects. County, State and National goals were established and farmers were requested to participate regardless of their abilities.

"The philosophy underlying current day evaluation is a direct
illustration of the beliefs which were held by the National Standards Committee for Vocational Education in Agriculture.\(^5\) Although standards had been discussed before, the report of this committee of the American Vocational Association may be considered as the beginning of the movement toward Evaluation in Vocational Agriculture. The belief that the pooling of the experiences of the recognized authorities in the field was no longer thought to be true. It was concluded that actual examination of programs on local and state levels was necessary if factual information were to be obtained.

c. Research Relating to Evaluation in Vocational Agriculture

The question of the role of the program of vocational agriculture in the over-all pattern of high school offerings and its relative value in meeting college entrance requirements has always been a highly debated issue. Alberty in his reply to the Eight-Year Study cited the need for colleges to accept units of credit earned in vocational agriculture on the same basis as they accept credits for the more traditional subjects.\(^6\) However, he emphasized the necessity for a re-examination of the philosophy and program of evaluation in order to assure closer unity and more cooperation with other agencies. The concern of the colleges and high schools over the inability of the two groups to reach an agreement on offerings and entrance requirements


prompted this reaction. Deyoe\textsuperscript{7} in listing the implications of the Eight-Year Study for vocational agriculture recognized the importance of determining the needs and concerns of youth through teacher-pupil planning, prior to setting up the objectives of the program. Only those experiences which are meaningful should be included in the learning process. This would seem to indicate that a cooperative approach to discovering and solving problems of pupils represents the more logical procedure. Life's problems and situations would then become the bases of all instruction, thereby removing the teacher-learner activities from the narrow confines of the classroom and its meager facilities. Cook,\textsuperscript{8} in all probability, had this in mind when he suggested that "instructional programs should endeavor to set up their objectives in terms of the needed student abilities." The idea of making provisions for the acquisition and presentation of tangible evidence was paramount in his thinking. This could be more effectively brought about by actually setting up attainable goals, planning the ways and means, and deciding upon the evidence needed to satisfy the goals. In other words, those things which could not be evaluated, should not be included in this particular area of the instructional program. The major concern, apparently, was that of producing changes of a positive nature within the students. Knudson\textsuperscript{9} recognized the

\footnotesize{
\textsuperscript{7}George P. Deyoe, "The Eight-Year Study and Some of Its Implications for Vocational Agriculture," \textit{Agricultural Education}, XV, No. 12, (June 1943), p. 234.

\textsuperscript{8}Glen C. Cook, "Evaluating Outcomes of Instruction in School-Community Canners," \textit{Agricultural Education}, XX, No. 4, (October 1947), p. 70.

}
weakness in this type of method and he was of the opinion that "part of the results of instruction may be measured and a part will have to be agreed upon on the basis of judgment until more adequate instruments of measurements are discovered." This belief was further substantiated by Hamlin in his attempt to determine "What was next in evaluating."

The lack of effort on the part of the authorities to bring together students, teachers, parents, administrators and community representatives was a plain indication of our disregard for those who are to be affected by the agreed upon and established policies." It was no wonder, then, that the super-imposed dictates were accepted with an attitude of skepticism. Because of the superficial characteristics of far too many programs of evaluation, the participants have simply been a group of busy workers, with no anticipated meaningful goal of a practical nature envisioned. "Teachers concluded that evaluation was something extra and something that was done after a given unit had been completed, disregarding the possible influence that this particular learning exerted on the total educational process."11

The role of the specialist, that is an expert in either the NFA, Farm Mechanics or Supervised Farming, has been questioned on these particular grounds. The fact that observations are made, decisions reached and recommendations made on certain parts of the program without giving the proper consideration to the whole has led to an


over-emphasis in a few areas and failure to even recognize other areas.

During the years prior to 1940, the National Committee on Standards worked diligently in an attempt to prepare an instrument of measurement which could adequately determine the extent and value of the necessary phases of a program of Vocational Education in Agriculture. These endeavors resulted in the release of the Evaluative Criteria for Vocational Education in Agriculture in 1940. The application of the 1940 Criteria was reported in An Evaluation of 400 Local Departments of Vocational Education in Agriculture and An Evaluation of Local Programs of Vocational Education in Agriculture. The degree to which each item existed was marked as follows:

"+ Condition or provision is present or made to a satisfactory degree.

- Condition or provision is present to some extent or only fairly well made.

0 Condition or provision is not present or is not satisfactory.

N Condition or provision does not apply."

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15 Ibid., p. 1, et. seq.
The evaluations were made, using a five-point rating scale, as follows:

"Very Superior - The provisions or conditions are present and functioning to the extent found in approximately the best 10 percent of local programs of vocational education in agriculture.

Superior - The provisions or conditions are present and functioning to the extent found in approximately the next 20 percent of local programs of vocational education in agriculture.

Average - The provisions or conditions are present and functioning to the extent found in approximately the middle 40 percent of local programs of vocational education in agriculture.

Inferior - The provisions or conditions are present and functioning to the extent found in approximately the next 20 percent of local programs of vocational education in agriculture.

Very Inferior - The provisions or conditions are present and functioning to the extent found in the lowest 10 percent of local programs of vocational education in agriculture."

A review of the findings revealed that the summaries indicated the need for re-stating the items in terms of those conditions or provisions which were applicable to the better types of program. The availability of the items was scored on a three-point rating scale. Therefore, it seemed advisable to bring the ratings on Evaluation in line with this or a similar scale. The use of the symbols +, - and 0 was not easily associated with the characteristics which they were designed to represent.
Differences of opinions regarding the objectives, procedures and uses of the Criteria of the National Committee were quite evident. Even the leaders in the field of agricultural education expressed concern over this instrument. The late Dr. Ray Fife, a member of the committee, was a firm advocate of the Criteria being formulated as the result of the combined thinking and actions of teachers, teacher-educators, state supervisors, state directors and Federal Agents in agricultural education. He deplored the belief that programs could be improved if the participants represented only the administrative and supervisory staffs. The proper role of the expert in guidance and counselling was also considered to be necessary.

An opposite point of view was voiced by Hamlin. The far reaching implications of an attempt to evaluate caused Hamlin to doubt the advisability of permitting the participation of all concerned. In fact, "he compared evaluation with educational dynamite and observed that if one is wrong in evaluation, he is wrong about everything else in education."

The running battle between Fife and Hamlin, at the outset, caused both sides to go all out in the efforts to secure the needed backing and support of administrators, supervisors and teachers. It was during this struggle that they finally agreed on certain common points after concluding that the greatest service could be rendered if the

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instructors were informed of their willingness to effect a set of common opinions. Among the opinions agreed upon were: "(1) Evaluation should be closely related to the objectives; (2), Professional people should assist local people; (3), Evaluative devices should be a part of and a measure of programs of long-time and annual planning; (4), Present methods of evaluation should not be considered to be final."\(^{18}\)

The Cooperative Study of Secondary School Standards was organized in 1933 and one of its objectives was that of finding practical means and methods to evaluate the effectiveness of a school in terms of its objectives. This committee published four volumes; Evaluation of a Secondary School, General Report; Evaluative Criteria; Educational Temperatures; How to Evaluate a Secondary School. Since it was agreed at the outset that revisions would be made as the needs arose, the revised edition of the Evaluative Criteria was published in 1940.\(^{19}\) Included in this instrument was a section on High School Vocational Agriculture in which the following phases of the program were listed: Organization, Nature of Offerings, Physical Facilities, Direction of Learning, Outcomes and Special Characteristics of Agriculture. The comprehensiveness of the Criteria was adequate. However its use as a device for improving the instructional program


of a teacher was questioned. The fact that certain policies are set and procedures made mandatory by both national and state administrators, would, of a necessity, force instructors to adopt and to engage in certain activities, peculiar to their particular field of endeavor.\textsuperscript{20} In view of this observation, the vocational nature of the program must be properly considered before attempting to apply purely academic evaluations.

The revised edition of the Evaluative Criteria for Vocational Education in Agriculture was released in 1942.\textsuperscript{21} This instrument served as a guide for the State of Ohio in its development of Evaluative Criteria for Vocational Education in Agriculture.\textsuperscript{22} The conditions or provisions, rating of the availability of items and the evaluations were in harmony with actual situations. Then, too, the Criteria were presented in a form that left little opportunity for the evaluators to make errors in their interpretations.

Techniques and Instruments Used in This Study

1. Steps or procedures involved

a. Studied evaluative criteria from U. S. Office of Education

\begin{flushleft}
\textsuperscript{20}Clifton B. Jeter, Report, Conference on Revising Evaluative Criteria, Virginia State College, Fall, 1949.
\end{flushleft}

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\end{flushleft}
and certain states and agencies

Since 1942 efforts had been made in the State of Virginia to determine optimum standards necessary for the successful operation of programs of vocational agriculture. Attention had been given to and limited study made of the 1940 and 1942 issues of the Evaluative Criteria for Vocational Education in Agriculture which was prepared by the U. S. Office of Education and the American Vocational Association. During the Annual Conference of Teachers of Vocational Agriculture in 1942 copies of the criteria were presented to each instructor. Instructors were asked to review all of the statements very carefully. However, it was suggested that the 1942-43 school year be devoted to the area of supervised farming for the all-day boys. Very few instructors followed the suggestion since it was not mandatory. It was felt by the teacher-training staff that the best results could be obtained on a voluntary basis if the experiences were to have their fullest meaning, and ultimately enable the staff to establish a basis for making workable recommendations with reference to changes in and uses of the criteria.

The writer was one of the few who sensed the need and the value of an undertaking of this type. Unfortunately, it was practically impossible to secure expert advice on a local level because of the

experimental nature of the endeavor. The answers were to be found as the result of actually "doing the job" rather than assuming that the general situation among the departments of vocational agriculture coincided with those which prevailed elsewhere. The question of evaluation on a state-wide basis was soon forgotten and by the time of the Annual Conference in July 1913 hardly any mention was made of it. The instructors justified their lack of participation in the following statements: (1) it was too voluminous, the area on supervised farming, alone covering 111 pages; (2) it represented an added burden rather than an instructional aid; and (3) it was impractical to attempt to rate the conditions in accordance with the five descriptive categories as indicated by either A, B, C, D, E or 1, 2, 3, 4, 5.

A complete examination of this particular instrument revealed that much of the information requested could not possibly be secured because of the lack of application of the statements and questions to actual situations in the departments in the State. For example, it was suggested that the senior or highest class in vocational agriculture be divided into three groups—high, medium and low, according to the instructor's ranking of their supervised farming programs. Many of the senior classes of vocational agriculture numbered less than six students. Therefore selecting from the various groups would not have been practical. In many instances, no choice prevailed.

The specific objectives of the program of vocational education in agriculture were not emphasized. In view of this fact, the courses of study in the various departments and the items listed in
the criteria showed only a very slight degree of similarity. The use of the 1942 edition would have necessitated listing each of the various units of the department's course of study under specific objectives. Since these objectives were not reckoned with at the outset, a procedure of this nature would not have been of sufficient significance. The wide variations within the types of farming carried on in Virginia necessitate a large amount of individualized instruction. Therefore, the program must be flexible enough to allow for this.

The information requested in the area of NFA (FFA) was easily attainable because the headings listed were consistent with the Guide of the New Farmers of America. The preliminary and the final NFA report forms also were consistent with the items presented in the criteria. Once again, because of the small size of the senior class enrollment in vocational agriculture, reference to this group only could, at best, represent an ineffective approach to the problem.

The areas of adult farmer, young farmer, teaching procedures and farm mechanics offered helpful suggestions. However, the report of the National Committee on Standards for Vocational Education in Agriculture could not be totally adopted because of its lack of application to our local situations. Therefore, revisions, similar to those listed in the first three areas would be necessary if the majority of the items in this particular instrument were to be applicable to our program. Equipment and facilities were not considered

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to be separate and apart from the other major phases of the criteria. Therefore, frequent reference was deemed necessary to these two areas in their relationships to the various parts of the instrument.

b. Accepted Criteria of State of Ohio

During the Spring Quarter of 1949, a graduate class in Evaluation of Vocational Education in Agriculture, under the direction of the late Dr. Ray Fife, participated in revising the Evaluative Criteria for the State of Ohio.\textsuperscript{25} Supervisors, supervising teachers and instructors comprised the group. The writer, although not an active participant in this undertaking, had the opportunity to attend the classes and meetings which were held by this group. It was the general feeling that the adoption of any instrument of evaluation should be consistent with the policies and programs which either existed or could possibly be brought into existence without too much of a sacrifice on the part of the personnel, materials and facilities involved. It was further believed that a reasonable degree of simplicity must prevail, lest the instructors become so deeply involved in the details that true purposes and values become secondary.

In order to simplify the Criteria, one of the first steps was that of limiting the marking of Items A, B and C to denote the degree to which each existed. The original form listed the symbols A, B, C, D and E. This limitation was considered both necessary and desirable.

\textsuperscript{25}Evaluative Criteria for Vocational Education in Agriculture, Department of Agricultural Education, The Ohio State University, 1949, p. 1, et. seq.
because of the very close similarity which existed between the descriptions of A and B, and the descriptions of D and E. For example

A - Excellent - condition or provision is present or made to a very satisfactory degree.

B - Superior - condition or provision is present for the most part or made to a satisfactory degree.  

C - Fair - condition or provision is present for the most part or made to a satisfactory degree.

D - Inferior - condition or provision is present to a slight degree or poorly made.

E - Very Inferior - condition or provision is not present or is most unsatisfactory.

A combination of the major characteristics into a single statement without destroying the purposes was considered important in order to facilitate the use of the instrument. Then, too, for practical application of the criteria, five divisions and decisions with reference to relative degrees would not enhance the chances of


27 Evaluative Criteria for Vocational Education in Agriculture, Department of Agricultural Education, The Ohio State University, 1949, p. 1, et. seq.

more teachers accepting and using it.

The description of symbol C was quite satisfactory for the purpose of this study. Then, too, it represented more or less a mid-point between the Superior and the Inferior Degrees.

C - Fair - condition or provision is present to some extent or only fairly well made.29

Therefore, the accepted markings of the items to indicate the extent to which they are present were as follows:

A - Superior - condition or provision is present for the most part or made to a satisfactory degree.

B - Fair - condition or provision is present to some extent or only fairly well made.

C - Inferior - condition or provision is unsatisfactory.

N - Condition or provision does not apply.

The second step in improving the adaptability and use of the Criteria was that of reducing the number of symbols to be used in the Evaluation of Item Groups. Since it was agreed that three would be sufficient in rating the availability of a condition or provision, a similar number was considered to be adequate rating of the condition or provision. This decision was also based on the close similarity which existed between numbers 4 and 5 and between numbers 1 and 2 of United States Office of Education's release.

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5 - Perfect or practically perfect - the provisions or conditions are present and functioning perfectly or almost perfectly.

4 - Very Good - distinctly above average; the conditions or provisions are present and functioning fairly well. 30

3 - Good - The provisions or conditions are present and functioning very well. 31

2 - Poor - Distinctly below average, the provisions or conditions are present in an adequate amount, or if present are functioning poorly.

1 - Very poor - The conditions or provisions although needed, are not present at all. 32

1 - Poor - The provisions or conditions are unsatisfactory or inadequate. 33

The description of the perfect or practically perfect and the very good evaluations were very closely related. Then, too, the idea of using the word "perfect" was questioned. In view of these two observations, grouping of the statements was considered to be preferable to the original arrangement. The same held true in the case of the poor and very poor evaluations. A study of the explanations of these two characteristics revealed a close degree of similarity and the


31 Ibid., pp. 30-31.

32 Ibid., p. 1, et. seq.

33 Ibid., pp. 30-31.
differences stated were not of sufficient nature to warrant separate statements. Therefore, a single rating was considered to be adequate.

The Average Evaluation was represented by the symbol "C". The explanation given is typical of the average which exists between the good and poor ratings. Thus, it was not deemed necessary to make any alterations for the purposes of this study. Therefore, the materials presented in the Ohio Criteria on Evaluation of Items Groups were accepted and they were as follows:

3 - Good - provisions or conditions are present and functioning very well.

2 - Fair - the provisions or conditions are present and functioning fairly well.

1 - Poor - the provisions or conditions are unsatisfactory or inadequate.

The Long-Time Plan for the Local Program of Vocational Agriculture was not considered of sufficient importance to be included in this instrument. The fact that the records and reports of the local programs could reveal the nature of the departmental activities over a period of years, further reduced the need for giving attention to this phase as a separate area. For example, an examination of the teachers' files will reveal the Long-Time and Annual Objectives and Accomplishments as these are related to supervised farming, New Farmers of America, farm mechanics, etc. The omission of specific reference to the teacher and the students is justified on the grounds that sufficient evidence can be secured in the areas of supervised farming and teaching procedures to answer the questions regarding
these individuals. The same was considered true of other possible areas which might be included in an undertaking of this nature.

Because of the operation of the Organization of New Farmers of America, instead of the Future Farmers of America, it was necessary to insert the word "New" wherever "Future" was found. The New Farmers of America was the existing organization in the departments of vocational agriculture included in this study. Since the objectives and procedures of the two organizations were practically identical, no other changes were made.

At this point in the study the area supervisor, district supervisor, four itinerant instructors and two teacher-trainers were called together for a conference on the evaluation of the Criteria. Consideration was given to the major areas and the items which were listed for detailed study and rating. Few additional changes were suggested, mainly because each member of the group had already been given the opportunity to offer ideas that would tend to improve the instrument. However, it was the general feeling that the criteria should be tested before applying it to the eighteen selected departments. The departments selected for this purpose were not to be taken from the list which had been chosen for the study. It was further stated that the reactions of teachers of vocational agriculture, high school principals and superintendents of public instruction to the content of the criteria would be very helpful. Therefore, a questionnaire was prepared and sent to eighteen superintendents, eighteen principals, eighteen teachers of vocational agriculture
and the members of the supervisory and teacher-training staffs. This was prepared in the form of a check-list. The items to be checked conformed with those which were included in the Information Needed under the various major areas of the criteria. These individuals were asked to rate the situations or provisions on the bases of whether they were necessary, unnecessary or if a degree of uncertainty prevailed.

If the responses to the request which was made of superintendents, principals and instructors were any indications of their interest, then it is reasonable to assume that the content of the criteria was in harmony with their beliefs. Sixty-one check-lists were mailed out and sixty were completed and returned. In no instance did an individual fail to react to any of the statements or provisions. A typical example of these results is found in the area of Supervised Farming where seven statements or provisions were presented. The reactions were as follows:

<table>
<thead>
<tr>
<th>Items</th>
<th>Yes</th>
<th>No</th>
<th>Uncertain</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>None</td>
</tr>
<tr>
<td>B</td>
<td>60</td>
<td>0</td>
<td>0</td>
<td>None</td>
</tr>
<tr>
<td>C</td>
<td>59</td>
<td>0</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>D</td>
<td>55</td>
<td>4</td>
<td>1</td>
<td>Impractical if all boys are allowed to enroll.</td>
</tr>
<tr>
<td>E</td>
<td>56</td>
<td>0</td>
<td>4</td>
<td>None</td>
</tr>
<tr>
<td>F</td>
<td>55</td>
<td>5</td>
<td>0</td>
<td>Teacher should not be tied down.</td>
</tr>
<tr>
<td>G</td>
<td>58</td>
<td>1</td>
<td>1</td>
<td>None</td>
</tr>
<tr>
<td>Total</td>
<td>403</td>
<td>10</td>
<td>7</td>
<td></td>
</tr>
</tbody>
</table>

Check-List - See Appendix II.
The 403 answers favoring this area represent approximately 96 percent of the total number and the comments accompanying the "No" and "Uncertain" reactions tended to suggest a willingness to agree, providing that certain other conditions were stipulated.

The idea of making janitorial services available for the Farm Mechanics Program was questioned. The concern here was that of avoiding the possibility of creating a situation conducive to poor housekeeping on the part of the students. It was the general feeling that janitorial services should be provided in keeping with the policy of the total school arrangement. However, each class should be responsible for leaving the shop in a workable condition. This is shown as follows:

<table>
<thead>
<tr>
<th>Item</th>
<th>Yes</th>
<th>No</th>
<th>Uncertain</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Janitorial Services should be provided for the Farm Mechanics program.</td>
<td>35</td>
<td>11</td>
<td>14</td>
<td>Boys should be taught to clean up and leave tools and facilities in good order.</td>
</tr>
</tbody>
</table>

The unfavorable answers, in some instances, could possibly be attributed to the lack of agreement as to the role of a janitor in the Farm Mechanics Program.

The Over-all picture with reference to the reactions of the sixty superintendents, principals, instructors, teacher-trainers and supervisors revealed that 55 items were considered and that a combined total of 3600 opinions were given. Since 2909 or approximately 86.16 percent were of the "Yes" type as against 10 percent or approximately 3.27 percent of the "No" type, it was concluded that the
criteria were adequately adapted to the prevailing situations and philosophies. Those opinions which were expressed as being uncertain numbered 281 or approximately 8.67 percent and the comments indicated a willingness to accept the statement or provision if certain points were defined more clearly. In view of the observations listed above the supervisory and teacher-training staffs agreed that an application of this criteria to the program of vocational education in agriculture in the State of Virginia would be a worthy undertaking.

**Brief Description of Criteria**

The areas included in the criteria were Supervised Farming, Course of Study, New Farmers of America, Instruction for Young Farmers, Adult Farmer Instruction, Teaching Procedures and Farm Mechanics.

Each of the areas was introduced by a proposition which served to point out the specific purposes. The Information Needed served to provide the evidence which was necessary in order that the purposes might be realized. The particular information was to be secured from preliminary reports, final reports, follow-up reports, records of supervision, correspondence, survey data, lesson plans, reference materials, and conferences with instructional and administrative personnel. Because of the existing local situations it was not expected that all provisions and conditions would be found in every department. However, it was felt that the agreed upon areas of the criteria should be of major concern if the findings were to be of greatest value in improving the teacher-training and supervisory work. It was considered desirable to evaluate each existing condition or provision
in keeping with the content of the criteria.

**Concluding Statement**

The investigational agencies and procedures regarding evaluation have been many and varied. Very few of the initial attempts concerned themselves with the program of vocational education in agriculture because the total school program was the major point of emphasis. Probably the greatest weakness was that of the failure to develop a sense of appreciation on the part of the instructors as to the need and value of an evaluative instrument. Then, too, the fact that evaluation was considered to be desirable, yet not absolutely necessary, did not serve to inspire teachers to seek assistance in its use. As instructions were offered in an effort to develop the desirable types of attitudes in evaluation, impetus was given this particular undertaking. Unfortunately, the interest centered around a particular item as part instead of the whole. Therefore, proper consideration of the relationships and influences of the component parts was not considered to be important.

The preparation and release of the Evaluative Criteria for Vocational Education in Agriculture by the National Committee on Standards, in cooperation with the Federal Security Agency, U. S. Office of Education and the American Vocational Association represented an attempt to present the total picture, thereby reducing the tendency to stress limited observations. The findings and recommendations in the report of the Evaluation of 400 Local Programs of Vocational Education in Agriculture are based on consideration of the
various phases which comprise a total program.

The efforts of the Cooperative Study of Secondary School Standards to unify the evaluative policies and procedures in the schools resulted in the release of the Evaluative Criteria Manual. This offered helpful suggestions. However, the vocational nature of the instruction in agriculture indicated the need for a more nearly adequate instrument of measurement. The study and revisions in the existing criteria enabled the writer to prepare a schedule which was adaptable to the program in the State of Virginia.
CHAPTER III

EVALUATION OF DEPARTMENTS OF VOCATIONAL AGRICULTURE

The purpose of this chapter is to present an evaluation of selected phases of the program of vocational agriculture in 18 departments of vocational agriculture in the Negro high schools of the State of Virginia. In order that the evaluation may be more clearly understood and more easily interpreted, a section relating to the background of evaluation is presented. The evidence supporting the decisions reached by the evaluative committee is also presented and discussed. The judgments of the evaluative committee resulted from application of the evaluative criteria, personal observations and general acquaintance with the conditions and situations in the schools included in this study.

Statements concerning specific strong points and weaknesses are also made.

PART I

BACKGROUND OF EVALUATION IN VIRGINIA

Members of the teacher-training staff at Virginia State College provided the supervision of the program of vocational education in agriculture for a period of thirty years. From 1918 to 1924, Mr. G. W. Owens performed both the resident and the itinerant duties. Beginning
In 1921, Mr. J. R. Thomas was employed to conduct the major part of the resident work, thereby releasing Mr. Owens to work with the rapidly expanding program out in the state as itinerant teacher-trainer. The fact that he continued to teach one class at the College indicated that his duties were not purely of an itinerant nature. Visits were made to the several departments at the convenience of the teacher-trainer. One or two calls per year were made to each department and from two to three schools were included in a day's itinerary. The nature of the visit, of a necessity, was in keeping with the amount of supervisory time. This tended to result in a stereotype of procedure and in order to effect a convenient instrument, a visitation blank was adopted.

The attempt to assure the rightful role of Farm Mechanics in the total high school program and, at the same time improve the pre-service training activities, resulted in the employment of R. C. Lewis in 1936. His duties were, therefore, in both resident and itinerant areas.

The appointment of C. B. Jeter as area supervisor in 1948 relieved the teacher-training staff of many of its itinerant duties. It is quite evident that the over-all development of the program of vocational education in agriculture at the time of this study grew out of the efforts of the teacher-training staff.

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The available information regarding the status of the departments did not indicate the presence of tangible evidence as the basis of ratings. The main concern was that of complying with the requirements for completing the visitation report blank. Following is a list of factors upon which departments and instructors were judged:

1. Supervised Farming
2. New Farmers of America
3. Out-of-School Program
4. Farm Shop
5. Classroom Instruction
6. Annual Program of Work
7. Report - Quality and On Time
8. Objectives Accomplished
9. Appearance of Facilities

TESTING CRITERIA

In order to test the adaptability of the evaluative criteria the schools in Prince George and Powhatan Counties were selected as trial centers. Prince George, a cotton, peanuts and swine producing County, was located southeast of the James River and Powhatan, a corn, tobacco and poultry producing County, was located northwest of the James River. It was the opinion of the supervisory and teacher-training staffs that these two counties adequately represented the types of programs found in Virginia and that an examination of the agricultural practices and policies would reveal information typical of the conditions found in other sections.
The evaluative team then proceeded to apply the criteria to the selected centers. Since this marked the first attempt of this nature, the findings were not too alarming because of the lack of evidence for comparison, resulting from a similar investigation in Virginia. The findings were as follows:

1. Every student enrolled in vocational agriculture had set up a supervised farming program.
   a. Information relative to methods of selecting students, proper pupil-parent-teacher relationship, and assistance rendered by the instructor on the home farm was not in evidence.

2. Because of the State requirement to the effect that all teachers prepare and use a course of study, each of the departments had this material in its files.
   a. There was a decided lack of proof that actual problems formed the bases of its content and very few supervised farming programs reflected the use that had been made of the course of study.
   b. The impetus given the idea of improved teaching materials by the introduction of the Institutional On-Farm Program resulted in the acquisition of many new books and visual and specimen materials. It was noted that these teaching aids were either very old and out of date or of recent release.

3. Contrasting conditions were found in the area of New Farmers of America. The chapter at Powhatan was properly organized, had a full program of activities in operation, contributed regularly to the State's program and was recognized as an integral part of the
total school program. Unfortunately, the chapter at Disputanta experienced difficulties in securing interested membership, in financing, and in enrolling boys with high scholastic averages.

4. The inability of the department at Prince George to enroll and to maintain the better type of student tended to reflect itself in the out-of-school program. No organized young farmer group could be found and the only contact with former students was through the Institutional On-Farm Training Program. The endeavor had been fairly successful in the second county, with a class of 12 young farmers in operation and seven other former students being given assistance on an individualized basis by the instructor. Since the Summary of Year's Work in 1918 indicated that slightly less than 50 percent of the departments conducted Young Farmer classes, these results are in line with the State Supervisor's Report.3

5. Each of the trial centers had an adult farmer class in operation and the classroom instruction extended over a period of six months. Very little evidence was available regarding class attendance and complete farming programs. Visitation reports revealed that an average of one visit was made to each member during the period when the class was not in operation.

6. The teaching procedures in the two observed situations differed widely. Although lesson plans were used, little attention was

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given to making certain that the plans were current in every respect and adaptable to the existing situations in Prince George County. Many of the plans were old and revisions were very necessary. On the other hand, the instructor in Powhatan based his teaching on current problems and his plans and procedures were completed just prior to teaching the job. The quality of work of the students of this particular instructor was high creditable, both in the areas of planning and execution. The instructional facilities in both of the departments were not considered to be acceptable. However, certain arrangements and re-organization for improvement in the Powhatan Department could quite easily have been effected without necessitating a sacrifice on the part of personnel, finance or present activities.

7. The farm shop at the school in Prince George County was adequate in size and offered 11 of the 15 suggested units of training. Three of the non-existing units were generally considered to be of great importance, especially in a rural community. They were plumbing, sanitation and water systems and electricity. Powhatan possessed the least farm shop floor space and also lacked the unit on concrete construction. The limited floor space made it practically impossible for more than eight students to work in the shop at any time.

Little relation was shown in either situation between the jobs completed and supervised farming program. The committee was of the opinion that this was due, in part, to the weak pre-service training
of the instructors and probably accounts for the fact that no attempt was being made to establish the missing units even though the need existed.

PART II

EVALUATION OF THE SEVERAL AREAS

Supervised Farming

One of the most important phases of the program of vocational education in agriculture is the supervised farming program. Its position and prime importance grow out of the fact that it provides opportunities for teaching skills and developing abilities and attitudes to a level which would not be possible in regular classroom instruction. Moreover, if conducted in keeping with the established principles, the student of vocational agriculture becomes progressively established in farming to the point that the basic objectives of the organic vocational act are realized.

The evaluative instrument contained three questions on initiating and supervising farming programs and the proposition to which these questions had reference is as follows:

Proposition: Supervised farming programs students should be initiated at or near the beginning of the first year of vocational agriculture. The teacher should develop and continue a useful working relationship between the school and the home and should guide the student to the completion of his supervised farming program.

General Evaluation of Initiation and Supervision of Farming Programs
For High School Students

The evaluation revealed decided weaknesses in the area of
supervised farming and it was agreed that very little effective work was being done. The observations and discussions of the evaluation team led the members to express informally the need for improvement. Specific application of the generally accepted principles of successful supervised farming work was missing. The lack of evidence to indicate performance of an acceptable type in the areas of initiation and supervision of the farming programs was a frequent observation.

As an attempt is made to interpret each of the tables in this chapter, it should be borne in mind that the following range has been assigned the various evaluations:

3 corresponds to Good or Superior with range of from 2.5 to 3.0.
2 corresponds to Fair or Average with range of from 1.6 to 2.4.
1 corresponds to Poor or Inferior with range of from 0 to 1.5.
N has no value.

Attention is also called to the fact that the evaluation team was made up of six individuals.

The effectiveness of the work in supervised farming is directly related to the degree to which a satisfactory job is done in initiating and supervising the program. In Table 16 the evaluation of these efforts may be noted. It is revealed here that fair performance was evident in only one of the propositions evaluated and that below average performance was noted in other aspects of the program. The evidence which supported the evaluations by the committee is presented in Table 17.
TABLE 16

THE EVALUATION OF PROCEDURES USED IN INITIATING AND SUPERVISING FARMING PROGRAMS BY 18 TEACHERS OF VOCATIONAL AGRICULTURE IN VIRGINIA

<table>
<thead>
<tr>
<th>Propositions for Evaluation</th>
<th>Evaluations made by Committee</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well developed are the teaching relationships and understandings between the school and home?</td>
<td>3 12 3</td>
<td>2.00</td>
</tr>
<tr>
<td>How well has the department supervised farming program been initiated?</td>
<td>3 9 6</td>
<td>1.83</td>
</tr>
<tr>
<td>How well has the department supervised farming program been supervised?</td>
<td>0 9 9</td>
<td>1.50</td>
</tr>
</tbody>
</table>
TABLE 17

PROVISIONS MADE BY 18 VIRGINIA TEACHERS OF VOCATIONAL AGRICULTURE FOR INITIATING AND SUPERVISING FARMING PROGRAMS

<table>
<thead>
<tr>
<th>Items</th>
<th>Ratings by Committee</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Superior</td>
<td>Average</td>
</tr>
<tr>
<td>Student and teacher made a survey of the home farm and of the home farm needs previous to or near the beginning of the student's first year of vocational agriculture.</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>The teacher has explained the purpose of supervised farming programs to the father or mother previous to or near the beginning of the student's first year of vocational agriculture.</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>The visits of the teacher to the home of the students have been frequent enough to enable him to maintain close contact with the student's supervised farming program.</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>The teacher visited the students as needed to assist them in the development of their farming programs.</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>The students, teachers and parents planned during their first year of vocational agriculture a tentative long-time supervised farming program.</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>
Additional Supporting Evidence

In arriving at the conclusions presented in Tables 16 and 17 the evaluation committee engaged in the activities which are listed at this point.

The record books of ten students who had completed one year of vocational agriculture were examined. The committee's attention was centered around the map of the home farm and the surveys of crop, livestock, machinery, equipment, and housing and storage facilities. The observations revealed that only one teacher had failed to make any type of survey, yet only two instructors indicated that the homes of the students were visited for this particular purpose. The fact that the surveys in nine of the sets of books studied were incomplete could possibly be attributed to the inability of the instructor to render a meaningful service because of his lack of information regarding the home farm situation. Proof that the teacher was not familiar with the home farm was further substantiated by the absence of statements of purposes of this nature in the travel report.

It was also noted that only one-third of the situations studied presented complete information which was actually being used. Reasons given by instructors for failure to complete and use the findings in these areas were as follows:

1. Did not have sufficient time.
2. Students neither saw the need nor understood the implications.
3. Record books were secured too late in the school year.
4. Previous years of completed supervised farming work were not characterized by this activity.
5. In-service training programs had failed to emphasize this necessity.
Since very little was done in the way of personally assisting the students in securing the necessary information through home farm visitations, it was only natural to expect certain weaknesses in parent-boy-teacher relationships. The inability to determine the prospective enrollees prior to the opening of school forced the teachers to resort to procedures which would fit into their busy schedules of Fall activities. Attempts to inform the parents of the purposes of supervised farming programs and the number of instructors who followed the various procedures are as follows:

<table>
<thead>
<tr>
<th>Procedure</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Instructions through students</td>
<td>18</td>
</tr>
<tr>
<td>Letters to parents</td>
<td>13</td>
</tr>
<tr>
<td>Addressing parent groups</td>
<td>9</td>
</tr>
<tr>
<td>Home visitations</td>
<td>2</td>
</tr>
<tr>
<td>Use of former students</td>
<td>1</td>
</tr>
</tbody>
</table>

Instructions through students and the use of letters represented the major means of approaching this particular objective. Neither procedure brought the teacher in close contact with the home and family, so understandings and appreciations of and for the programs remained questions of chance. Since the meetings which the parents attended were not of an agricultural nature, the contacts mentioned here were, at best, of secondary importance.

The problem of the time element with reference to home farm visitations had become so prominent at this time that an attempt was made to determine those things or factors which were exerting influence. In view of this, teachers were asked to justify the methods which were being used. The answers to this inquiry were as follows:

Four teachers listed other duties and a similar number listed schedule difficulties.
Three teachers indicated an inadequate travel budget.

One teacher considered a planned program as unnecessary.

Probably the most important observation revealed was the extremely low average number of visits which were made, and if the teacher's statements and their schedules of teaching and performing extra class activities are properly considered, then it seems reasonable to conclude that visitations are unfavorably influenced by these controllable factors.

Most authorities in agricultural education agree that successful programs of supervised farming are a three-way affair, with the parent, the student and the instructor participating. In this triangular arrangement each has a definite role to play and the failure on the part of any one of the three individuals will, with other things being equal, increase the chances of failure. Therefore, the ground work must be firmly established if training for efficiency in the area of farming is to become a reality. Fourteen teachers limited the setting up of the tentative long-time supervised farming programs to student and teacher participation and only two programs were characterized by the triangular arrangement of student, parent and teacher. Repetition of the previous year's programs was found in three departments and two departments failed to present evidence of having set up any type of program. Instructors who permitted students to repeat the previous year's programs were located in schools where student selection did not exist. Thus it was simply a case of meeting requirements rather
than progressing toward the realization of the stated objectives in vocational agriculture.

**General Evaluation of the Characteristics of Supervised Farming Programs for High School Students**

The findings of the evaluation committee revealed the presence of a large number of programs whose scope and character were directly influenced by the limitations of facilities. This resulted in limited provisions for necessary experiences and the acquisition of the adequate capital for growth into the farming business. Convenience rather than compliance with the stated objectives characterized the programs.

The value of setting up supervised farming programs which will provide the necessary farming experiences and sufficient capital goods is pointed out in the following proposition and the evaluation which follow:

**Proposition:** The student's supervised farming program should provide him with the kinds of farming experiences which will fit him for farming in his own community and should afford him capital goods, such as livestock, equipment and savings and business arrangements which will enable him to grow into farming.

Table 18 reveals the evaluation by the committee of the supervised farming program in terms of this proposition.

The relatively large number of fair performances observed in the evaluation of this area, in all probability, can be attributed to such factors as close proximity of schools to urban communities, small
TABLE 18

AN EVALUATION OF INDIVIDUAL SUPERVISED FARMING PROGRAMS IN TERMS OF THEIR VALUE IN ESTABLISHING STUDENTS IN FARMING

<table>
<thead>
<tr>
<th>Propositions for Evaluation</th>
<th>Evaluations made by Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
</tr>
<tr>
<td>Are the supervised farming programs contributing to the accumulation of capital for satisfactory establishment in farming.</td>
<td>6</td>
</tr>
<tr>
<td>How well adapted is the supervised farming program from the standpoint of obtaining necessary experiences?</td>
<td>3</td>
</tr>
</tbody>
</table>

sizes of farms, cropping and marketing quotas and regulation, etc.

In arriving at the evaluation scores, the committee examined the existing programs in order to ascertain their characteristics.

Table 19 indicates the provisions made by the teachers to assure satisfactory supervised farming programs.

TABLE 19

PROVISIONS MADE BY 18 TEACHERS OF VOCATIONAL AGRICULTURE IN VIRGINIA TO PROVIDE SUPERVISED FARMING PROGRAMS WHICH WOULD AID STUDENTS TO BECOME ESTABLISHED IN FARMING

<table>
<thead>
<tr>
<th>Items</th>
<th>Superior</th>
<th>Average</th>
<th>Inferior</th>
<th>General Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The supervised farming program is well balanced between livestock and crop production and contributes to permanent improvement of the home farm.</td>
<td>6</td>
<td>9</td>
<td>3</td>
<td>2.13</td>
</tr>
<tr>
<td>Pupil project load is adequate.</td>
<td>3</td>
<td>15</td>
<td>0</td>
<td>2.13</td>
</tr>
<tr>
<td>Continuation projects show progressive size and efficiency in enterprises.</td>
<td>6</td>
<td>6</td>
<td>6</td>
<td>2.00</td>
</tr>
<tr>
<td>The supervised farming programs provide for new managerial experiences each year.</td>
<td>0</td>
<td>15</td>
<td>3</td>
<td>1.83</td>
</tr>
</tbody>
</table>
Specialized types of farming tended to eliminate the possibility of balance between crop and livestock in four of the departments. For example, either truck, swine or poultry farming prevailed near the urban areas while either cotton, tobacco or peanut production dominated certain other sections of the State. The high rate of tenancy and the strict government regulations exerted unfavorable influence on efforts to establish continuation projects and to provide appropriate managerial experiences. Three departments failed to indicate work in supplementary farm jobs and improvement projects.

General Evaluation of the Procedures Used in Planning Farming Programs for High School Students

Of the three general areas of supervised farming evaluated by the committee, it was quite obvious that planning and the use of plans represented the most ineffective phase. The lack of evidence in the reports, records and other observation indicated decided weaknesses and the materials presented could not possibly be of sufficient value since they were not applicable to the local situations.

The importance of planning to the successful development of farming programs is emphasized in the following proposition and in the evaluation which follow:

**Proposition:** A student should make a written plan for important jobs or units in his supervised farming programs. These plans should be reflected in the practices carried out.

Table 20 reveals the evaluation of the procedures used by the teachers in efforts to provide good supervised farming program planning in terms of this proposition.
### Table 20

**The Evaluation of the Procedures of 18 Teachers of Vocational Agriculture in Virginia to Assure Adequate Planning of Supervised Farming Programs**

<table>
<thead>
<tr>
<th>Propositions for Evaluation</th>
<th>Evaluations made by Committee</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent do the estimates, agreements, plans and supplementary materials of these students represent a thorough study of the problems involved.</td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>To what extent are plans utilized as a guide for the conduct of students' farming programs?</td>
<td></td>
<td>0</td>
</tr>
<tr>
<td>To what extent do the project books show accuracy?</td>
<td></td>
<td>0</td>
</tr>
</tbody>
</table>

The committee’s evaluations indicated a decided amount of poor performance in this phase of the work. The evidence which supported the evaluations which were made is presented in Table 21. The ineffective work in this particular area is of major concern, especially since it was also revealed that the record books in the departments revealed student planning with little or no evidence of study of or application to the home farm situation.
### TABLE 21

PROVISIONS MADE BY 16 TEACHERS OF VOCATIONAL AGRICULTURE IN VIRGINIA TO ASSURE EFFECTIVE SUPERVISED FARMING JOB PLANNING

<table>
<thead>
<tr>
<th>Items</th>
<th>Ratings by Committee</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>Achievement goals or production standards have been set up for the various farm enterprises against which records have been checked.</td>
<td>6 6 6 2.00</td>
<td></td>
</tr>
<tr>
<td>The teacher uses the plan for a guide in supervising and evaluating the work of the student on the job.</td>
<td>3 9 6 1.83</td>
<td></td>
</tr>
<tr>
<td>There is evidence that students follow their plan, i.e., and carry out their decisions.</td>
<td>3 6 9 1.67</td>
<td></td>
</tr>
<tr>
<td>The teacher has a systematic plan to aid students in keeping records up-to-date.</td>
<td>3 3 12 1.50</td>
<td></td>
</tr>
<tr>
<td>The project books are accurate and have been checked for accuracy by the teacher at regular intervals.</td>
<td>0 9 9 1.50</td>
<td></td>
</tr>
<tr>
<td>There is evidence that boys and parents are working out fair agreements with accurate estimates as a basis.</td>
<td>0 6 12 1.33</td>
<td></td>
</tr>
</tbody>
</table>
COURSE OF STUDY

The importance of the course of study in the teaching of vocational agriculture cannot be overemphasized. That it should cover problem areas of the enrollees is self-evident. Moreover, consideration should be given to the course of study from the view point of whether or not it is organized so as to make effective teaching possible. Likewise, consideration of whether or not reliable information at the level of the student's comprehension is available, must be taken into account in an evaluation of the course of study. More specifically, in an evaluation of the course of study, consideration should be given as to whether or not it is consistent with farming problems of a local area, whether or not it is up-to-date from this standpoint, and whether or not sound, usable information is presented.

The general proposition for evaluating the courses of study was stated as follows:

Proposition: The course of study should be based upon the problems of the supervised farming program.

General Evaluation of the Organization of the Course of Study

The absence of formally adopted textbooks and course outlines for teaching supervised farming jobs meant that the evaluation committee had to devote its observations to the written plans which the teacher had available. The unfavorable evaluations in this area were made because of evidence indicating a lack of adaptability to local situations and from failure to maintain a schedule of offerings in keeping with the current problems. Table 22 indicates the evaluation of the
procedures used in the organization of the course of study.

**TABLE 22**

EVALUATION OF THE PROCEDURES USED BY 18 TEACHERS OF VOCATIONAL AGRICULTURE IN VIRGINIA IN ORGANIZING THE COURSE OF STUDY

<table>
<thead>
<tr>
<th>Proposition for Evaluation</th>
<th>Evaluations made by Committee</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent is the course of study organized for effective work?</td>
<td>3 3 12</td>
<td>1.50</td>
</tr>
</tbody>
</table>

This table shows that poor performance prevailed in two-thirds of the schools visited. In arriving at these conclusions the items presented in Table 23 were considered.

**TABLE 23**

PROVISIONS MADE BY 18 TEACHERS OF VOCATIONAL AGRICULTURE IN VIRGINIA IN THE ORGANIZATION OF THE COURSE OF STUDY

<table>
<thead>
<tr>
<th>Items</th>
<th>Ratings by Committee</th>
<th>General Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>The units of each enterprise are taught seasonally and as needed by boys for their farming program.</td>
<td>6 3 9</td>
<td>1.83</td>
</tr>
<tr>
<td>Through the course of study, students are aided to participate more effectively in the activities of the NFA chapter.</td>
<td>6 3 9</td>
<td>1.83</td>
</tr>
<tr>
<td>Farm enterprises and problems in the farming programs of individual students are the basis of the course of study.</td>
<td>3 6 9</td>
<td>1.67</td>
</tr>
<tr>
<td>Plans for carrying out units of supervised farming programs are made when, or soon after, the unit is completed.</td>
<td>3 6 9</td>
<td>1.67</td>
</tr>
<tr>
<td>Field trips to students' projects and other farms by the class are used whenever appropriate in the program of instruction.</td>
<td>3 3 12</td>
<td>1.50</td>
</tr>
</tbody>
</table>
Table 23 reveals that the mean score on each of the five items ranged from 1.50 to 1.83, thereby indicating inferior performance in most of the schools evaluated. Additional evidence shows that only two departments gave indications of the cooperative approach in determining and solving problems.

The ability of a department of vocational agriculture to assist rural people with their farm and home problems is greatly influenced by the availability of authoritative information in these areas. The committee considered the following proposition in arriving at the evaluation:

Proposition: There should be available in connection with the course of study such authoritative information about the important farm enterprises and the farm and rural problems of the community as is usable by students and the teacher of agriculture.

Table 24 reveals the evaluation of the procedures used to assure appropriate subject matter in terms of this proposition.

<table>
<thead>
<tr>
<th>Proposition for Evaluation</th>
<th>Evaluations made by Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent is subject matter relating to important farm enterprises and farming and rural life problems of the community available and utilized?</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>6</td>
</tr>
</tbody>
</table>
The recent introduction of the institutional on-farm training program provided funds for the acquisition of additional instructional aids, therefore these departments had recent editions of references, teaching aids and other up-to-date instructional materials. However, the failure to utilize local resources was believed to be a serious weakness by the committee. Further support of the committee's conclusions is found in Tables 25, 26, and 27.

**TABLE 25**

**EVALUATION OF THE PROCEDURES USED BY 18 TEACHERS OF VOCATIONAL AGRICULTURE IN VIRGINIA TO ASSURE APPROPRIATE SUBJECT MATTER**

<table>
<thead>
<tr>
<th>Propositions for Evaluation</th>
<th>Evaluations made by Committee</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>There is adequate coverage of the important farm enterprises and problems of farming in this community by textbooks, reference books, bulletins and farm periodicals.</td>
<td>12 6 0 2.67</td>
<td></td>
</tr>
<tr>
<td>There is adequate coverage of the important farm enterprises and problems in farming in this community by visual and specimen materials.</td>
<td>12 3 3 2.50</td>
<td></td>
</tr>
<tr>
<td>The teacher has obtained and is utilizing other available information related to farming and rural life in this community.</td>
<td>6 9 3 2.17</td>
<td></td>
</tr>
<tr>
<td>Use is being made of other organizations that might contribute to a better understanding of the nature of and solution to the existing problems.</td>
<td>3 6 9 1.67</td>
<td></td>
</tr>
<tr>
<td>The teacher has made and is utilizing farming program analyses and information secured from farm surveys.</td>
<td>0 6 12 1.33</td>
<td></td>
</tr>
</tbody>
</table>
### Table 26

**Provisions Made by 18 Teachers of Vocational Agriculture in Virginia in Providing Appropriate Subject Matter Through Books and Bulletins**

<table>
<thead>
<tr>
<th>Items</th>
<th>Superior</th>
<th>Average</th>
<th>Inferior</th>
<th>General Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farm Safety</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>3.00</td>
</tr>
<tr>
<td>Forestry</td>
<td>18</td>
<td>0</td>
<td>0</td>
<td>3.00</td>
</tr>
<tr>
<td>Farm Mechanics</td>
<td>15</td>
<td>3</td>
<td>0</td>
<td>2.83</td>
</tr>
<tr>
<td>Food Production and Conservation</td>
<td>15</td>
<td>3</td>
<td>0</td>
<td>2.83</td>
</tr>
<tr>
<td>Livestock</td>
<td>12</td>
<td>6</td>
<td>0</td>
<td>2.67</td>
</tr>
<tr>
<td>Crops</td>
<td>12</td>
<td>6</td>
<td>0</td>
<td>2.67</td>
</tr>
<tr>
<td>Soils</td>
<td>12</td>
<td>6</td>
<td>0</td>
<td>2.67</td>
</tr>
<tr>
<td>Farm Management</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>2.50</td>
</tr>
<tr>
<td>Marketing</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>2.50</td>
</tr>
<tr>
<td>Pastures</td>
<td>9</td>
<td>9</td>
<td>0</td>
<td>2.50</td>
</tr>
<tr>
<td>Agricultural Economics</td>
<td>6</td>
<td>12</td>
<td>0</td>
<td>2.33</td>
</tr>
<tr>
<td>Rural Sociology</td>
<td>6</td>
<td>12</td>
<td>0</td>
<td>2.33</td>
</tr>
<tr>
<td>Entomology</td>
<td>0</td>
<td>18</td>
<td>0</td>
<td>2.00</td>
</tr>
<tr>
<td>Youth Organization</td>
<td>3</td>
<td>6</td>
<td>9</td>
<td>1.67</td>
</tr>
</tbody>
</table>
TABLE 27

PROVISIONS MADE BY 18 TEACHERS OF VOCATIONAL AGRICULTURE IN VIRGINIA TO ASSURE APPROPRIATE SUBJECT MATTER THROUGH VISUAL AND SPECIMEN MATERIALS

<table>
<thead>
<tr>
<th>Items</th>
<th>Ratings by Committee</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Superior</td>
<td>Average</td>
</tr>
<tr>
<td>A. Visual</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slides</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Pictures</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Charts</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Films</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>B. Specimen</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Commercial Samples</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Insect Specimens</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Disease Specimens</td>
<td>9</td>
<td>3</td>
</tr>
<tr>
<td>Plant Specimens</td>
<td>6</td>
<td>6</td>
</tr>
<tr>
<td>Local Samples</td>
<td>3</td>
<td>6</td>
</tr>
</tbody>
</table>

Teachers attempted to justify their failure to make full utilization of teaching aids on the grounds that sufficient time was not available to secure them. They were also of the opinion that the work involved in bringing local data and personnel into the picture would force a sacrifice of certain other phases of the program.

NEW FARMERS OF AMERICA

New Farmer activities, as conceived of in the program of vocational agriculture, yield educational outcomes for the students which should be reflected in the students' efficiency as a farmer from the
vocational standpoint and in his attitudes toward and capability to participate in the social and civic activities and organizations of the immediate and larger communities. The importance of active participation on the part of all members cannot be overstated. Similarly the activities of the chapter should be of such a nature that a large number of desirable abilities are developed. Examples of such abilities would include, among others, earnings and savings, cooperation, community service and leadership. Other abilities in the areas of public relations and scholarship are obviously important also. To say the least, an effective program of New Farmers' activities provides increments of educational value and personal enjoyment which, otherwise, would not be easily realized.

The over-all proposition which served as a guide to the committee in evaluating New Farmer activities was stated as follows:

**Proposition:** A chapter should be organized so that all members can, and do participate effectively to the extent that desirable abilities are developed in its members.

**General Evaluation**

The most favorable aspect of the total program of vocational agriculture which was conducted was the work by the New Farmers of America. Satisfactory results were observed in practically every phase and it was evident that the members of the organization were acquiring those experiences which will enable them to realize the basic purposes of the organization.

Table 28 sums up the evaluation of the procedures used to assure effective participation of all members.
### TABLE 28

EVALUATION OF THE PROCEDURES USED BY 18 TEACHERS OF VOCATIONAL AGRICULTURE IN VIRGINIA TO ASSURE EFFECTIVE PARTICIPATION OF ALL MEMBERS OF THE NEW FARMERS OF AMERICA CHAPTERS

<table>
<thead>
<tr>
<th>Propositions for Evaluation</th>
<th>Evaluations made by Committee</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent do the activities in which chapter members engage afford such experiences as will train young men in cooperation and leadership?</td>
<td>12 6 0 2.67</td>
<td></td>
</tr>
<tr>
<td>To what extent does the organization of the chapter make possible the effective participation of all members?</td>
<td>9 9 0 2.50</td>
<td></td>
</tr>
</tbody>
</table>

In support of the evaluations made by the committee, considerations of the provisions made by the teachers in this area are presented in Table 29.

The evaluation committee concluded that fairly adequate provisions were being made by teachers to assure effective performance in New Farmer activities. Certain additional observations are now presented.

The failure to provide for distribution of members on the committees may be due to the fact that many of the chapters' programs of work are adopted before the freshmen are initiated into the degree of Farm Hand. One instructor voiced the opinion that first year students spend the major portion of their time in observing. However, this particular belief was not supported by any other persons.

Eleven chapters included training in the Future Farmers of America Foundation Awards Program through setting up goals on an individual basis in keeping with the necessary requirements for the
TABLE 29

PROVISIONS MADE BY 18 TEACHERS OF VOCATIONAL AGRICULTURE IN VIRGINIA TO ASSURE EFFECTIVE WORK IN NEW FARMERS OF AMERICA ORGANIZATIONS

<table>
<thead>
<tr>
<th>Items</th>
<th>Ratings by Committee</th>
<th>General Average Score</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Superior</td>
<td>Average</td>
</tr>
<tr>
<td>The chapter is provided with the recommended equipment.</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>The members of the chapter formulate annually a written Program.</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>The chapter has in its active membership 100 percent of the all-day</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>students of vocational agriculture.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A committee functions for each activity of group of activities.</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>The current Program of Work of the chapter has been approved by the</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>principal or superintendent.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Most of last year's activities have been brought to a successful conclusion.</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>The chapter has promoted at least one community service function.</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>At least one meeting per month is held which can be conveniently attended by the members.</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>The chapter shows a balance in its program by activities under each major division.</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>The budget of the chapter is sufficient to finance the activities.</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Scholarship activity is a recognized part of the chapter program.</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>The chapter provides an adequate recreation program.</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Chapter has a continuous program of training for its officers.</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Items</td>
<td>Superior</td>
<td>Average</td>
</tr>
<tr>
<td>----------------------------------------------------------------------</td>
<td>----------</td>
<td>---------</td>
</tr>
<tr>
<td>The chapter cooperates with other organizations and school activities.</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>Each chapter member has ample opportunity to participate in meetings.</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>The officers meet frequently to plan the work of the chapter.</td>
<td>12</td>
<td>3</td>
</tr>
<tr>
<td>Records of the secretary, the treasurer and the annual reports are complete and accurate.</td>
<td>9</td>
<td>9</td>
</tr>
<tr>
<td>Chapter has received its share of State and American Farmers.</td>
<td>12</td>
<td>3</td>
</tr>
</tbody>
</table>

particular award. In other words, the standards set forth on the application blank became the objectives and the students were assisted in evaluating their present positions and in mapping plans for ultimate attainment of the given awards. This practice was limited to those students who were judged to be potential award recipients.

Farm Hand and Improved Farmer degree recipients were found in each of the schools. Holders of the third degree, Modern Farmer, were present among the active membership in twelve schools but only one Superior Farmer was found. Degree advancement is directly related to excellent performance in supervised farming and leadership activities. Therefore, it is reasonable to conclude that certain weaknesses prevailed in these two areas. The state and national quotas had never
been exceeded, so limitations, as imposed by the constitutions with reference to the numbers who may receive the Modern Farmer and the Superior Farmer Degrees, could not be considered as controlling factors. It was interesting to note, however, that there had been a gradual increase in the total number of Modern Farmer Degree Applicants during the past years but many of the applications were rejected because of failure to meet the minimum requirements for election to the degree.

INSTRUCTION FOR YOUNG FARMERS

The social significance of young people who are not enrolled in school but have not entered upon the responsibility of home and family life has long been recognized by individuals and groups concerned with human welfare in both rural and urban society. The importance of this group may be inferred from both the organic law providing for vocational education in agriculture and from the current and past administrative policies relating to teaching this group in a program of vocational agriculture. It is indeed true that no program of vocational education in agriculture can be completely effective unless it provides instruction for young farmers from a practical standpoint as well as from a standpoint of psychological considerations.

The evaluation committee accepted the point of view that instruction should be based on the needs of young farmers and that these needs should be determined in an appropriate manner by local teachers. In this connection the pupils, themselves, as well as
other individuals and organizations in the community can be useful to the teacher in arriving at a statement of needs and interpreting them to the student and to the community at large. The committee believed that instruction should also be, more or less, continuous in the sense that it will cover the entire year and in the sense that the interval between class meetings will not be too great. Student personnel represents an important consideration in connection with this aspect of the program of vocational agriculture. All elements of the rural and farm populations should be represented in the class. Commendations are due teachers for their ability to enroll students from the disadvantaged social strata of the patronage areas of their schools. It might be added in this connection that these individuals were the out of school youths who most need instruction of a high quality.

The committee believed that to get young farmers established in farming on an independent basis and recognized by themselves and by the community at large as a citizen of the community is an imperative objective. But establishment is not sufficient. Instruction should include improved practices which will, in a minimum length of time, reflect itself in the adoption of better farming methods and the aspiration to higher positions on the agricultural ladder.

Organization of Young Farmer Groups

The first part of the evaluation of the young farmer program deals with the organization of such programs. The committee made
their evaluation in terms of the following proposition:

Proposition: Instruction for young farmers should be organized to provide for the needs of the young farmers in the community.

The absence of any young farmer program in 11 of the 18 departments and the lack of evidence to justify this absence caused this phase of the program to receive a lower rating than any other area. The data reported in the following tables is applicable to only seven departments. Table 30 indicates the committee's evaluation of the provisions made by teachers to organize the group in a manner which would meet the individual needs most effectively. The fact that the committee could find little tangible evidence relative to ascertaining the needs of young farmers, resulted in unfavorable evaluations.

The committee also found that even in the seven departments where young farmer programs were organized, the programs were poorly
designed to meet the local needs. Table 31 presents the provisions made by seven teachers of vocational agriculture in organizing the instructional program. Visits to these schools showed that little

TABLE 31

PROCEDURES USED BY SEVEN TEACHERS OF VOCATIONAL AGRICULTURE IN VIRGINIA IN ORGANIZING THE INSTRUCTIONAL PROGRAM FOR YOUNG FARMERS

<table>
<thead>
<tr>
<th>Items</th>
<th>Superior</th>
<th>Average</th>
<th>Inferior</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>The Part-Time program extends over a period of 12 months and 10 meetings of organized instruction are held.</td>
<td>5</td>
<td>2</td>
<td>0</td>
<td>2.71</td>
</tr>
<tr>
<td>Farmers and the public generally know about instruction for young farmers and understand its objectives.</td>
<td>3</td>
<td>4</td>
<td>0</td>
<td>2.43</td>
</tr>
<tr>
<td>The teacher has enlisted the aid of local interested parties, or an advisory council, in organizing instruction for young farmer groups.</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td>1.29</td>
</tr>
<tr>
<td>The young farmer group is organized into an association to assist in social, recreational and civic activities, as well as organized instruction in agriculture.</td>
<td>0</td>
<td>1</td>
<td>6</td>
<td>1.14</td>
</tr>
</tbody>
</table>

use was made of the agencies and personnel which might possibly make a definite contribution to the organization of the program. The failure to form an association was attributed by four instructors to the inability to receive expert advice on a state level.
Student Personnel In Young Farmer Programs

The effectiveness of the program of vocational education in agriculture for out-of-school farm youth was believed by the committee to be directly dependent upon the teacher's ability to enroll young farmers who were representative of the various farming status and socio-economic levels. The proposition considered by the committee and the evaluation are as follows:

**Proposition:** The young farmer group should represent a cross-section of the young men in the community.

**General Evaluation**

According to enrollment reports practically every socio-economic segment of the farm population was represented in the young farmer classes. This was a favorable aspect so far as the basic proposition was concerned, however the absence of survey data and related information made it impossible for the members of the evaluation committee to substantiate this apparently favorable aspect of the program. Obviously it would have been desirable for the committee to verify the status of the young farmers by means of a source or sources other than the reports of enrollment. Table 32 indicates the committee's evaluations of the degrees to which teachers were able to enroll a cross-section of the young men of the community.
TABLE 32

EVALUATION OF THE DEGREES TO WHICH 18 TEACHERS OF VOCATIONAL AGRICULTURE IN VIRGINIA WERE REACHING A CROSS-SECTION OF THEIR YOUNG FARMER POPULATION

<table>
<thead>
<tr>
<th>Proposition for Evaluation</th>
<th>Evaluations made by Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td>How systematically is the teacher reaching the out-of-school young men in his service area who need instruction?</td>
<td>Good</td>
</tr>
<tr>
<td></td>
<td>1</td>
</tr>
</tbody>
</table>

In arriving at the evaluations in Table 32, the committee studied the items which are presented in Table 33.

TABLE 33

PROVISIONS MADE BY 18 TEACHERS OF VOCATIONAL AGRICULTURE IN VIRGINIA TO REACH THE OUT-OF-SCHOOL YOUNG MEN IN THE SERVICE AREA OF THE SCHOOL WHERE INSTRUCTION IS NEEDED

<table>
<thead>
<tr>
<th>Items</th>
<th>Ratings made by Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>General</td>
</tr>
<tr>
<td></td>
<td>Superior</td>
</tr>
<tr>
<td>The students enrolled represent an age range, which indicates that the teacher is attempting to reach all the young men in the service area who need instruction.</td>
<td>7</td>
</tr>
<tr>
<td>The students enrolled include those who are former vocational students and those who are not former vocational students, and indicates the teacher's desire to serve both groups.</td>
<td>7</td>
</tr>
</tbody>
</table>
TABLE 33
(continued)

<table>
<thead>
<tr>
<th>Items</th>
<th>Ratings made by Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Supe-</td>
</tr>
<tr>
<td></td>
<td>rior</td>
</tr>
<tr>
<td>The students enrolled in young farmer classes are engaged in farming occupations.</td>
<td>4</td>
</tr>
<tr>
<td>The teacher has made a survey of the characteristics, needs, and environment of out-of-school young men, which has extended over most of the service area of the school and is up-to-date.</td>
<td>0</td>
</tr>
<tr>
<td>In addition to the above mentioned survey, there is recorded personal information about each student.</td>
<td>0</td>
</tr>
</tbody>
</table>

It was revealed that membership in local churches, lodges and clubs, family relationships and ties, places of employment and travel habits greatly influenced the nature of the enrollment.

Course of Study for Young Farmers

Once the enrollment had been secured, it remains for the instructor to arrange for meeting the needs of the class, both as a group and as individuals. The committee evaluated the course of study for young farmers in terms of the following proposition:

**Proposition:** The primary objective of the course of study for young farmers should be to establish young men in farming, which includes establishment as a citizen in a rural community.
Table 3h represents the committee's evaluation of the procedures used by the seven teachers to bring about satisfactory establishment in farming and in rural life on the part of young farmers.

**TABLE 3h**

EVALUATIONS OF THE COURSES OF STUDY FOR YOUNG FARMERS USED BY TEACHERS OF VOCATIONAL AGRICULTURE IN VIRGINIA

<table>
<thead>
<tr>
<th>Proposition for Evaluation</th>
<th>Evaluations made by Committee</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
<td>Fair</td>
</tr>
<tr>
<td>How does this course of study contribute to the establishment of young farmers in farming and rural life?</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

It will be noted that the evaluation of the committee indicates a weakness in courses of study for young farmers in five of the seven schools. In several cases the teachers had no written course of study for the young farmer classes.

Some of the items which the committee considered in arriving at the evaluations are presented in Table 35.

**TABLE 35**

PROVISIONS MADE BY 18 TEACHERS OF VOCATIONAL AGRICULTURE IN VIRGINIA FOR DEVELOPING COURSES OF STUDY FOR YOUNG FARMERS

<table>
<thead>
<tr>
<th>Items</th>
<th>Ratings made by Committee</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Superior</td>
<td>Average</td>
</tr>
<tr>
<td>The majority of the members have attended over 60 percent of the meetings.</td>
<td>7</td>
<td>0</td>
</tr>
<tr>
<td>The course of study is closely related to the supervised farming programs and the improved practices of these students.</td>
<td>0</td>
<td>3</td>
</tr>
</tbody>
</table>
TABLE 35
(continued)

<table>
<thead>
<tr>
<th>Items</th>
<th>Ratings made by Committee</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course of study includes, or is supplemented by, social, recrea-</td>
<td>Superior</td>
<td>Average</td>
</tr>
<tr>
<td>tional and citizenship activities.</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>The course of study places emphasis on major problems and also provides for the variation of members' interests.</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>

The committee observed that the existing practices and policies in the all-day program were reflected in the young farmer work. General local problems formed the basis of instruction and these problems had been suggested and agreed upon by the advisory councils in certain instances. The failure to employ the services of the enrollees naturally resulted in a disregard for individual problems. The offerings, therefore, could at best be merely suggestive in nature and the idea of practical application became chance work. Lack of sufficient time for planning on the part of the teacher and student was given as the reason for this weakness.

Practically every community possessed certain allied services and information which, seemingly, would have greatly improved the young farmer organization. Proper working relationships between vocational agriculture and these allied agencies were questionable
to the extent that one viewed the other with an air of skepticism. For example, the extension agents, soil conservationists and farm security workers were seeking farmers and prospective farmers who had definite potentialities in given areas. Therefore the teacher of vocational agriculture was dubious about the sincerity of their purpose. The absence of cooperative plans for improving the living conditions and agricultural practices made competition for the more favorable prospects a common practice. This, of course, resulted in a vacuum type of operation on the part of each agency, thereby greatly reducing the scope and quality of the services which could easily have been rendered.

**Farming Programs for Young Farmers**

The effectiveness of the program of instruction for young farmers can be judged reasonably well by the changes in behavior patterns of students. Actual farm, home and community situations represent areas where such evidence may be secured. The improved practices, evolving from either group or individualized instruction should result in better farming operations and advancement in farming status.

The committee evaluated the farming programs of young farmers in the seven schools in terms of the following proposition:

**Proposition:** Improved practices of young farmers should provide such training and farming assets as will aid them to improve their farm practices and their farming status.
The committee agreed that work in this particular area was in dire need of improvement. The lack of information regarding the home farm, status advancement and other influencing factors resulted in a large number of unfavorable evaluations. Table 36 indicates the committee's evaluations of the extent to which the farming programs of young farmers aid them to improve their farming status.

**TABLE 36**

**EVALUATION OF THE EXTENT TO WHICH FARMING PROGRAMS OF YOUNG FARMERS AID THEM TO IMPROVE THEIR FARMING STATUS**

<table>
<thead>
<tr>
<th>Proposition for Evaluation</th>
<th>Evaluations made by Committee</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>To what extent will farming programs of young farmers aid them to improve their farming status?</td>
<td>0 1 6</td>
<td>1.14</td>
</tr>
</tbody>
</table>

It is obvious that the presentation in Table 36 represents the most adverse evaluation up to this point. It was quite evident that the farming programs were operating without adequate guidance and direction from the teachers. Table 37 lists the items examined by the committee in arriving at the evaluations as well as the extent to which they were met in the seven schools.
TABLE 37

PROVISIONS MADE BY SEVEN TEACHERS OF VOCATIONAL AGRICULTURE IN VIRGINIA TO AID YOUNG FARMERS TO IMPROVE THEIR FARMING STATUS THROUGH FARMING PROGRAMS

<table>
<thead>
<tr>
<th>Items</th>
<th>Ratings made by Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Superior</td>
</tr>
<tr>
<td>At least 75 percent of the improved practices are completed as undertaken.</td>
<td>7</td>
</tr>
<tr>
<td>Young farmers have established satisfactory working relationships and understandings with parents and employers.</td>
<td>0</td>
</tr>
<tr>
<td>The improved practices of the students indicate training appropriate to improve the farming of the community.</td>
<td>0</td>
</tr>
<tr>
<td>The teacher has assisted young farmers in carrying through the improved practices the young farmers elected.</td>
<td>0</td>
</tr>
<tr>
<td>Teacher has supervised the farming programs of all the young farmers and kept records of observations and recommendations.</td>
<td>0</td>
</tr>
<tr>
<td>Young farmers are progressing toward anticipated farming status by making satisfactory development in present farming status.</td>
<td>0</td>
</tr>
</tbody>
</table>

Despite the lack of supervision and the presence of the element of chance with reference to the selection of appropriate improved practices, more than 75 percent of the selected improved practices
selected by the young farmers were completed. A study of the preliminary and final young farmer reports on farming revealed this information. The general consensus of opinion of the evaluation committee during the visits to the home farms of the young farmers was to the effect these young farmers needed and welcomed the assistance of the teacher of vocational agriculture.

ADULT EDUCATION

From the standpoint of the philosophy underlying the organic vocational act, as well as from the viewpoint of rural community welfare, adult farmer instruction is an indispensible part of the program of vocational agriculture. Certain fundamental needs of adult farmers, the solution of which is manifested in the development and improvement of abilities in the areas of farming and family living, must be met through organized instruction. Improved farming practices, resulting in efficiency in the farm business and farm living, together with effective citizenship in the rural community are indispensible aspects of such instruction. The importance of determining whether or not details with respect to numbers and lengths of meetings, teacher visitations, selection of improved farm practices, and other pertinent considerations are in operation, is immediately obvious.

Organization of Adult Farmer Programs

Since the national Vocational Act stipulated that instruction shall be provided for adult farmers, it was natural to expect some
efforts on the part of teachers in this area. The committee observed that each department had an adult program in operation and that records of attendance were on file. The committee made their first evaluation in terms of the following proposition:

Proposition: Adult farmer instruction should be organized to provide favorable learning conditions and should have the support of the school and community.

The unfavorable evaluations of the committee resulted from the lack of information relative to local farming problems and the related activities. The evaluations of the procedures of the teachers are found in Table 38.

TABLE 38

EVALUATION OF THE EXTENT TO WHICH THE NEEDS OF THE ADULT FARMERS WERE MET THROUGH ORGANIZED INSTRUCTION

<table>
<thead>
<tr>
<th>Proposition for Evaluation</th>
<th>Evaluations made by Committee</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Does the adult farmer instruction meet the needs of the farmers in the community?</td>
<td>3 12 3</td>
<td>2.00</td>
</tr>
</tbody>
</table>

The committee agreed that it was difficult to evaluate this aspect of the adult program because of the absence of information concerning the specific needs of the farmers.

In arriving at the decisions given in Table 38 the committee examined the procedures used by teachers. Table 39 indicates the
procedures used by teachers to meet the needs of the adult farmers.

TABLE 39

PROCEDURES USED BY 18 TEACHERS OF VOCATIONAL AGRICULTURE IN VIRGINIA TO MEET THE NEEDS OF THE FARMERS OF THE COMMUNITY THROUGH ORGANIZED INSTRUCTION

<table>
<thead>
<tr>
<th>Items</th>
<th>Ratings made by Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Superior</td>
</tr>
<tr>
<td>Average attendance of those enrolled is high. (It is assumed that 66% if high.)</td>
<td>18</td>
</tr>
<tr>
<td>The adult farmer class has a functioning committee of members to assist the instructor in planning the programs.</td>
<td>15</td>
</tr>
<tr>
<td>The teacher solicits the active support of the school administrator.</td>
<td>9</td>
</tr>
<tr>
<td>Have a series of instructional meetings been held over a period of years?</td>
<td>12</td>
</tr>
<tr>
<td>Adequate time was given to insure organized, thorough discussion and study of important local problems.</td>
<td>3</td>
</tr>
<tr>
<td>Records of attendance and related farming activities are on file.</td>
<td>0</td>
</tr>
</tbody>
</table>

Continuous employment in a given community was listed by the instructors as the reason for the lack of recorded information. It was the general feeling that an instructor could become thoroughly
familiar with the existing problems, to the extent that specific in-
vestigations were not necessary. The absence of records of the farming
activities seemed to suggest that very little could be realized in
the phase of the work which concerned itself with setting up and ac-
complishing objectives. Many of the instructors used the limited
all-day survey data to supplement their observations.

Advisory councils were giving active support to the program in
sixteen of the eighteen schools. The council's chief contributions
seemed to be as follows: soliciting membership, implementing improved
practices into their programs and assisting with the public relations
program. Since eleven of the programs were held in the regular ag-
gricultural classrooms, approval was secured from the school
administration. There was nothing to indicate the participation of
the school administration when the classes were conducted in the
outlying communities unless reimbursement for travel, is justifiable
evidence.

Course of Study for Adult Farmers

Once the adult class has been organized and the support of the
school and community has been assured, the problems of this group
should be considered through an effective course of study. This
purpose of the program was evaluated in terms of the proposition which
follows:

Proposition: The primary objective of
the course of study in adult farmer
classes is to improve farming abilities
of its members and improve farm living
conditions.
The consideration of problems on a county basis rather than specific application to local farm situations and the failure to provide for the needs in those areas which are associated with successful farming life resulted in unfavorable evaluations on the part of the committee. Table 40 indicates the evaluations of the procedures of the teachers in this phase of the program.

**TABLE 40**

**EVALUATION OF THE DEGREE TO WHICH THE ADULT FARMER COURSE OF STUDY CONTRIBUTES TOWARD INCREASING THE FARMING ABILITIES OF MEMBERS AND THE IMPROVEMENT OF RURAL LIVING**

<table>
<thead>
<tr>
<th>Proposition for Evaluation</th>
<th>Evaluations made by Committee</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well does this course of study contribute toward increasing the farming abilities of members and the improvement of rural living?</td>
<td>0 6 12 1.33</td>
<td></td>
</tr>
</tbody>
</table>

It was observed that no teacher received an evaluation of good in terms of the program of adult education in agriculture as means of increasing the abilities of farmers and improving rural living conditions.

Table 41 reveals the provisions made by teachers in this area which were used as a basis for making the previous evaluation.
TABLE 4.1
PROVISIONS MADE BY 18 TEACHERS OF VOCATIONAL AGRICULTURE IN VIRGINIA
TO CONTRIBUTE TOWARD INCREASING THE FARMING ABILITIES OF MEMBERS AND
THE IMPROVEMENT OF RURAL LIVING THROUGH THE COURSE OF STUDY

<table>
<thead>
<tr>
<th>Items</th>
<th>Ratings made by Committee</th>
<th>General Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>The course of study is based upon problems of adult students organized in several units of study.</td>
<td>Superior: 3  Average: 6  Inferior: 9</td>
<td>1.67</td>
</tr>
<tr>
<td>Provision is made for members to participate in social, recreational and cooperative activities.</td>
<td>Superior: 0  Average: 0  Inferior: 18</td>
<td>1.00</td>
</tr>
</tbody>
</table>

The efforts of the advisory council were in terms of general situations in farming. Therefore, not only did the program fail to make application to the individual situations, but no reference was made to those aspects which are associated with successful farming and farm life.

Improved Farming Practices of Adult Farmers

In order to effect a program which will enable the farmers to realize their maximum growth, certain positive changes in the over-all pattern of activities must be evident. These changes are the result of the selection and execution of appropriate improved farming practices. This part of the evaluation was made in terms of the following proposition:
Proposition: Improved farming practices of adult farmers should be of such a character as will result in improved organization and conduct of the farm business and improved farm living.

The findings of the evaluation committee revealed that a check list of standards of production had been developed through class discussions. However information showing the adaptability of the standards to local farm situations was not available. Table 4.2 shows the evaluations of the procedures used by the teachers in this endeavor.

**TABLE 4.2**

<table>
<thead>
<tr>
<th>Proposition for Evaluation</th>
<th>Evaluations made by Committee</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
<td>Fair</td>
</tr>
<tr>
<td>To what extent are farming activities of adult farmers increasing their ability as farmers or improving country living?</td>
<td>0</td>
<td>6</td>
</tr>
</tbody>
</table>

The evaluations of the committee were the result of a consideration of the various items and related information related to adoption and execution of improved farming practices. Table 4.3 shows the provisions made by teachers to increase the abilities of farmers or improve country living conditions through farming activities.
### Table 43

**Provisions Made by 18 Teachers of Vocational Agriculture in Virginia to Increase the Abilities of Farmers or Improve Country Living Conditions Through Farming Activities**

<table>
<thead>
<tr>
<th>Items</th>
<th>Ratings made by Committee</th>
<th>General</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Superior</td>
<td>Average</td>
</tr>
<tr>
<td>All members of the class complete at least 66 percent of the improved practices elected.</td>
<td>18</td>
<td>0</td>
</tr>
<tr>
<td>The improved farming practices elected will result in improved organization and conduct of the farm business or improved country living.</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>The teacher assists in the development of improved farming practice program by supplying yearly check lists which provide for recognition of improved practices already in operation and a record of completion of items elected.</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>A majority of the class members elect the appropriate improved farming activities which they are not already doing.</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>The teacher visits each member on his farm at least once a year, and again as often as necessary to provide the instruction to put the elected practices into operation.</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>The improved farming practices grow out of, and reflect the group of lessons taught during the same year.</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
Since it was revealed that more than two-thirds of the selected improved practices were completed even though they were neither the result of classroom instruction nor instruction through on-farm visitation, credit to the program of vocational agriculture could not possibly be given in this area. The fact that the farmers were selecting and executing improved practices without the assistance of the instructor offered a challenge. The instructor assumed the role of a collector of data.

Teaching Procedures

The fact that the form or structure of an effective program of vocational agriculture may exist apart from the actual attainment of visualized goals is self-evident. Whereas the form is essential, teaching procedure is a necessary element in the realization of the maximum effectiveness of the program of vocational agriculture. Planning, teaching units, determination of course content, availability of equipment, sound educational goals, evaluation and the application of sound psychological principles are, individually and collectively, to be considered in evaluating the effectiveness of teaching. Teaching procedures were evaluated by the committee in terms of the following proposition:

Proposition: Good vocational teaching is based largely on problems found in the farming programs of the students, and results in the solving of these problems through purposeful activity.

The committee observed that every teacher made use of some kind of an outline as a guide for teaching. The nature of these outlines
was not in keeping with the generally accepted principles of good planning because new plans had not been made in view of improved information and knowledge. Table 44 reveals the evaluations of the committee as to how well the teaching of adult classes was being performed.

**TABLE 44**

**EVALUATION OF THE EFFECTIVENESS OF THE TEACHING OF ADULT FARMERS BY 18 TEACHERS OF VOCATIONAL AGRICULTURE IN VIRGINIA**

<table>
<thead>
<tr>
<th>Proposition for Evaluation</th>
<th>Evaluations made by Committee</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>How well is the teaching performed?</td>
<td>3 6 9 1.67</td>
<td></td>
</tr>
</tbody>
</table>

The lack of information regarding the farming program caused the committee to conclude that the instruction could, at best, realize its basic objective only through chance. The absence of direct relationships between that which was taught and actual farming practices resulted in unfavorable evaluations in this area. In arriving at these decisions the committee studied the items in Table 45. Since lesson planning has always been an area of emphasis in the State of Virginia, the presence of plans in each of the departments was a normal expectation. A period of supervised study was conducted in each of the classes observed in an attempt to
## TABLE 45

PROcedures used by 18 teachers of vocational agriculture in Virginia to aid farmers in solving their problems through purposeful activity

<table>
<thead>
<tr>
<th>Items</th>
<th>Ratings made by Committee</th>
<th>General Average</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
<td>Fair</td>
</tr>
<tr>
<td>The teacher selects specific problems faced by a member of the class or group.</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>The teacher analyzes the study abilities of each student, gives systematic instruction to first-year group on how to study, and assists all class members as necessary.</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>The teacher reviews his previous lesson plans and teaching, and makes rough notes to guide him. Makes more detailed written plans for units he had never taught before.</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>The character of instruction makes it evident that outcomes expected are in terms of understanding the principles involved, and managerial and operative abilities.</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>The teacher uses an evaluation of the practices used in the boy's farming programs, in addition to written typed tests.</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>The common practice of the teacher in approaching a new unit is to start with the experiences and needs of the learners in their undertakings in order that they might realize vital problems and the need for facts related to the problem.</td>
<td>0</td>
<td>9</td>
</tr>
<tr>
<td>There is suitable equipment at the school, and in addition the teacher utilizes for teaching the farms and other teaching facilities in the community as shown by field trips taken.</td>
<td>3</td>
<td>0</td>
</tr>
</tbody>
</table>
Although guided in the correct direction by the teacher, the decisions and solutions arrived at are largely those of the students.

Teaching procedures take into account the differences in levels of training, experience, farming status, and establishment problems.

<table>
<thead>
<tr>
<th>Items</th>
<th>Good</th>
<th>Fair</th>
<th>Poor</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>0</td>
<td>6</td>
<td>12</td>
<td>1.33</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>0</td>
<td>15</td>
<td>1.33</td>
</tr>
</tbody>
</table>

provide the student with additional information on the questions at issue. Books and bulletins served as the chief sources of reference. Differences in study abilities of the students were not reckoned with and the responses tended to indicate a concentration on the more talented individuals. The failure to provide individual assistance to students apparently resulted in the acquisition of poor study habits on the part of those who, in all probability, represented the weakest group.

Suitable teaching equipment was found in fifteen of the eighteen schools. The introduction of the Institutional On-Farm Training Program, again, was a very influential factor. The teacher-training staff had given valuable assistance in organization and arrangement. Each of the poorly arranged schools had a plan for re-organization of
their facilities.

Travel reports and other information indicated very little use was made of the farms and other community teaching facilities to supplement regular classroom instruction. Single period classes could not possibly engage in field trips without interfering with the regular school program.

Following examinations of the students' notes and the record book plans, conferences were held with these individual students. Little relationship apparently existed between class decisions and the plans, especially as far as the improved farm practices were concerned. The students indicated that the plans were the result of the teachers' mandates and did not necessarily represent their own proposed efforts on their farms. This may account for the large number of teacher-dictated plans. Once again, the lack of information on the part of the teachers regarding the local home farm conditions is reflected here. Since the idea of practical application to individual situations was only a remote possibility, both the degree and the quality of student participation were restricted.

The use of student plans as a means of evaluating the outcomes of the supervised farming programs was followed by only six instructors. The fact that first-hand information was not available during the planning stage, naturally meant a limited adaptation to the programs which were to be supervised and evaluated by the instructor.

It seems reasonable to state that the circumstances surrounding the class decisions and solutions to problems are very unfavorable.
Failures to understand the existing local farm conditions and to solicit the participation of the students are the greatest weaknesses. These, in turn, account for the other listed undesirable features.

FARM SHOP CLASSES

In an agricultural economy characterized by increasing mechanization of both the farm and farm home, the farm shop and farm shop instruction, of a necessity, in the opinion of the committee, become indispensable in a program of vocational agriculture. It is necessary that the shop, shop facilities and organized instruction in this area be adequate from the standpoints of nature and comprehensiveness of jobs taught, numbers of persons accommodated and safety regulations. Although the farm shop is not a sufficient condition for an effective program of vocational agriculture, it is a necessary part of a satisfactory program for training all-day boys, young farmers and adult farmers. Particular significance is attached to the adaptability of the farm shop program to the farming activities of the groups served. An important proposition in evaluating the farm shop program was stated as follows:

Proposition: The shop and shop facilities should be adequate for teaching the shop jobs which farmers in this community should perform.

The committee observed that approximately two-thirds of the farm shops were adequate with reference to floor space and tools and equipment. However, the absence of provisions for maintenance and replacement, poor state of repair of tools and equipment, and lack
of provisions for consumable teaching supplies influenced the evaluations of the committee in this area to the extent that the decisions were unfavorable in many respects. Table 46 indicates the evaluation of the procedures used by teachers to provide adequate farm shop and farm shop facilities. It is interesting to note that the committee

| TABLE 46 |
| EVALUATION OF THE ADEQUACY OF FARM SHOP FACILITIES OF 18 TEACHERS OF VOCATIONAL AGRICULTURE IN VIRGINIA |
| Proposition for Evaluation |
| Evaluations made by Committee |
| Mean |
| Good | Fair | Poor | Evaluation |
| How adequate is this farm shop for teaching the farm shop jobs which farmers of this community should perform? |
| 6 | 6 | 6 | 2.00 |

concluded that a relatively even distribution of farm shops were present in keeping with the provisions of basic proposition.

Table 47 reveals the major items reviewed by the committee in arriving at their evaluations of these shops.

Additional Supporting Evidence

In order to determine the degree to which a given farm shop unit should or should not exist the committee studied the relative importance of each of the units in keeping with existing conditions in the given communities. These conclusions are found in Table 48.
TABLE 47

PROVISIONS MADE BY 18 DEPARTMENTS OF VOCATIONAL AGRICULTURE IN VIRGINIA TO MEET THE FARM SHOP NEEDS OF FARMERS THROUGH ADEQUATE FARM SHOPS AND FARM SHOP FACILITIES

<table>
<thead>
<tr>
<th>Items</th>
<th>Ratings made by Committee</th>
<th>General Average Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
<td>Fair</td>
</tr>
<tr>
<td>Safety facilities are provided.</td>
<td>15</td>
<td>3</td>
</tr>
<tr>
<td>Having made satisfactory arrangements with the teacher, farmers use the facilities of this farm shop to do jobs for which they do not have facilities at home.</td>
<td>12</td>
<td>6</td>
</tr>
<tr>
<td>A record of the skills attained by each student is kept.</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>Tools and equipment are available for teaching the jobs which farmers in this community should perform.</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Supplies are available for performing the more common jobs which farmers in this community should perform. (Check supplies on hand or easily available against the list of jobs and markings in Information Needed, No. 1)</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>The amount of floor space and the arrangement of the shop is adequate to serve the number of persons usually found in the all-day, young farmer or adult farmer classes requiring instruction.</td>
<td>6</td>
<td>9</td>
</tr>
<tr>
<td>Jobs completed or under construction show good workmanship. (Jobs released before completion are one evidence of poor workmanship.)</td>
<td>3</td>
<td>12</td>
</tr>
<tr>
<td>Farm machinery may be brought into the shop on the ground level or on a runway, disassembled and assembled. (Requires large doorway and free floor space.)</td>
<td>6</td>
<td>6</td>
</tr>
</tbody>
</table>
### TABLE 4.7
(continued)

<table>
<thead>
<tr>
<th>Items</th>
<th>Ratings made by Committee</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Good</td>
</tr>
</tbody>
</table>
| Each student receives instruction which will develop all the shop skills essential in his farming activities. (Applies to all-day students.) | 6    | 3    | 9    | 1.83
| Shop jobs of students are related to farm jobs at home and particularly to supervised farming programs. | 3    | 9    | 6    | 1.83
| Tools are well cared for. (This includes servicing, checking and storage.) | 3    | 9    | 6    | 1.83
| Definite provision is made for replacement, maintenance and purchase of tools and equipment. | 3    | 9    | 6    | 1.83
| Students (particularly all-day students) are developing farm shops at their homes. (Mark A if 60 percent or more, B if 41-60 percent, C if 21-40 percent, D if 0-20 percent and E if none.) | 6    | 3    | 9    | 1.83
| The shop is well kept. (This includes reasonable orderliness, which requires storage facilities, and cleanliness.) | 3    | 6    | 9    | 1.67
<table>
<thead>
<tr>
<th>Units</th>
<th>Check each problem for importance</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Major</td>
</tr>
<tr>
<td>Carpentry</td>
<td>18</td>
</tr>
<tr>
<td>Cold metal and sheet metal</td>
<td>11</td>
</tr>
<tr>
<td>Concrete construction</td>
<td>6</td>
</tr>
<tr>
<td>Gas engines, tractors, trucks and autos</td>
<td>4</td>
</tr>
<tr>
<td>Forge work and welding</td>
<td>18</td>
</tr>
<tr>
<td>Glazing</td>
<td>0</td>
</tr>
<tr>
<td>Harness repair</td>
<td>0</td>
</tr>
<tr>
<td>Machinery repair and adjustment</td>
<td>18</td>
</tr>
<tr>
<td>Painting</td>
<td>3</td>
</tr>
<tr>
<td>Plumbing</td>
<td>10</td>
</tr>
<tr>
<td>Rope work</td>
<td>0</td>
</tr>
<tr>
<td>Sanitation and water system</td>
<td>8</td>
</tr>
<tr>
<td>Simple electricity</td>
<td>18</td>
</tr>
<tr>
<td>Soldering</td>
<td>0</td>
</tr>
<tr>
<td>Tool fitting</td>
<td>14</td>
</tr>
</tbody>
</table>

This information was obtained from a study of the farm mechanics courses of study and teaching calendars and through conversations with the instructors. The lack of recorded survey data was a limiting factor in evaluating this section. However, it should be noted that the areas of major importance are those which have either been stressed in pre-service training or emphasized during the summer school short courses and workshops. It seems reasonable to conclude,
then that the training of the instructor, rather than the actual problems, determined the importance of a given unit as far as the instructors' ratings were concerned. The presence of a large amount of work in carpentry, for example, was justified on the grounds that the students were more interested and the instructor was able to render a greater service in this area. The absence of an activity was justified because of the lack of interest and need. Again there was no evidence to support either conclusion.

The trend toward farm mechanization had apparently resulted in a decline in rope and harness repair work while facilities for glazing had never been established as a separate unit. Therefore, these areas were not included in the regular course content. The relative importance of the other units was based on the general farming situation in a given community, anticipating an adaptation to the individual members' problems.

Approximately two-thirds of the departments had tools and equipment, sufficient to perform and give training in the necessary jobs. Unfortunately, it was observed that only one-half of these departments had their tools and equipment in good working order. Many of the instructors reported the use of certain tools and equipment for purposes for which they were not designed as the reason for their poor state of repair. Inadequate wiring was also listed as a factor. However, it was observed that the teaching outlines of the instructors failed to list a sufficient number of demonstrations in selection, use, adjustment and care of tools and equipment. Then,
too, the observed performance in farm mechanics pointed out the need for additional training. Since very few plans for replacement and maintenance existed, many of the tools and equipment which had become worn and out of adjustment through use, had to be discarded. Certain other items of equipment were continued in use even though a poor quality of workmanship resulted. The use of poorly fitted tools and improperly adjusted machinery represented very poor means of developing the necessary skills on the part of the students.

Safety regulations were observed in 16 of the 18 departments. These included charts, slogans, machine guards, painting of danger areas and first-aid kits. The limited number of accidents was an indication of the success of these regulations.

The failure to make consumable teaching supplies available resulted in an effort to provide adequate learning activities during the actual construction and repair of given projects. In view of this fact, the quality of workmanship was far below the minimum acceptable standards. The attempt to have the students finance this endeavor was not too successful because it was generally felt that this was not their responsibility. The less financially able students were forced to work only on those projects which the teacher selected, thereby, never gaining experiences in the areas where their particular needs existed.

In the farm shop area the lack of survey data made the use of the general farming situation as the basis of instruction in 12 departments practically impossible. Eleven of these 12 teachers
restricted the offerings even more because of their limited farm mechanics abilities. These adverse circumstances exerted additional detrimental influence on the program since no effort was made to expand the course content beyond the existing limitations.

PART III
Specific Strong Points in the Program of the 18 Schools

In an undertaking of this nature it was logical to expect to find the presence of certain factors, facts and/or forces which, according to the committee's evaluation, would be judged to be favorable. The mere fact that the program of vocational education in agriculture has been in existence in the State of Virginia for a long number of years is proof, in itself, that certain favorable aspects do exist since the support of the state and federal governments are directly contingent upon this condition.

The committee observed that, while total compliance to or perfection in a given area was not a normal expectation, several favorable conditions did exist. Viewed with a high degree of satisfaction were the situations which will be presented at this time.

A. Supervised Farming

Through a study of the record books, conversations with individual students and visitations to certain homes, it was revealed that the students were realizing sizable profits from their supervised farming programs and that much of the profit was being re-invested in their programs. In this connection it was also found
that the pupils' project loads were adequate with reference to scope and hour requirements.

B. Course of Study

The introduction of the institutional on-farm training program and the recognition by school officials that an agricultural library was absolutely essential for effective teaching resulted in provisions being made for securing the necessary units of reference books. Visual and specimen materials were also secured through the allocation of funds from the institutional on-farm training program. Since bulletins were free for the asking, over supplies were found in some of the departments.

C. New Farmers

By far the most favorable evaluation of the committee was in the area of New Farmers of America. New Farmer activities provided a well balanced program with participation for all who held membership at the time when the objectives were set up. Highly creditable performance was also evident in training for leadership and cooperation.

D. Young Farmer Instruction

The committee observed that the average attendance at meetings was above the normal expectation and, therefore this phase was given a favorable rating. Even though the selected improved practices did not grow out of the efforts of the teachers, the members completed over 75 percent of the ones which were selected and reported on the preliminary young farmer report.
E. Adult Farmer Instruction

It should be noted that all of the 18 teachers were offering classes for adult farmers. Average attendance of classes and percentage of selected improved practices completed were considered to be the most favorable aspects of adult farmer instruction. However, again, it was noted that the improved practices did not grow out of classroom instruction. Also receiving favorable evaluations were the use of the advisory council, school administrators' support and the extension of organized instruction over a period of years.

F. Teaching Procedures

The lone desirable feature of the teaching procedures noted by the committee was the presence of lesson plans. The committee found that all departments had a large number of lesson plans which were either new, were revisions, or were adaptations of ready made plans, or in some cases rough notes.

G. Farm Shop

Ranking second only to the New Farmers of America was the area of farm shop instruction. Its position had gained prominence during recent years because of its contribution to farm mechanization and the war effort. Rural war production training programs contributed immeasurably to the stocks and supplies of every farm shop. A high degree of satisfactory performance was observed in the phases of farm shop safety, utilization of facilities by farmers, and the provisions for adequate floor space.
PART IV

Specific Weak Points in the Programs of the 18 Schools

This investigation was designed, in part, to discover the presence or absence of given conditions and to ascertain the underlying reasons for the observations. In this connection, it was also natural to anticipate finding certain things which failed to meet minimum standards of acceptance. Then, too, the efforts to provide in-service training in the program of vocational agriculture are clearly indicative of the presence of certain weaknesses, the causes of some which are generally believed to be known, while the causes of others continue to remain either uncertain or unknown.

In evaluating the situations in the various departments with the criteria agreed upon, many failures to live up to the provisions of the propositions were observed. Statements regarding these weaknesses are presented at this time.

A. Supervised Farming

The foundation of any successful program of vocational agriculture is found in the area of supervised farming. Again attention of the evaluation committee was called to the basic principles of the organic vocational education act which, in effect, indicates the need for training for proficiency in the farming business. Inadequate performance in this section of the program was of major concern because of the unfavorable influence that it would, most surely, have upon the other segments of operation. Practically everything pointed out the ill effects that poor teacher-boy-parent relationships were
exerting on the component parts of supervised farming activities. In-
frequent and poorly planned home farm visitations resulted in a lack
of understanding and appreciation on the part of all concerned to
the extent that tentative long-time programs of supervised farming
were practically non-existent. Closely allied to and perhaps directly
related to this observation was the lack of purpose, accuracy,
adaptability and use of the students' estimates, agreements and plans.
Since actual situations and problems were not the bases of planning,
it is quite obvious that the students' work should lack meaning and
thus becomes very insignificant in the over-all pattern of activities.
It is inferred here by the evaluation committee that if the alloca-
tion of travel funds are for the purpose of improving the program of
vocational agriculture through purposeful home farm visitations and
supervision, then extreme abuse of funds is evident.
B. Course of Study

The general outline or plan for instruction in the several phases
of the program of supervised farming are provided through the course
of study. The effectiveness of the course of study is, more or less,
determined by the degree to which it is adapted to the problems in
this area and to the extent that it aids as guides for study of and
working out solutions to these problems. The evaluation committee's
examination of this area indicated that failure to base the course
content on the existing problems automatically reduced the possibility
of adaptation to local situations, and rendering it practically useless
as an instrument for home, farm and community betterment. Perhaps,
even more striking, was the failure of the instructors to make use of the summaries and analyses of completed farming program records. Much data were found in the current record books which, if handled properly, could have easily made a contribution of immeasurable value to the course of study.

C. New Farmers of America

It is obvious from the committee's evaluations that this area of the program of vocational agriculture in Virginia exhibited a very high degree of efficient performance. However, the inability to complete the roster of active membership prior to setting up the individual chapters' programs resulted in limited participation on the part of first year students. The belief was generally held that participation of active members only should characterize program planning and assuming major roles in its execution.

D. Young Farmer Instruction

The idea of training for successful establishment in the farming business being a continuous process was certainly far from reality according to the committee's evaluation of young farmer instruction. At the outset, the absence of the program in 11 of the 18 departments was not viewed with much favor, especially since both all-day and adult farmer classes were in operation in each of the local schools.

Records revealed a decided lack of purpose and plan. The failure to secure and use types of data, such as personal interest, needs and status, crop, livestock and buildings, etc. tended to
exert unfavorable influence on the efforts of the teacher, thereby, materially reducing the value of the results obtained. The absence of an association of young farmers meant that each individual or group was free to pursue the kind of program which most nearly suited his desires, without giving the slightest amount of consideration to county, state and national procedures and objectives. Limited use of interested personnel also contributed to this weakness since, for example, the experiences of an advisory council were not utilized. Finally, teacher supervision was practically non-existent according to the travel reports. These reports represented the lone source of home farm visitation evidence for this group. The contribution that the instructional program was making to the improvement of farming status and rural life could not be ascertained because of the lack of data relative to present standing and conditions.

E. Adult Farmer Instruction

While the presence of a program of adult farmer instruction in each of the 18 departments of vocational agriculture might appear, at the outset, to be a favorable situation, the committee observed that the quality of work in this area failed to indicate effective performance. Ranking high among the unfavorable observations was lack of relationship between classroom instruction and improved practices carried out on the home farm and the failure to ascertain and administer to the needs of the farmers. Following very closely were ineffective teacher supervision, lack of personnel and home
farm records and failure to make definite contributions to the improvement of farming abilities and living conditions. It was also revealed that teachers did not devote a sufficient amount of time to determining and organizing the course content.

F. Teaching Procedures

The committee observed each instructor in regular classroom teaching. Since the bases for problem solving are usually established during this period, careful attention should be given to the procedures followed.

The failure to bring home farm situations into the instructional activities at the appropriate moments materially reduced the effectiveness of the work from a practical point of view. It became difficult to determine the actual values that were being realized because of the lack of information relative to individual situations. The committee concluded that the experiences of the students were not being utilized to the fullest extent. Therefore much meaningful assistance in problem solving was being overlooked. Little attention was given to the differences of individual abilities and general presentations were prominent. Travel records and other information did not indicate the use of a sufficient number of purposeful field trips.

G. Farm Shop

The adequateness of the farm shop and shop facilities were judged to be sufficient to provide for teaching the necessary jobs which farmers should perform. The committee observed the poor state of
tool repair and absence of comprehensiveness of offerings in certain areas. Obviously, these two phases of the program received unfavorable evaluations. The lack of consumable teaching supplies and materials prevented an appropriate amount of training, preliminary to actual construction of or repair of selected farm shop projects.

A summary of the committee's evaluation of the procedures used by 18 teachers of vocational agriculture in Virginia in the planning and operations of their programs is presented in Graph I.

Since a scale of 3, 2, and 1, indicating good, fair and poor, respectively, was used, it is quite clear from an observation of this graph that definite weaknesses existed in the programs. It seems reasonable to conclude that the New Farmer activities were superior to the other areas of activity, with the farm shop program ranking second in effectiveness. According to the other provisions of the scale; 1 ranged from 1.00 to 1.50; 2 ranged from 1.60 to 2.40; and 3 ranged from 2.50 to 3.00. Therefore the areas of supervised farming, teaching procedures, adult farmer instruction, and the course of study received an evaluation of at least average in the order which they are listed. Young farmer instruction received an evaluation of slightly less than the lower limit of the average range.

These evaluations were based on a consideration of the following number of items by areas:

New Farmers of America - 19 items
Farm Shop - 14 items
GRAPH I

A COMPARISON OF THE EVALUATIONS OF THE SEVERAL AREAS OF THE PROGRAMS OF VOCATIONAL AGRICULTURE
Supervised Farming - 19 items
Teaching Procedure - 10 items
Adult Farmer Instruction - 14 items
Course of Study - 5 items
Young Farmer Instruction - 19 items

The evaluation committee concluded that variations with reference to number of items in the various areas did not influence the findings, since the adaptability of the instrument to the 18 departments was agreed upon at the outset and, too, the evaluative procedures did not reveal the need for making any changes.
CHAPTER IV

THE PROGRAMS OF TEACHER-TRAINING AND SUPERVISION

The procedures up to this point in this investigation have been concerned mainly with justifying the need for this evaluation, studying the methods used in evaluating by certain individuals and groups, examining certain philosophies underlying evaluation, adopting and perfecting an instrument which would adequately measure the program of vocational agriculture in the State of Virginia and evaluating the several phases of the program of vocational agriculture.

PART I

PURPOSE OF THE CHAPTER

The findings revealed in Chapter III had definite implications for both immediate and long-time aspects of the pre-service and the in-service training program. The evaluative team was of the opinion that certain improvements were not only desirable but also necessary. Through a series of conferences the problems in each of the several areas of the program of vocational agriculture included in this investigation were given careful study by the evaluation team. Consideration was given to the relative importance of each problem and whether or not these problems should be given principal emphasis in
the pre-service or in the in-service training program. No attempt will be made to present recommendations which are independent of each other since the improvement of the total program of vocational agriculture is the ultimate objective. Obviously there will be some overlapping of suggestions for the improvement of the various aspects of the program since it is hardly conceivable to expect to correct all of the inadequacies found in this study through a single phase of the training programs.

In this section the most inadequate aspects of the program will be treated in keeping with their relative importance in each of the given areas. However, it is recognized that certain weaknesses in one area may require attention prior to some aspects of another area receiving an over-all lower rating. The point, then, is that the order of presentation has been determined, not only on the basis of urgency, but also in terms of logical organization of this report and consistency with the other sections of the report.

Therefore, the steps which may and should be taken immediately and those which logically form a long-time program will be presented in this chapter.

It seems logical that sound recommendations for the solution of these problems cannot be made entirely on the basis of the facts and numerical data which have been presented. Understandings of the total situation, and particularly of certain socio-physiological factors, on the part of the evaluative committee and the writer provide insights which should influence these recommendations. The use
of the facts and numerical data as a tool for handling less objective and tangible aspects of problem situations seems to be sound from the standpoint of arriving at a course of action which will yield maximum improvements in a minimum time. Stated more specifically, the recommendations agreed upon by the evaluative committee and the writer were based upon, not only the findings revealed in this study, but also upon an understanding of the total situation.

THE IMPACT OF THE SUPREME COURT'S RULING ON SEGREGATION

In the long-time plan of action certain questions might be raised in view of the recent ruling by the Supreme Court on segregation since this investigation was confined to the Negro high schools in the State of Virginia. The evaluation committee was of the opinion that there was little need for alarm since the findings in this study would be quite similar to those which would be revealed in a similar undertaking of this nature with the white group. In addition to the committee's observations, the report of the state supervisor of vocational agriculture seemed to substantiate this conclusion. R. E. Bass, State Supervisor, indicated that:

Teachers of vocational agriculture need to give more assistance to their students to more nearly assure selection, planning and conducting farming programs of sufficient scope to enable the individuals to develop the abilities necessary to attain a reasonable degree of proficiency in the type of farming that they will enter. A functional

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program must be geared to and based on the student's home farm situation.

In planning our teaching calendars and in teaching farm mechanics emphasis must be given to those skills needed by farm boys, young farmers and adult farmers to operate, maintain and repair the equipment on their home farms.

It is doubtful if any school can justify offering vocational agriculture to high school boys unless it also provides training for young farmers based on the problems of this group. The future attitude of young farmers toward adult education and toward the school will be largely dependent upon how their educational needs are met as young farmers.

The fact that these statements were in terms of the total program of vocational agriculture in the State of Virginia seems to be adequate evidence to support the committee's conclusion. Thus the committee's proposals appear to have implications for the entire program of vocational education in agriculture. If and when desegregation in the public schools in the State of Virginia becomes a reality, the writer is of the opinion that implementation of most of these recommendations can result in the improvement of vocational agriculture.

PART II

THE IMMEDIATE PROGRAM

Certain weaknesses and shortcomings in the pre-service and in-service training programs for teachers of vocational agriculture in the 18 departments of vocational agriculture included in this investigation are obvious from the evaluations. Suggestions and
recommendations as to specific improvements to be made immediately and the manner in which this should be undertaken constitute the subject matter presented at this time. The recommendations are those on which there was general concurrence by both the writer and the evaluation committee. Acquaintance with the teacher-training program and the supervisory activities and with the situations in the local departments, together with the findings of this study, constituted the bases of recommendations and helped make for agreement among the writer and the members of the evaluation committee.

A. Supervised Farming

Of great significance to the success of the program of vocational agriculture and of concern to supervisors and teacher-trainers is the poor performance of teachers in the area of supervised farming. The lack of direction on the part of instructors has resulted in a type of student participation which gave little indication that the necessary habits for effective work were being acquired nor did it give sufficient evidence of satisfactory advancement in farming status, home farm improvement and community betterment. This condition may have been influenced by individual home farm situations. The lack of teacher-contact with parents and owners prevented proper parent-boy-teacher relationship. The solution to this problem has implications for both pre-service and in-service training as attempts are made to train future teachers and, at the same time, assist the present teachers to being about necessary improvements.
The Pre-Service Program

The committee believes that pseudo or make-believe programs of supervised farming have formed the basis of the pre-directed teaching experiences in this area. The close proximity of the newly constructed facilities in Dinwiddie County represents a possible means of improving these conditions. The need for pre-directed teaching experiences has often been expressed by the supervising teachers. However, the idea has failed to advance beyond this stage as far as the thinking and actions of the teacher-training staff are concerned.2 In view of this fact, the offerings of the course in Methods of Teaching Vocational Agriculture3 can be improved by supplementing the theoretical phase with observations and limited participation in the program in Dinwiddie County during the second semester of the junior year. An arrangement of this nature could be quite easily effected because of the following reasons: (1) at least one of the teacher-trainers is free each afternoon, (2) the schedule of classes at the college can be arranged to permit the students to be available, (3) classes will be in operation in the county for observation and students will be available for on-farm supervision, (4) the department is under the direction of three instructors, one who has served as an itinerant teacher, (5) this county served as the only training center for a number of years; therefore, initiating the program would

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2 Minutes of Conferences of Supervising Teachers, Files, Department of Agricultural Education, Virginia State College, 1946-48.

not be a problem, especially since the principal of the school is a holder of the Doctor of Philosophy Degree in agricultural education; and (6) willingness to participate in the program has already been expressed by the administrative and instructional personnel. Use of the second semester for observation is suggested because high school students will be at work in the areas of planning, carrying out, summarizing records and record analysis. The college students will be able to view practically the entire picture and make certain applications of their findings. Furthermore, this undertaking deserves consideration since the participating experiences in directed teaching are limited to the months of February and March.

In order to assure provisions for the necessary experiences the committee recommended that a period of observation be included as a laboratory phase of the course in Methods of Teaching Vocational Agriculture and that the entire teacher-training staff share in directing the activities of this course.

The In-Service Program

The fact that the present teachers' performances formed the basis of the conclusions tends to indicate the need for improvement in their work in supervised farming. These conditions suggest that on-the-job assistance is needed. Workshops or small group conferences are suggested. Wide variations within the problems unfavorably influence the group approach. For example, full all-day schedules and additional assignments, failure to secure books on time, irregular attendance, lack of student selection policies, inadequate travel
funds, etc. are individual problems; therefore, personal assistance on the part of the area supervisor seems to be the best answer. It seems useless to continue the practice of making recommendations for expanded and improved types of programs until arrangements are satisfactorily completed for their implementation. The administrative nature of the previously listed problems eliminates the participation of the teacher-training staff under the present policies.

At the outset it is reasonable to conclude that adequate supervision for 54 departments cannot be provided by one individual. The distance from Wytheville in the western part of the State to the eastern shore County of Accomac is approximately 400 miles, excluding a 1½ hour ferry ride, and it is over 200 miles from the northern County of Clarke to the southernmost County of Mecklenburg. An examination of the visitation reports from both the area supervisor and the teacher-trainer staff revealed that their combined efforts resulted in slightly less than an average of 1.5 visits to each teacher per year. From all indications one visit to each school per year will probably represent the maximum extent of the area supervisor's efforts.

Since the instructors can easily submit written reports concerning their schedules, outside assignments, acquisition of record books, enrollment attendance and travel requirements, it appears that this information would enable the area supervisor to plan his itinerary in keeping with the urgency of the needs of individual teachers. For example, many school principals plan their schedules
either during the spring or early summer. The instructor is aware of his assignments long before actual classroom teaching begins in the fall; so an immediate report of any irregularities to the proper authorities would provide additional time for discussing such problems. It seems to the writer that to forestall or prevent an undesirable occurrence is far more effective and acceptable than to correct the condition once it has begun to operate.

The committee agreed that the state office should require all instructors to submit a comprehensive detailed report not later than the second week of school. The type of the report would be determined by the nature of the existing problems. It is apparent that visits will be immediately necessary in some instances while in other cases the need will not be so pressing, thus enabling the limited supervisory personnel to provide the maximum amount of timely assistance. This would represent an effort to prepare for the larger tasks in supervised farming which lie ahead.

B. The Course of Study

Closely paralleling the urgent needs for the acquisition of additional skills by instructors and supervised farming program improvement is the need for developing suitable course outlines and content. This study revealed decided weaknesses in these areas. The main points of concern to the evaluation team were the lack of application of course of study to local situations and the failure to make the necessary revisions in keeping with newer ideas and practices. This has resulted in a stero-typed course organization.
The Pre-Service Program

While it might not be feasible to provide training in all areas of this phase of the work on the in-service level, consideration can readily be given to those factors which either are available or can be easily made available. Then, too, the observations during the pre-directed teaching period will provide additional materials for the development of both the course outline and the course content.

Instructors teach practically the same record book jobs, NFA jobs and farm shop demonstrations, therefore, adequate training is possible if consideration is made of the other observations. Students need to be taught selection, seasonal or monthly scheduling and the allocation of time in order to provide for the most effective teaching programs. This particular undertaking should be pursued with a certain amount of caution lest the students conclude that their products are final. At least provision should be made for them to see the relative importance of each area in terms of the over-all objectives and goals.

The In-Service Program

Of much greater importance and requiring considerably more attention, is the contribution that might be made toward improving the conditions which prevail among the teachers as far as course outlines and content are concerned. These individuals are forced to teach regardless of the extent of their preparation and planning. Convenience of teachers rather than student needs, seemingly, forms the basis for course organization. It is evident that the area
supervisor and teacher-trainers must participate in this endeavor since the weaknesses have implications for both staffs.

Bringing plans, outlines and teaching guides up-to-date is very much needed. This does not involve extensive studies in order to acquire new information at the present time. It simply means more effective use of survey data, farming program records and teacher-trainer releases. In order to make this a reality, the directive to the teachers must originate in the state office since that particular office is charged with the supervision of the in-service program. Observations revealed the presence of important farming jobs which have not been taught. The closing out of records on supervised farming for the year will afford information which, if properly tabulated, summarized and analyzed, could add immeasurably to the quality and scope of the present outline and content.

The writer is fully cognizant of the futility of attempting to develop complete understanding of community problems during the initial stage of this endeavor and prefers to recommend it as a long-time objective. However this does not mean to imply that knowledge of the community and the individual situations is not important to the teacher.

A request that teachers submit their courses of study and teaching calendars seems reasonable in view of the need for improving these materials.

Directions from the area supervisor's office might possibly be as follows:
1. Prepare a course of study and teaching calendar for each class in Organized Instruction by revising the materials already in use if necessary.
   a. Delete jobs which have not been taught.
   b. Enter jobs taught not previously included.
   c. Enter new jobs for current year.
   d. Re-work time allotments for teaching jobs in terms of actual requirements.

2. Submit courses of study and calendars to teacher-training staff for review and approval.

Thus, the effort to establish the long-time goals for improvement in this area would have at least one common point as a basis. Too, additional information would be secured for making the pre-service offerings more effective as these plans are studied and recommendations are made. It was also felt that the local school administration might assist in stimulating the instructor to use only the most current and best adapted teaching materials since most present day teachers teach on the basis of problems of daily living. Copies of the revised and approved outlines and course content should be filed with the local school superintendents and principals. Individual assistance, through visitations should be provided in those situations when warranted.

C. The Young Farmer Program

This study revealed that only seven young farmer groups were in operation, which means that approximately one out of every three
departments had such an organization. The currently operating organizations were in great need of improvements if the members were to realize their fullest potentialities. Fear is often expressed by beginning teachers in this area. These inexperienced teachers hesitate to offer assistance because they, too, are not sure of the types of assistance to give. This has resulted in the young farmers becoming, more or less, a forgotten group. It was the committee's feeling that many good prospects, both former students of vocational agriculture and non-agricultural enrollees, are lost to the young farmer program.

Two problems of current concern, seemingly, are present. One is that of strengthening the present young farmer organization and the other involves the establishment of young farmer organizations in departments where they do not now exist. The services of the teacher-trainer and supervisory staffs will be needed in this effort, therefore it seems reasonable to infer that possible contributions can be made in both the in-service and the pre-service programs.

The Pre-Service Program

Included in the curriculum for training teachers of vocational agriculture is a course entitled, "Adult Classes in Agricultural Education." Emphasis is placed on those practical problems involved in providing organized instruction in vocational agriculture for young


men becoming established in farming. The absence of any form of participating experiences with actual situations prior to the period of directed teaching tends to limit the value of the course. Since the department suggested for high school class observation has a very effective young farmer group in operation, the use of these facilities should prove very beneficial as a supplement to the regular course offerings. Many of the necessary observations and participations could easily be accomplished during the days and evenings when the department is visited by the students. Activities considered to be necessary by the committee were actual home farm visits, securing data and information, summarizing findings for the purposes of determining the course of study and the course content, etc. While it is true that the principles involved are stressed in the classroom, students would be given the opportunities to check their practical values when applied to the existing situations.

The courses in general methods and in adult class organization are taught during the same semester and by the same individual; with the same students enrolled, therefore it is suggested that the laboratory portion of the general methods course provide for the necessary experiences in young farmer work. This would greatly facilitate this arrangement since the need for additional trips and personnel would be minimized.

Practically every young farmer class in Virginia is in operation during the months of February and March. The presence of student teachers in the training centers during this period provides a useful
opportunity for acquiring those skills in teaching young farmers which are associated with planning the lesson, teaching the lesson and follow up on the farms. While little opportunity could be given in the training centers for the trainees to become familiar with the development of the course of study and course content, this condition should not be too alarming if an effective job has already been done in the pre-directed teaching program.

The In-Service Program

According to the findings of this study the in-service program for young farmers should concern itself with the immediate tasks of strengthening the existing organizations and extending the services to more individuals. It is recommended that a detailed study be made of the situations faced by the present young farmers in order to discover improved methods of identifying young farmer problems.

Such a detailed study of young farmers' problems should be a cooperative undertaking with the young farmers and their advisory council participating. Efforts should be made to ascertain the problems facing these young men. For instance, information on the present holdings, farm and marital status, obligations, interests, future plans, etc. are essential to the successful operation of any program. It is suggested that a schedule be prepared to conform with the purposes for the survey or study designed, and that inclusive evidence be included in support of the observations and statements. Through a procedure of this nature, problems that young farmers face might become the basis of the course of study.
Provisions must also be made for adequate follow-up and supervision in keeping with the problems of young farmers. This should not be too difficult because once the problems have been defined, a planned program of visitations could be made in terms of the urgency of the problems and their seasonal occurrence.

It is further suggested by the committee that teachers be trained to set up files on the placement opportunities for young farmers. Through small group conferences and/or workshops the principles of job placement might be stressed. It is recommended that consideration be given to the values and use of records of farm real estate dealers and of the farm credit administration. In attempting to interest young farmers in enrolling in classes, quite often an up-to-date file of this type will serve as a strong selling point.

The absence of young farmer classes and the ineffective operation of the present ones offer a challenge to the in-service program. The solutions, in all probability, lie in both immediate and long-time planning. Of immediate concern are the needs for determining the availability of young farmers and ascertaining the nature of the problems which this group face. This study revealed an absence of evidence to support the existing philosophies and practices of teachers as related to young farmer work.

County census data and the files of the draft boards can offer helpful information of a general nature and could probably serve as the basis of a more detailed study. Personal solicitation of the
desired information through visitations to individual situation will more fully assure the acquisition of data, necessary to arriving at workable decisions. The development of a schedule seems necessary at this point. This schedule should be designed to reflect the availability, interest and problems of young farmers. It is suggested that an adaptation of the present follow-up record be used for this purpose, supplemented by the schedule which was used by the writer in a study of Recipients of the Superior Farmer Degree. The final draft of the instrument could be completed and adopted at the time of the next year's Annual Conference. By this time, it seems reasonable to assume that each teacher would have given careful study to and perhaps, even, experimented with his version of the instrument.

D. Adult Farmer Instruction

The ineffective performance in this area offers a challenge to both the immediate future and the long-range approach to the problems. Implications for the pre-service and in-service programs are obvious. The fact that each of the 18 schools had a type of adult farmer program in operation is further indication of the need for immediate action, lest the interest of the farmers be lost through meaningless activity, thereby materially reducing the range of services of the program of vocational agriculture.

Follow-Up Record, Files, Area Supervisor of Vocational Agriculture, State Board of Education, Richmond, pp. 1-2.

The Pre-Service Program

The close similarity and nature of the programs for young and adult farmers in Virginia seem to suggest certain common points for consideration especially on the pre-service level. The committee agreed that basic recommendations concerning the offerings and experiences in the course entitled, "Adult Classes in Agricultural Education," which were made for young farmer groups should apply here. They are listed as follows: provide for participating experiences with actual situations prior to the period of directed teaching and the development of philosophy on the part of prospective teachers which assures the rightful role of adult farmer instruction in the total program of vocational agriculture. Attention should also be given to the organization of and functioning of the Advisory Council.

In-Service Program

The fact that the existing programs of adult farmer instruction in each of the 18 departments of vocational agriculture were judged to be ineffective by the evaluation team suggest a need for immediate action. It would seem that the in-service program must center its attention on the alleviation of these inadequacies at once.

Since the observed classroom instruction failed to indicate consideration of the actual problems that the particular group of farmers faced, instructors should initiate a survey in order to secure information of this nature at once. While present survey forms may prove inadequate, it is suggested that they be used, with
revisions being made as the need arises. It is further suggested that the initial effort concern itself with a segment of the farming business at the outset and that the complete undertaking be reserved for the long-time plan of activities.

The supervisory and teacher-training staffs should endeavor to assist the instructors in developing and executing surveys and schedules adaptable to the local situations. This could be accomplished by working with small groups of teachers whose patronage areas present problems which are similar in nature. Individual assistance could easily be given if the need arises.

Once the existing problems within a given portion of the program have been ascertained, the structure of the course offerings, of a necessity, would change accordingly, thereby permitting the development of appropriate check list of improvement projects. Not only will this provide a means for reflecting instruction in the farming programs but it will also serve to prove to the adults that this endeavor belongs to them since they are the ones who made the decisions, under the teacher's guidance.

E. Teaching Procedures

The fact that the observed types of instruction failed to give satisfactory recognition to the forces which operated in the individual situations should be of immediate concern to both the pre-service and the in-service programs. Since many of the observations revealed almost complete disregard for the values which should
rightfully be associated with the proper utilization of local resources, it becomes even more obvious that attention be given this factor.

The Pre-Service Program

While it has been suggested that teachers are more than likely to teach in the way in which they have been taught, the role of the pre-service program becomes a prime factor in the endeavor to improve the work in this area. At the outset it is suggested that members of the teacher-training staff and the cooperating teachers in the school of agriculture exemplify the principles of good teaching in their daily activities.

Theoretically, the proposed plans for training teachers are fairly adequate. The lack of a sufficient number of actual participation experiences, however, decidedly reduces its effectiveness. The committee recommended that the present course in Methods of Teaching Vocational Agriculture be supplemented by the introduction of observations at the school in Dinwiddie County. It was further recommended that the supervising teachers arrange their programs so that the student-teachers will have ample time to plan, teach and follow up their teaching through on-farm supervision. It was the general belief that if the prospective teachers were made aware of the effects that their teachings were to have on the students through contacts with the home farm during the period of execution of classroom plans, then improved attitudes and abilities would be more fully assured.
The In-Service Program

A keen awareness of the need for and appreciation of the role of individual problems and the solving of these problems through organized instruction must be developed in the opinion of the evaluation committee. To embark upon an undertaking of this nature before giving proper consideration and study to the scope and nature of the desired outcomes would be hazardous. Time must be allowed for determining the goals and setting up the necessary machinery and procedures, therefore the committee agreed that this preliminary work could be accomplished through small group conferences and/or workshops. Through efforts of this nature the kinds of information needed could be ascertained, means of securing the information could be agreed upon and suggestions for implementation into the teaching procedures could be secured. It was further agreed that a period of at least two years be devoted to this phase of the program in order to provide opportunities for a reasonable amount of experimentation and testing in order to assure the construction and adoption of the best possible instrument for identifying and utilizing the problems of students.

F. The Farm Shop Program

The efficient operation of the farm is favorably influenced by the ability of the operator to make minor construction adjustments and repairs in the existing facilities and conditions. The study revealed the poor state of repair of tools and equipment. Therefore, of immediate concern should be the effort to fit the facilities and equipment for the most effective work.
The Pre-Service Program

This particular area offers innumerable possibilities for the pre-service program in farm mechanics since the shop at the Virginia State College is arranged according to the state plan and practically every facility is present or can be easily arranged for. Farm shop demonstrations, conducted by the instructor, in the techniques involving repairing, adjusting, and operating machines can bring the students in actual contact with the prevailing problems. Since the trainees are required to conduct shop demonstrations during their period of directed teaching, opportunities can be provided for initiating their plans during the advanced farm shop courses.8

Students should be required to fit and adjust every tool or piece of equipment used in their practice work if a need exists. Preparation of plans for fitting and adjusting, under the guidance of the instructor, would enable the students to become more familiar with the principles involved. It is suggested that regular assignments be given to students on locating and correcting "trouble spots" in order to test their abilities to apply the information presented either in the demonstration or in classroom lecture.

The In-Service Program

At the outset a complete inventory of tools, equipment, and supplies should be required by the area supervisor. The present inventory lists description of item, number and value.9 While this


9Inventory of Tools and Equipment, Files, Area Supervisor of Vocational Agriculture, State Board of Education, Richmond, pp. 1-10.
information is adequate for use in compiling the state and national reports, its value as an aid to the instructor appears to be of little significance. Numbers and answers of "yes" or "no" will not result in the development of an awareness of undesirable conditions. Detailed statements of state or condition of each item should be an integral part of any plan for inventorying. For example, six cross-cut hand saws are probably adequate for any shop class; however, six of these same saws, badly in need of fitting and sharpening could not possibly serve the purposes for which they are designed. Then, too, the state or condition of each item would enable the instructor to anticipate his needs in advance, thus providing the opportunity for making requests for replacement and repairs before the regular budget is formally adopted.

This particular recommendation may seem insignificant, however the establishment and execution of long range objectives will be directly dependent upon the manner in which this endeavor is carried out. The survey information should also prove sufficient justification for selecting a particular kind and scope of farm shop activity for the students to engage in.

Once the condition of farm shop facilities has been determined, it naturally follows that they should be corrected. Of major concern here is the inability of the instructor to render an effective service. This is evidenced by the poor state of repair of many of the items. Time limitations were listed as the reason for the absence of workable plans for teaching the necessary skills and
techniques, associated with repair, adjustment and use. This, of course, is a weak excuse for inferior performance.

The idea of a workshop devoted to farm shop equipment and to be held in each of the four areas of the state represents the most acceptable approach to this problem. The services and information of the local and state tool and equipment dealers might be utilized to an advantage. This group, working in close cooperation with the supervisory and teacher-training staffs, could make the necessary arrangements for assisting the instructors in a number of areas.

Follow-up of this undertaking could be provided by those teacher-trainers whose major emphasis is in farm mechanics. Their itineraries might permit from three to four days in the field per week. A reasonable amount of assistance might be given individual teachers by this means.

G. The New Farmers of America

This study revealed that the New Farmers of America was the most favorable aspect of the program of vocational education in agriculture. The fact that local chapters were established in every department, with all students holding active membership, gave evidence of the instructors' desire to train all enrollees in the various phases of NFA work. A total of 2332 students was reported as active members and this figure coincided with the preliminary supervised farming project reports.

The Pre-Service Program

An examination of the programs of work and related activities
indicated lack of participation of first year students of vocational agriculture. Since the word active connotes participation, it appears this condition needs to be corrected in order that the students might be more fully representative of the designated description. Too, the fact that vocational agriculture was limited to two and/or three years in high school, in some instances, tends to indicate a need for early training in order that the greatest benefits might be realized for all concerned. This is mainly a problem of in-service training because future graduates in agricultural education will be made aware of the importance of this arrangement through discussions on the "Essentials of a Live and Going NFA Chapter." 10

The In-Service Program

The preparation and release of a list of suggested participation experiences for first year students by the state adviser would enable the instructors to assign these students to activities for which they are best adapted. The need for such a list is prompted by the attempts to justify the omission of first year students on the grounds of their lack of ability to make a contribution to the committees. This belief is not consistent with the prevailing practices because first year students often represent the chapter in public speaking, livestock judging, forestry judging and other contests. It then appears that they do have a contribution to make if given the guidance

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and the opportunity.

Since the roster of active membership is submitted along with the Preliminary NFA Report, names of committees and committee membership should be required at this time also. The report is due on January 15, therefore each instructor will have had at least four months to observe the actions of the students and assist the NFA executive committee to make assignments in keeping with their observations. Finally, the program of work and committee assignments are publicly displayed in the agricultural classroom and the presence of a student's name tends to develop a feeling of belongingness, while its absence is likely to have an adverse effect.

H. The Itinerant Program

Last, but far from being of least importance for immediate action, is the improvement of the itinerant program in the state. While many of the recommendations involve this phase of the work, definite policies and procedures must be cooperatively agreed upon in order that the available personnel might render its maximum service. In the endeavor to develop a plan which will enable this suggestion to become a reality, attention must be given to the particular characteristics of each problem and the abilities of the supervisory personnel. It has been indicated that the average number of visits per department is approximately 1.5 per year. It is no wonder, then, that the recommendations fail to be carried out since the instructors are conscious of the fact that follow-up and future supervision are, at best, remote possibilities.
In the evaluation committee's opinion the roles of the area supervisor and the teacher-trainers must be defined in terms of the problems and the services which can be rendered. Since the current problems for consideration are in the areas of improvement of teacher skills, supervised farming, course of study and teaching calendar, young farmer instruction, farm mechanics and New Farmers of America, these, in addition to the normal responsibilities, should form the bases of the proposed program.

The wide scope and duties of the area supervisor will place definite limitations on the amount of actual participation that might be expected. Therefore, his contribution will be greatest in an advisory capacity and in making the necessary arrangements which are of an administrative nature. Because of the unique distinction of having served as a teacher of vocational agriculture and as principal of an agricultural high school, he is well-grounded in the fundamentals of successful operation of programs of vocational agriculture.

The teacher-training staff is expected to devote the equivalent of one man per day for five days per week to the itinerant program other than farm mechanics, thus the major portion of the work must be performed by the teacher-training staff. This study and the limited regular visitation information would seem to furnish sufficient data for initiating the undertaking.

A conference of the two staffs and a representative from each of the four districts should be held for the purpose of listing and redefining the standards or goals in the various areas to which
attention will be given during the immediate future. For example, the acceptable type of supervised farming program might conceivably be one that has the following characteristics:

1. Shows balance between crop and livestock enterprises.
2. Provides for at least one continuous project.
3. Provides for cash enterprises.
4. Provides for managerial experiences.
5. Reflects father-son-teacher participation.
6. Planned well in advance.
7. Includes supplementary farm jobs and improvement projects.

By reaching an agreement of this nature, common points for evaluation would be established. Similar agreement would have to be reached in the other areas.

Following the completion of this phase of the undertaking, the criteria necessary for the satisfaction of each of the points would be determined. Inasmuch as great variations exist within the potentialities of the departments, some consideration must be given to performance as it relates to limitations and possibilities.

Once plans have been developed it becomes the duty of the staffs to put them into operation. The proposals for improvement of the program of vocational agriculture should be presented to the vocational agricultural teachers prior to their annual conference so that ample time for study and evaluation would be provided. The composite opinions of the teachers would form the basis of making
changes in the program.

Assignments for itinerant work should be in terms of the interest and qualifications of the individual staff members. Regardless of availability, no staff member should attempt to render a service in an area where the contribution is not worthy of the effort put forth. While teachers of vocational agriculture are supposed to be masters of a number of skills in many fields, each staff member is better qualified to render a specialized service than he is to offer assistance in the total program.

Certain prevailing weaknesses today can be attributed to the inept type of supervision which has been given in the past. It is felt that the sooner staff members realize their inability to render a real service in every area, the more rapid will be the growth and improvement of the programs. Then, only those persons who are able to provide the needed assistance will be asked to participate. This is not a suggestion aimed at divorcing the individuals from the total program, but simply an admission of fact. Concern should still exist for each phase, however, concentration on limited areas would permit the staff member to make his most significant contribution. The writer, for instance, is fully aware of the detrimental effects that his recommendations would have with reference to developing the specific farm mechanics techniques and skills.

In view of this observation it appears that the duties and responsibilities of the supervisors would be in terms of specific assistance on pre-determined problems. This does not, however,
rule out aid in case of an emergency. This particular observation is being presented as a guard against the continuous effort to make recommendations for the entire program during a limited three or four hours visit once per year.

In order to render the most effective supervisory assistance, preparation to do the job is absolutely essential. Thorough knowledge of the expected assignment, with other things being equal, should enable the individual to acquire the necessary equipment if he does not already possess it. Here, again, the individual whose training fits the assignment most effectively, should be chosen for the task, thereby reducing the need for extensive preparation.

Notification of official visits to the departments should be cleared through the area supervisor's office since the responsibility for providing supervision is vested in his office. Then, too, once the recommendations are made, points of question have to be settled between his office and the local school. This procedure tends to enhance the professional characteristics of the endeavor because unwarranted correspondence and contacts are completely eliminated. Actually, the teacher-training staff becomes an agency of the supervisory set-up in this particular arrangement.

During the early states of the program a reasonable amount of flexibility in reporting the observations and recommendations should prevail in order that a thorough study of selected activities will not be circumvented because of the necessity for securing information to complete a schedule, which in all probability, is not adequately
adaptable to the given situations. The findings during this initial period should exert considerable influence on the nature of the schedule to be finally adopted. If the program envisioned on a long-time basis is to result in the maximum growth and development on the part of both the individuals and the contributing factors, every effort must be put forth at the outset to establish the basic understandings and appreciations which are necessary.

PART III

THE LONG-TIME PROGRAM

Consideration of improvements which cannot be immediately undertaken and improvement upon anticipated results of the short time program are essential in the over-all planning for teacher-training and supervision. Specific recommendations in this connection and suggestions with regard to procedures constitute the subject matter of the long-time plan. As in the case of the short-time program, the recommendations and suggestions presented here are those which were agreed upon by the writer and the evaluation committee. Suggestions and recommendations in this instance were made on the basis of, not only the findings of this study, but also in light of the knowledge of and experience with important considerations outside of the purely factual and objective aspects of the study.

A. Supervised Farming

Increased participating experiences during the early stages of the program are certain to reveal the need for expanded efforts
in this area. The pre-service training in supervised farming can, at best, be limited because it is a part of a course offering which was already in operation. Likewise, ascertaining the problems in supervised farming on the in-service level is not enough. Continued study and utilization of findings are absolutely necessary.

The Pre-Service Program

Observations at Dinwiddie should be continued and the supervising teachers should provide the maximum amount of trainee participation during the period of directed teaching. However, it was the committee's opinion that a course in Supervised Farming should be introduced with both advanced undergraduate students and graduate students eligible to enroll. The content of the course should coincide with the stated objectives of the supervised farming program with the four basic propositions of the evaluative criteria serving as possible guides for organization. Again a reasonable amount of practice should be evident through study, analysis and interpretation of supervised farming program records.

The In-Service Program

While workshops and/or small group conferences represent the most feasible means of alleviating conditions during the short term plan of activities, consideration on a long-time basis probably indicates the need for a change in this pattern. In other words, the workshop and/or small group conference should become a supplement to regular instruction which is offered in the course, entitled, "Supervised Farming." Through an arrangement of this
nature, problems encountered, ascertaining adaptability of course offerings, perfecting machinery for executing and evaluating, and similar observations and activities might be conveniently handled. The committee felt that this particular course would more than justify its being since its major emphasis would be that of making provisions for the basic requirements of the organic vocational act.

B. Course of Study

Specific reference to the course of study is made only in terms of its ability to facilitate implementation of the recommendations in each of the observed situations. Frequent revisions in order to permit proper application to current problems are necessary. The practice of continuous appraisal will be essential because the course of study can only be justified as it contributes to the solving of problems, thereby enabling the realization of a fuller rural community life.

The In-Service Program

Through the efforts of the teacher-training staff a part of the budget of the School of Agriculture at Virginia State College has been made available for the preparation and release of desirable instructional aids for teachers of vocational agriculture. Since this study revealed very little evidence of the presence and use of materials of this nature by the various departments of vocational agriculture, the staff of the School of Agriculture was unanimous in its approval of support for this endeavor. Individual staff members agreed to make regular contributions in keeping with the
current problems.

The policies governing this procedure are to be worked out by the teacher-training staff, director of the School of Agriculture, area supervisor, a member of the technical staff, director of the college's office of public relations and representatives from the vocational agricultural teacher's association. It is suggested that the following be reckoned with: (1) needed instructional aids; (2) types of aids that could be made available; (3) adaptability to local situations; (4) seasonal importance; (5) regulations governing distribution of materials of this type; (6) the role of each individual and/or agency.

The general pattern of the Agreview is recommended since it is based on the new trend in agriculture, especially as this has implications for the improvement of programs of vocational agriculture. Work in the sub-experiment station, feeding tests in livestock and poultry, wildlife and plant conservation, and results of early and late vegetable production represent possible contributions that the technical staff might make.

Since very little use has ever been made of the records and reports which are submitted, the teacher-training staff should be able to find suggested teaching aids by an analysis of these materials. The methods and instruments should be revised so as to reflect the

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The Agreview, Teacher-Trainers for Teachers of Vocational Agriculture, The Virginia Polytechnic Institute, Blacksburg, Virginia, January 1951, p. 1, et. seq.
purposes for which they are designed. While single figures, check marks, etc. are convenient means of indicating the degree to which a given condition prevails, reasons underlying the particular occurrence are absolutely necessary if proper understandings are to be developed and workable corrective measures are to be recommended. This further supports the previously mentioned need for careful study and revisions in the present system of reporting. The local, state and federal requirements must be met, however it is difficult to justify conformity when larger considerations are of major concern. The report forms envisioned should encompass those things which are normally required, yet it should be sufficiently comprehensive to permit the entrance of other pertinent information. This study revealed that the lack of tangible evidence to support either the presence or the absence of an activity, represented one of the greatest weaknesses. Therefore, the awareness that evidence and/or reasons must accompany the various statements, should cause the instructor to become conscious of the need for providing proof, thus demanding a higher quality of performance at all times.

The satisfactory establishment of the necessary machinery for rendering effective service is greatly influenced by the availability of time. Two observations were made in this area. One was that of added assignments and the other was the need for devoting extra time to the tasks because of the lack of preparation on the part of the instructor. It must be admitted that the first observation represents the statements of the instructors while the latter one is
the evaluation committee's conclusion after having observed the instructors in action. The evaluation committee's conclusion is not designed to invalidate the instructors' statements, because the schedules revealed overloads in both vocational agricultural and non-vocational agricultural duties in some instances. It is believed that workshops, small group conferences, evening classes, summer classes and the distribution of teaching aids coupled with adequate supervision will serve to correct many of the observed weaknesses.

This lack of time on the part of teachers is also the result of heavy schedules as far as enrollment and hours are concerned. It is believed that steps should be taken to correct this condition. Factual data should be obtained in order to assure a valid basis for making recommendations.

Little attention has been given to the element of time when demands are made upon teachers. For example, it is expected that one instructor with 65 to 70 all-day boys can provide supervision for this group just as effectively as the instructor who has an enrollment of 18 to 20 students, with other factors remaining constant.

It is recommended that a study be made of "How a Teacher of Vocational Agriculture Spends His Time." It would probably be a hazardous chance if an attempt were made to correct the weakness, without first having studied the entire picture. It is expected that a study of this nature would reveal, among other things, the
expenditure of similar amounts of time on certain units, differences in amounts of time spent on certain units, limiting work to certain units and the absence of any time being devoted to certain units.

This study would also give some indication of the activities for which the travel budget is used, therefore providing the basis for determining proper and improper usages, thus enabling the area supervisor to do a more effective job in the allocation of travel funds. The evaluation committee observed that during two particular quarters, an instructor had spent a total of $157.60 out of his travel budget of $400.00, yet only one supervised farming program was visited, according to the records.

Information revealed by a study of "How a Teacher of Vocational Agriculture Spends His Time" would also be very helpful in ascertaining the needs for additional instructional personnel. It is becoming increasingly difficult to convince school administrators that two- and even three-teacher departments are justified. The idea is advanced that more effective use of the available time represents the solution to the problem. At present, the lack of evidence in this area forces practically every request for additional personnel to be severely questioned.

The findings of the study on "How a Teacher of Vocational Agriculture Spends His Time" should also give some insight on the arrangements which will have to be effected in order to extend the out-of-school program over a twelve-month period. Once the optimum time requirements have been cooperatively agreed upon, the extent of
teacher performance might be more accurately ascertained in the out-of-school program.

The possibility of providing organized class instruction on a seasonal basis should be considered. While ten meetings are generally regarded as being adequate, some attention ought to be given to planning a more favorable schedule since the records reveal an extended period of no teacher-pupil contacts.

C. New Farmers of America

A continued emphasis of the present procedures with attention given to the role of first year students in the planning and execution of the program of activities represent the scope of the committee's recommendations in this area. The reluctance to make additional suggestions stemmed from the need for concentrated efforts for improvement in other phases of the program which, if realized, would result in an improved atmosphere for New Farmer activities.

D. The Out-of-School Program

The work with out-of-school groups definitely fits into the long-time program because the individuals enrolled are either engaged in or preparing to engage in a life's work. The responsibility of the teacher in this endeavor is rather clearly defined and the efforts must be directed toward correcting the existing weaknesses. Mention was made earlier of the need for a cooperative approach in determining and defining the problems. Thorough knowledge of the prevailing circumstances should enable the instructor, with the
The In-Service Program

At the outset the organization and participation of an advisory council seems essential for each department. While adequate survey schedules may be executed, lay assistance is needed in the analysis and interpretation of the data. The instructor will be able, at best, to render decisions only in terms of the information reported; however, the more significant meanings might be overlooked unless the services of the advisory council are utilized. Personnel for the council should be recommended by the instructor to the division superintendent who, in turn, will make the appointments. The first appointments should be on a staggered basis of two, four and six years. This arrangement is recommended in order to guard against complete replacements during any one year and, at the same time, avoid the possibility of continuous council membership; especially when changes become necessary and desirable. Future appointments would be for periods of six years.

It is generally felt that the members of the council, when carefully selected, can contribute immeasurably to the efforts to "sell" the program to those persons who doubt its merits. Since many of these doubts are due to the lack of proper information, the role of the council becomes very important. The volunteer nature of participation and class attendance of out-of-school groups, makes it practically mandatory that a liaison group be
organized. It is recommended that both young and adult farmers be included in the council's membership.

Through careful study and experimentation the kinds and scope of records may be determined. Previously the absence of actual information of the farm and its problems reduced the necessity for adapting schedules which were applicable to the existing conditions. This would mean the use of the existing instruments only to the extent that they would be of actual value.

E. Teaching Procedures

The observations and the recommendations listed in the immediate program were designed to lay the groundwork for a more comprehensive endeavor in the future. The lack of concern for the values and uses of local resources and data formed the basis of the initial considerations.

The Pre-Service Program

At the outset, it is logical to expect a continued emphasis of improvement of instructional techniques on the part of the college's staff in their daily teaching and further emphasis in the areas of pre-directed teaching as well as the directed teaching experiences. Establishment of the pattern is not sufficient in itself. It was the committee's feeling that once prospective teachers were made aware of the proper role of their teaching in the improvement of student's behavior or performance, a feeling of inadequacy would result, thereby creating a desire on their part to become more fully prepared for the task at hand. Consequently, it seems obvious that
efforts would be made to discover, study, adopt and utilize the types of teaching aids which would make the most worthy contributions to solving the problems. While the use of those materials which are present in the teacher-training department and the local school references provide sources of information, the enhancement of this information through the execution of survey schedules and the interpretation and use of this data should be foremost in the thinking of all who participate in this phase of the program. Even though time is a limiting factor, it was the committee's feeling that specific assignments in and attention to a given section of a unit of instruction could be completed without forced sacrifice of the normal expectations in the pre-service program. More effective use of the students in planning, executing and evaluating Teaching Procedures must become evident to the extent that each activity is characterized by this cooperative approach. In other words, the prospective teachers would be expected to become so thoroughly familiar with the existing conditions that the question of chance of application of principles taught would become a remote possibility.

The In-Service Program

The cautious approach suggested in the immediate program is plainly indicative of the need for establishing the soundest possible foundation. The inability to return to school for extended periods on the part of many teachers suggests the use of small group conferences and/or workshops in the attempt to alleviate the
existing weaknesses. Extensive application of survey instruments, summarizing data, interpreting data and utilization of data must become permanent fixtures in the program of each teacher.

Through the small group conferences and/or workshops the committee believed that the role of local resources and personnel could be more adequately agreed upon. The experiences of teachers in this endeavor should afford a source of reference. Therefore, the pooling of these experiences, supplemented by a reasonable amount of expert advice, could adequately satisfy the needs in this area.

While standard lesson plans are not sufficient, efforts should be made to agree on and to accept the principles which are associated with good planning. The records reveal that the job method has characterized the instructional programs of the State of Virginia for the past 30 years. In this particular procedure the recommendations of the authority formed the basis of instruction. Now that attempts will be made to ascertain the existing problems on both individual and group bases, the committee considered the introduction of the problem method of teaching a most logical "next step" in the improvement of teaching procedures. Since teachers of vocational agriculture are permitted to return to school during the summer following a three-year interval, it is recommended that a graduate course on the Problem Method as Applied to the Teaching of Vocational Agriculture be offered to all enrollees. The fact that at least three members of the teacher-training and supervisory staffs have had recent training in educational methods and procedures gives
reasonable assurance of adequate supervision during the initial and subsequent stages of the undertaking.

Additional services can be rendered by the teacher-training staff through the preparation and release of teaching aids, based on the problems that the teachers submit. Heretofore the teaching aids have been the ideas of the staff, therefore many lacked specific application to the local situations. Since one of the accepted assignments of the staff is in this area, little difficulty is anticipated in the effort to provide functional aids for teaching.

Thorough acquaintance with the farm and the farm problems, resulting from the endeavor to determine the needs will certainly reveal situations which are worthy of observation by the members of the classes. Therefore, the use of the field trip in the improvement of teaching procedures should be expanded. It was the committee's feeling that a study of the improved practices in operation, especially on a local level, probably represents a most valuable and practical teaching aid.

F. The Farm Shop Program

The plans for making immediate improvements in the farm mechanics program are directed toward fitting the shop for the task ahead, regardless of the nature of the problems. The need for making the available tools and equipment servicable is considered to be of great importance because proper training cannot be provided under present conditions and school administrators are hesitant to offer assistance in repairs, replacements and additions if poor
housekeeping is evident in the shop. Being able to make the best possible use of the present facilities is one of the most effective ways of securing the necessary administrative support.

The farm mechanics program of the future must justify its existence in terms of providing appropriate educational experiences. The industrial arts and the toy shop ideas must be forgotten. If a reasonable degree of efficiency is to be attained in care, repair, operation and maintenance of farm tools and equipment, the farm mechanics program must be improved.

The program of farm shop should be directly related to the farming activities, therefore it will be necessary to survey and to take inventory of the available farm mechanics facilities on each of the farm represented in organized instruction.

Thus, it seems advisable to recommend the execution of the survey for farm mechanics in conjunction with the crop, livestock and land buildings surveys. This is suggested in order that a more complete picture may be obtained so that attention can be given to those aspects of the program which seem to be exerting the greatest amount of unfavorable influence.

It would appear that a survey showing the number, kind and detailed condition of every local farm mechanics facility is adequate for the purposes of this endeavor. This information would enable the instructors to associate these facilities with the enterprise data thereby establishing a sounder basis for recommending expansions and/or curtailments in operations. The fact that the
farm mechanics program is expected to make definite contributions to
the individual's supervised farming programs is also evidence of the
need for the soundest possible approach.

The reluctance to recommend the extension of the present units
and the addition of new units in farm mechanics can be traced to the
lack of evidence to support these types of requests. Thus, the
survey would be expected to reveal the relative degree to which each
unit needs to be expanded and, at the same time, suggest the order
in which new units should be added. A hasty attempt to complete an
undertaking of this nature is likely to result in the setting up of
certain units in their rightful place by chance only, therefore, it
is recommended that these efforts be carefully planned and executed
with the use of a member of the teacher-training staff as a con-
sultant when necessary.

It must be remembered that expenditure of small funds for a
book or bulletin which are not applicable to the local situation is
inconsequential when compared with the huge amounts of money which
are wasted annually on those facilities that have no place in the
improvement of individual farm mechanics abilities on the long-time
basis. Inexperience in this particular endeavor is a highly contrib-
buting factor, therefore every effort must be put forth to assure
the wisest use of the available funds.

Following the re-organization of facilities and the ascertaining
of the problems, naturally will come the instructional phase of the
program. In planning for effective work, shop classes should
be limited to 16 students. The unit arrangement of the shop and the need for individualized supervision at frequent intervals tend to make large classes ineffective if the essential skills are to be developed. In the long-time plan for the improvement of the farm shop program, considerable attention must also be given to guiding teachers to make the most effective use of shop demonstrations. A series of workshops on a district basis would develop the role of the farm shop demonstration as well as certain skills necessary for carrying out demonstrations. The general outline of procedures for demonstrations would be prepared and distributed by the members of the teacher-training staff whose major emphasis is in farm shop work.

The committee was of the opinion that demonstrations, if used properly, would greatly improve the teaching-learning situations to the extent that shop and farm accidents would be reduced, maximum results from efforts put forth would be more fully assured, needless waste and abuse of materials and equipment would be reduced.

G. The Role of the Itinerant Program and Evaluation

The effectiveness of the itinerant program will be directly related to the ability of teacher-trainers and supervisors to aid teachers of vocational agriculture in solving their problems. The existing problems are many and varied, therefore the committee agreed that every effort should be put forth to avoid duplication of services. If the program of itinerant work represents a cooperative endeavor, then a reasonable degree of satisfactory participation will become evident.
The staffs will have to remain in close contact with the local departments in order that the evaluations of the courses of study would conform to the prevailing situations. This would seem to suggest the need for staff assistance at the time when revisions are being made. The course of study should be planned well in advance of the time when it is to be used.

Perhaps one of the greatest contributions that this endeavor can make to the program of vocational agriculture is that of training the instructors in the administration of appropriate evaluative instruments so that they will be able to make valid individual appraisals of their efforts at regular intervals. Actual participation in administering, evaluating and making recommendations should equip the teacher with the skills necessary for successful performance. It is not expected that this will be realized immediately. Careful planning and supervision must be continued. The effectiveness of the program is directly related to the extent that teachers are able to formulate plans for improvement of the existing weaknesses, as revealed by the application of the evaluative instruments.

The Pre-Service Program

Prospective student teachers would be introduced to the use of evaluative procedures during their course in "Techniques of Teaching" and their directed teaching experiences should include contacts with the situations to be evaluated. It is expected that evaluation will be a continuous process, hence the critic teachers should make provisions for participation in the evaluation of the activities which
normally occur during the months of February and March. Members of the teacher-training staff charged with the responsibility of supervising the student-teaching program would be available as resource personnel, and also to provide guidance when needed.

The In-Service Program

Since the evaluation of the 18 departments involved the instructors in each of these departments, and since the instructors will be expected to participate in formulating a number of the recommendations, it is believed that fairly adequate orientation was provided. The fact that the staffs cooperated in approving and administering the instrument resulted in the development of useful understandings of the necessary methods and techniques of evaluation on the part of this group.

It is recommended that workshops and/or small group conferences be conducted in the various districts in order to acquaint all of the instructors with evaluative instruments and their use. The problem of major concern would be that of developing the appreciations and understandings to the extent that self-evaluation would become a regular activity of each instructor, thereby removing the need for super-imposed directions and dictates.

A graduate seminar, centered around evaluation, can be conducted in connection with the regular summer offerings. Since a reasonable amount of experimentation would be permitted in the administration of the evaluative instrument, observations for improvement are normal expectations. The assembling of these experiences and their
consideration by a selected group of instructors should bring about the improvement of the criteria. An annual seminar in this area is also being recommended.

SUMMARY

In this chapter an effort has been made to present the program of vocational agriculture envisioned in Virginia on both the immediate and the long time basis with specific implications for the pre-service and the in-service training programs. The recommendations were based on the judgments of the evaluative team. It should be recognized that the recommendations are not final in any respect since the growth and future development of the program will, of a necessity, point to needs for changes in keeping with the improved pattern of activities.

The Immediate Program

The lack of meaningful teaching and supervision in the program of vocational agriculture was found to be due largely to the failure to determine the existing problems through a systematic approach. This indicates the need for initiating a program in this area at the earliest possible time, especially as it relates to supervised farming.

The use of workshops and/or small group conferences should aid materially in planning solutions to the most urgent problems at the present time. Through conferences of this nature emphasis might be placed on the techniques and procedures deemed necessary to meet present weaknesses.
Evidence should be assembled in order to suggest possible improvements of the college's course offerings. This particular endeavor will gain much support from the added participation experiences of student teachers and the findings revealed from survey data. Closely allied to the probable changes in course offerings on a college level is the need for establishing the rightful role of local resources and personnel in the endeavor to improve the program of vocational agriculture.

The immediate program with out-of-school groups should concern itself with determining the availability of prospective enrollees and ascertaining the nature of their home and farm problems. Personnel might also be contacted during this period for membership in the advisory council. Continued emphasis on the role of the out-of-school program in a total program of vocational agriculture through the Adult Education Course is necessary. By this means future teachers might be given the opportunity to develop desirable attitudes toward and appreciations for problems of out-of-school groups. This can be expected to result in their being willing to accept this task with a firm belief in the value of their efforts in teaching adult farmers.

Fitting present facilities for maximum use is the problem of immediate concern in the farm shop area. The initiation of an effort to determine the local farm shop problems should claim the attention of each teacher in the very near future and this undertaking should be related closely to the programs of supervised farming.

It has been observed that teaching procedures lacked application
to individual situations, therefore the questions of basing instruction on actual problems also becomes a prime factor in the attempt to make the instructional program more functional. Fuller utilization of local resources should become a reality.

In regard to the New Farmers of America, it is recommended that the entire membership of the chapter be given every possible opportunity to participate in each phase of the program.

If the program of vocational agriculture is to assume its rightful role, then the itinerant duties of the teacher-training and supervisory staffs should be clearly defined. A careful study of the capabilities of the personnel of the two staffs, in light of the anticipated problems, should be conducted during the early stages of the program. An attempt should be made to govern the assignments of the individual members on the basis of the above considerations. The staff members should also be available to assist the teachers during the initiation of new phases or improvement of the currently operating phases of the program.

The Long Time Program

Survey results and related information represent possible means of determining the problems and these problems must form the bases of instructional programs. Through a series of meetings or conferences teachers will be kept abreast of the current endeavors to effect the necessary improvements and justification of performance or absence of performance will become a necessity.

Specific training in supervised farming should be made available
through a course of this nature, available to both graduate students and undergraduate students. Survey results would greatly improve the course of study since problems would be more readily ascertained. The teacher-training staff should base its preparation and release of teaching aids on these problems. Growing out of this effort will be the attempt to improve teaching procedures through the introduction of materials which are more adaptable to the local situations, thereby favorably influencing the participation of students. The introduction of the problem method of teaching will give additional support to this undertaking.

Again continued emphases of the favorable aspects of the program of New Farmers of America, with consideration of the most effective participation of the chapter's membership, appear to be all that is needed in this area.

The organization and conduct of the out-of-school programs in light of their problems and the use of the advisory council in this effort are recommended in the long time plan of activities.

Following the completion of the job of adapting the present shop facilities for the most effective work, it is natural to expect these facilities to be used by the patronage area. Increased facilities will only be possible in situations where actual needs have been determined. These needs must be in terms of training present and prospective farmers in the art of performing those shop jobs which are normally associated with their work.

Once the itinerant duties of the staffs have been more clearly
defined, adequate supervision will be evident, resulting in assistance to teachers whenever and wherever needed. Through the combined efforts of the staffs and the teachers of vocational agriculture it is expected that self-evaluation will become characteristic of every activity.
CHAPTER V

SUMMARY AND CONCLUSIONS

This study was concerned with the evaluation of certain Departments of Vocational Agriculture in the Negro High Schools in the State of Virginia with the idea of discovering the implications for Teacher Education and Supervision both on an immediate basis and on a long range basis. The schools included in this study were selected from those high schools employing Negro teachers and attended by only Negro students. The individual schools were selected in keeping with the criteria and agreed upon by the evaluative team.

1. The Objectives of the Study

The general objective of the study was to make a study of the programs of teachers of vocational agriculture in order to secure information and/or techniques for improving the pre-service and in-service programs of training for the Negro high schools in the State of Virginia.

The specific objectives were, (1) to evaluate the procedures used in initiating and supervising the students' supervised farming programs to the extent that the most desirable experiences will be realized and capital accumulated for establishment in farming on a satisfactory basis; (2) to evaluate the organization of the course of study and the optimal authoritative information needed for the
proper treatment of problems of rural farm people; (3) to evaluate the organization of the NFA chapter as it provides for maximum gainful participation of all members; (4) to evaluate the organization and operation of the out-of-school programs in vocational agriculture as they relate to the improvement of farmers' abilities, status and living standards; (5) to evaluate the farm shop program in terms of its ability to solve farm mechanics problems of rural people; and (6) to formulate a program of pre-service and in-service education which will insure the fullest realization of the basic objectives of the National Vocational Act and its companion acts.

2. Scope and Limitations

Certain pertinent factors inherent in the procedures were recognized. The fact that the study was made in Virginia where the dual system of education prevails, meant that it was impractical to study the entire program of vocational agriculture. Therefore only those activities in the Negro departments of vocational agriculture necessary to attaining the objectives of the National Vocational Act were studied. The findings were based on a single observation by the evaluation team of a given situation. Since the superintendent, principal, teacher of vocational agriculture and other interested personnel did not participate in selecting the departments for study, the selections represent only the best possible judgments of the supervisory and teacher-training staffs as far as a true sample is concerned. One out of every three schools was studied and the grouping was made in keeping with an alphabetical mailing list. The
six members of the evaluation team agreed that even though this study was made in 1949-50, conditions had not changed materially in the various departments. Therefore, the findings were still representative of the existing situations.

3. Findings and Conclusions

The effort to present this area of the study is characterized by presentation of the findings classified in terms of the objectives of this investigation. It is recognized that no one factor or finding is independent and self-explanatory within itself. Therefore a rather close degree of correlation is evident.

General Objective

As the result of the evaluations of the 18 departments of vocational agriculture, it seems reasonable to conclude that sufficient data were secured to enable the evaluation committee to determine the extent to which the general objective of this investigation was being realized. Specifically, information and data were secured relative to the operation of the program of vocational agriculture and recommendations were made for the continuation of the favorable practices and for the alleviation of the less favorable aspects through correcting the present procedures and/or introducing new elements of training in both the pre-service and the in-service programs on the immediate and the long range bases. The over-all evaluation, while revealing a satisfactory degree of performance on certain levels, also indicated decided weaknesses, which of a necessity must be corrected.
The application of the scale of good, 3; fair, 2; and poor, 1 revealed that the evaluation of the seven phases of the program varied from 1.46 in young farmer instruction to 2.59 in New Farmer activities with a general average of 1.79.

**Specific Objectives**

a. The first specific objective was to evaluate the procedures used in initiating and supervising the students' supervised farming programs. This evaluation was concerned with the degree to which the most desirable experiences were realized and capital was accumulated for establishment in farming on a satisfactory basis.

Evaluation of the situations led to the conclusion that the procedures used in connection with supervised farming programs were satisfactory in some respects and unsatisfactory in others. A favorable finding was that students generally realized an average net profit of approximately $67.00. However, the less favorable findings were evident such as a lack of proper teacher-boy-parent relationships, infrequent and poorly planned home farm visitations, incomplete estimates, agreements and plans which, consequently, resulted in little use being made of this information and these materials during the initiation, execution and supervisions of farming programs and the failure of teachers to use travel funds for the improvement of supervised farming programs.

It was recommended that the pre-service phase of the teacher education program emphasize practical experience through observation of and participation in the school at Dinwiddie. Further
improvement can easily be arranged for through more effective participation of student-teachers during the period of directed teaching. This implies that the supervision teachers must perfect the necessary arrangements for the participation of student-teachers in the supervised farming programs prior to their arrival in the training centers.

The jury agreed that alleviation of the weaknesses in supervised farming on the in-service level can best be realized through workshops and/or small group conferences during the immediate future, with a continuation of these practices as supplements to the new course, "Supervised Farming" in the long range plan. It was recommended that a study be made of "Problems of Teachers" and that supervision be provided on the basis of these findings.

b. Closely related to and supporting the effort to establish satisfactory supervised farming programs were suggestions for improving the course of study. The second specific objective was designed to evaluate the organization of the course of study.

In terms of the pre-service program the jury recommended a consideration of the principles involved in conducting surveys, selection of course content, and scheduling offerings in terms of needs and time limitations. Present teachers should bring the outlines and plans up-to-date through the proper use of teacher-trainer releases, enterprise records, etc. The need for this activity was revealed through the lack of adaptability of course materials to the local problems and failure to use supervised farming program records
of summaries and analyses as a means of supplementing the offerings.
The presence of a course of study in every department was viewed as
a favorable occurrence. The jury believed however, that every
teacher must take the above observations into account if the most
appropriate course of study is to be developed and the maximum results
realized.

c. The NFA was viewed by the committee as being the most
favorable phase of the program of vocational agriculture. Among the
activities believed adequate were provisions for training in leadership
and cooperation and the participation of students above the
level of the first year in the chapter's program of work. The only
unfavorable evaluation was the lack of satisfactory participation
on the part of first-year students. The committee recommended that
continued emphasis be placed on activities and procedures for as-
suring greater participation for first-year students.

d. A necessary segment provided for in the National Vocational Act is the out-of-school program for present and prospective
farmers. The jury evaluated the organization and operation of the
out-of-school programs in vocational agriculture as they relate to
the improvement of farmers' abilities, status and living conditions
as one of its specific objectives.

The absence of any program for young farmers in 11 of the 18
departments and the generally ineffective work in the existing
programs caused the committee to conclude that teacher performance
in this area was definitely in need of improvement. More specific
inadequacies of the young farmer program were failure to ascertain problems, lack of adaptation of course offerings to individual situations, and ineffective supervision on the part of the teachers. It was also revealed that the pre-service program failed to provide sufficient and adequate participating experiences for prospective teachers.

It was recommended that the undergraduate course entitled, "Adult Classes in Agricultural Education" be supplemented by laboratory experiences with out-of-school groups and, also, that the directed teaching activities include specific assignments to definite problems whose solutions could, at least, be partially worked out during the trainee's stay in the local departments. Many of the essential skills and understandings for prospective teachers might possibly be developed through an undertaking of this nature.

Ascertaining the problems of out-of-school groups by teachers of vocational agriculture and the use of these problems as the basis of instruction was believed important by the jury. They recommended that through workshops and/or small group conferences the kinds of survey forms, procedures and records be developed and the general principles of organization and the program of work of the advisory council agreed upon. It was the jury's opinion that attention should also be given to the arrangements which would assure the most effective type of supervision.

e. The members of the evaluative team considered the manner in which teachers attempted to assist students in solving their
problems through classroom efforts of great importance. One objective of this study was to evaluate the classroom teaching procedures used by the selected teachers of vocational agriculture.

The committee believed that the work in the pre-service program can be greatly improved through more extensive use of the observation center at the Dinwiddie High School and through application of educational principles observed during the period of directed teaching. According to the committee, the laboratory phase of the pre-directed teaching experiences should bring the students in direct contact with actual situations to the extent that desirable understanding and appreciations might be developed. It was also recommended that the assignments during the period of directed teaching be of a nature which will enable the trainees to evaluate their teaching in terms of the improved practices put into operation on the farms of the students.

Workshops and/or small group conferences were recommended in the immediate program for improving the inadequacies in the present program of classroom teaching as this related to determining problems and utilizing findings, using existing personnel and bringing present plans and outlines up-to-date. Another recommendation of the committee was the introduction of a course entitled, "The Problem Method as Applied to the Teaching of Vocational Agriculture" for graduate and special students.

f. Included in the objectives of this study was the evaluation of the farm shop program in terms of its ability to solve farm
shop problems of rural farm people. The presence of fairly adequate facilities and equipment in practically all of the schools led the committee to conclude that additions in this phase of the farm shop work were not necessary. However, the poor state of repair of tools and equipment and the lack of application of the farm shop program to individual farming programs caused the committee to recommend that workshops on operation, maintenance and repair be instituted and that surveys be conducted to determine the existing needs. The fact that 15 of the 18 teachers observed were graduates of Virginia State College during a period in which there was a limited curriculum in farm mechanics and the fact that large sums of money are being expended annually for farm shops, suggested to the committee the need for improvements of the existing weaknesses. Teachers who lack sufficient skills in the several areas should arrange to attend summer school for the purpose of acquiring the necessary skills. Local school boards must be made to realize that the shop program is, in a sense, a laboratory. Therefore, a definite budget must be set up for purchase of consumable teaching supplies.

g. In the statement of the problem specific reference was made to the implications that this study would have for the programs of Teacher Education and Supervision. Stated as the last objective was the formulation of a program of pre-service and in-service education which will insure the fullest realization of the basic objectives of the National Vocational Act and its companion acts. Suggestions as to the nature of the programs have already been either
stated or implied during the discussion of the various areas. At this time reference is made to the specific characteristics of future pre-service and in-service programs.

The Pre-Service Program

The pre-service program could be improved in the opinion of the evaluation committee through the following changes:

1. Improving the pre-directed teaching experiences of students through observation of and participation in the program of vocational agriculture in Dinwiddie County.

2. Improving the directed teaching program by arranging for trainee participation in ascertaining problems, planning solutions to problems and the evaluation of outcomes.

3. Providing additional training through the introduction of a course in Supervised Farming.

4. Including training in full participation of NFA members as a part of the regular offerings in this area.

5. Providing laboratory experience with out-of-school groups prior to the period of directed teaching.

The In-Service Program

It was the committee's opinion that the in-service program could be improved by the following changes:

1. Through workshops and/or small group conferences develop the ability of teachers of vocational agriculture in determining problems, utilizing findings and evaluating outcomes.

2. Introduce a course in Supervised Farming which might be
pursued during the three-weeks summer school as well as during the regular session.

3. Introduce a course on the Problem Method as Applied to the Teaching of Vocational Agriculture which might be pursued during the three-weeks summer school as well as during the regular session.

4. Conduct a study to identify problems facing teachers of vocational agriculture.

5. Conduct a study to determine how teachers of vocational agriculture spend their professional time.

6. Through individual visitations to teachers to assist them in adapting the present course organization, libraries, and teaching aids to the needs of their students.

7. Prepare, release, and help teachers to understand and use appropriate teaching aids in light of the existing needs.

8. Develop a list of desirable participation experiences for first-year NFA members.

9. Conduct workshops on the selection, care, operation and repair of farm shop tools and equipment.

10. Assign the teacher-trainer and supervisory personnel to the existing problems on the basis of the ability of the individual staff members to make definite contributions.

11. Make evaluation an integral part of each activity through the introduction of the procedures of evaluation to new teachers in small group conferences and a continuation of the effort in the departments included in this study. The Seminar on Evaluation during
the three-weeks summer school will provide some directions regarding new aspects and point out areas of emphasis which should be considered.

4. Concluding Statement

It should be clear from the findings and from the implications which these findings suggest that this study points out significant courses of action to be taken in the pre-service and in-service training programs of teachers in the schools which were studied as well as in schools of which they are typical. Moreover, the contributions which the findings and their implications make to sympathetic and effective supervision should be obvious. These statements are not intended to claim that this study provides a complete guide for the training and supervision of teachers for all times, but rather that they point out courses of action which should result in improvements in teaching of vocational agriculture. These improvements will be reflected in more effective teaching, and, hence, a more desirable vocational and civic life for larger numbers of rural in-school youths, out-of-school youths and adult farmers.
BIBLIOGRAPHY

BOOKS


MAGAZINES


BULLETINS


4. *Evalutive Criteria for Vocational Education in Agriculture*. Department of Agricultural Education, The Ohio State University, Columbus, Ohio. 1949.


**UNPUBLISHED MATERIALS**


APPENDICES
APPENDIX I

VIRGINIA STATE COLLEGE
PETERSBURG, VIRGINIA

TO: SEVERAL TEACHERS OF VOCATIONAL AGRICULTURE, PRINCIPALS, SUPERINTENDENTS AND OTHER INTERESTED PERSONS

FROM: M. A. FIELDS, RESIDENT TEACHER TRAINER, AGRICULTURAL EDUCATION

SUBJECT: CHECK LIST FOR OPINIONS REGARDING THE PROGRAM OF VOCATIONAL EDUCATION IN AGRICULTURE FOR NEGROES IN THE STATE OF VIRGINIA

In an effort to improve the pre-service and in-service programs of teacher education in agriculture, a study was made of the programs of vocational agriculture in 18 selected Negro departments in 1949-50. At present, these observations and/or evaluations are in the process of being summarized for the purpose of enabling one to draw certain conclusions, and, ultimately, resulting in recommendations for improvement.

In order to further enhance the value of this work, superintendents, principals, teachers of vocational agriculture, and certain other interested persons are being asked to react to the statements which are enclosed. Use a check ( ) to indicate your reactions--Yes, No or Uncertain. A space is also provided for your comments, however these are not absolutely necessary and are left at the discretion of the individual.

Please complete these blanks and return them to this office in the enclosed stamped, self-addressed envelope by July 11, 1952.

Thanking you in advance for your kind attention to this request and I will look forward to receiving your filled in blank at your earliest convenience.

MAF/j1
Enclosures
APPENDIX II

CHECK-LIST

I. Supervised Farming Programs

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<th>Yes</th>
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<th>Uncertain</th>
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<td>The teacher should make a survey of each boy's home farm previous to or near the beginning of the student's first year to determine the farm situations and needs.</td>
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<td>The teacher should explain the full purpose of supervised farming programs to the boy's father and mother previous to or near the beginning of the student's first year.</td>
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<td>C.</td>
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<td>The teacher's schedule and assignments should be arranged so as to permit frequent visits to each boy's home in keeping with the existing needs.</td>
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<td>All boy's supervised farming programs should be planned on a long time basis.</td>
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<td>New managerial responsibilities should be provided for each year in the supervised farming program.</td>
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<td>The teacher should be required to follow a planned program for supervising farming programs.</td>
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<td>G.</td>
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<td>The quality of performance of the boy in carrying out his supervised farming program should be a major factor in determining the grade that he is to receive.</td>
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</table>
II. Course of Study

A. Farm enterprises and problems should form the basis of the course of study.

B. Teaching should be on a seasonal basis and as needed by the boys.

C. As the result of having been taught, the boy should be able to make plans for carrying out his program of farming more effectively.

D. Field trips and tours should be a part of the regular teaching activities.

E. Balance should be provided for in the course of study, rather than a concentration in any one area.

F. An adequate supply of books and bulletins should be available for reference material for the teaching of farm enterprises and farm problems.

G. Adequate supplies of visual materials and specimen materials should be available for reference in the teaching of farm enterprises and farm problems.

H. Local organizations that might contribute to a better understanding of the nature and solution to the existing problems should be used.

III. New Farmers of America

A. All students of vocational agriculture should be active members of the New Farmers of America Organization.
B. Time should be provided for regular NFA chapter meetings.

C. The expenses of the NFA chapter's operation should be borne by the chapter members.

D. The NFA chapter should participate in cooperative activities.

E. The NFA chapter should be permitted to participate in Federation and State activities, held either in a neighboring county or at Virginia State College.

F. The entire faculty should aid the teacher in preparing individuals for their various contests.

G. Scholarship standards should be met before eligibility for NFA membership is approved.

IV. Young Farmer Instruction

A. Classes should be organized for Young Farmer Groups.

B. Instruction for Young Farmers should extend over a period of 12 months.

C. Young Farmers and the general public should be properly informed regarding the Young Farmer program.

D. Students who enroll in Young Farmers classes should be engaged in the farming occupation.

E. Former students and those who are not former students should be enrolled.
F. Social, recreational and citizenship activities should be included in the Young Farmer program.

G. The course of study should contribute to the establishment of young farmers in farming and rural life.

V. Adult Farmer Instruction

A. Classes should be organized for Adult Farmer Groups.

B. Instruction for Adult Farmers should extend over a period of 12 months.

C. Adult Farmers and the general public should be properly informed regarding the Adult Farmer program.

D. Students who enroll in Adult Farmer classes should be engaged in the farming occupation.

E. Former students and those who are not former students should be enrolled.

F. Social, recreational and citizenship activities should be included in the Adult Farmer program.

G. The course of study should contribute to increasing the farmer's abilities or improving country living.

VI. Teaching Procedure

A. The teacher should have a lesson plan for each job taught.
B. The nature of the details of the lesson plan will vary with type of job to be taught.

C. All lessons should be introduced by referring to the students' experiences.

D. The teacher should know the students' learning abilities and give assistance according to individual needs.

E. The students should participate in making the class decisions.

F. Levels of training, farming status and establishment problems should be considered in determining the nature of and procedure for teaching.

VII. The Farm Mechanics Program

A. The Farm Mechanics program should be an integral part of the regular program of vocational agriculture.

B. The Farm Mechanics program should be based on the farm enterprises and farm mechanics' problems of the community.

C. The farm shop should be large enough to comfortably accommodate the largest class.

D. Workbenches, machines, tools, etc. should be sufficient in number, variety and quality to meet the farm mechanics needs of the community.

E. The facilities of the shop should be made available to the farmers.
F. Quality of shop work should be emphasized rather than quantity.

G. The farm shop should be located on the ground floor with a large doorway for bringing in machinery.

H. Janitorial services should be provided for the farm shop.

I. Safety education should be included in the farm shop course of study.

J. The farm shop should be used for agricultural purposes only.

VIII. Miscellaneous

A. The program of vocational agriculture should not be attempted unless the minimum acceptable standards of facilities, equipment, materials, etc. are available.

B. The teacher should be assigned certain non-vocational duties.

C. Only boys from farm homes should be permitted to take vocational agriculture.
APPENDIX III

DEPARTMENT OF AGRICULTURAL EDUCATION
VIRGINIA STATE COLLEGE
PETERSBURG, VIRGINIA

November 1949

TO: Teachers of Vocational Agriculture

FROM: Department of Agricultural Education, Virginia State College
and the State Board of Education

SUBJECT: Evaluation of Negro Departments of Vocational Agriculture

In order to improve the effectiveness of the work in vocational
agriculture in the Negro schools in the State of Virginia an effort
will be made to conduct a very careful study of the entire program
to determine the various strengths and weaknesses that exist. The
reasons underlying these conditions will be sought out in order to
assure the continuance of the more favorable practices and the cor-
rection of those activities which, seemingly, are affecting the work
in an adverse manner.

This is not to be mis-interpreted as being an act of "inspection"
or "spying" but our main concern is that of determining what makes a
good program "good" and what are the things that tend to contribute
to its ineffectiveness. The conclusions reached are to be unbiased,
democratically arrived at and subject to question by any or all of
the parties concerned. Growth and improvement are the "key-words"
that underlie this study.

Your school has been selected as one of the schools which is to
be included.

Enclosed you will find a list of information that each teacher
will be expected to have available or to produce during the day that
will be spent in your department. Please do not write on the Evalua-
tive Criteria which is also enclosed.

We believe that each item is self-explanatory, but, if for any
reason you are uncertain as to the true meaning of any of the state-
ments, contact Mr. C. B. Jeter, Mr. J. R. Thomas or Mr. M. A. Fields.

The program of vocational education in agriculture will be
evaluated in your school on ______________ 19__ beginning ____________.

Enclosures
APPENDIX IV

EVALUATION OF DEPARTMENT OF VOCATIONAL AGRICULTURE

In order to facilitate the Evaluation, it is suggested that each teacher have the following materials or situations available:

I. Preliminary and Final Reports of Supervised Farming Programs from 1946 through 1948

II. Record of Project Supervision for 1948-49

III. Tabulated Survey Data on Crop and Livestock Enterprises

IV. Any communications with parents or guardians regarding all-day program

V. Ten (10) or more representative supervised farming program books--1946 through 1948 (These must represent ten (10) individuals.)

VI. Course of Study 1948-49 for all-day boys

VII. Inventory of Books, Bulletins and other references

VIII. List of Visual and Specimen Materials

IX. Complete record of NFA Chapter during 1948-49 school year (Secretary and Treasurer's books, preliminary and final NFA report forms)

X. Preliminary Part-Time Report - 1948-49
   Final Part-Time Report - 1948-49
   Survey Data on Part-Time Members - 1948-49
   Follow-up Report
   Record of Part-Time Class Members visitation and supervision for 1948-49

XI. Preliminary Evening Class Report 1948-49
   Final Evening Class Report
   Farm Machinery Repair Class Report
   Community Cannery
   Survey Data on Evening Class
   Record of visitation and supervision

XII. Each teacher will be expected to teach one all-day class (exclude shop, tests, reviews)
XIII. Record of travel for 1947-48 and 1948-49

XIV. Three all-day, two adult and two young farmer class members to be visited by the committee

XV. Any other information or data that might serve to aid in securing the most accurate picture of the department's program of vocational agriculture

XVI.
APPENDIX V

EVALUATIVE CRITERIA FOR VOCATIONAL EDUCATION
IN AGRICULTURE

1949

Population of center

Enrollment in high school:
   Total
   Farm Boys

Name of Teacher

School address

Character of area:
   Agricultural
   Industrial
   Mixed

Department of Agricultural Education
Virginia State College
Petersburg, Virginia
DIRECTIONS FOR EVALUATING

Marking Items:

The item groups consist of items describing provisions, conditions, or characteristics found in good local programs. Not all of them are necessary, or even desirable, in every good local program. A local program may lack some of the items listed but have other compensating features.

The proposition is a statement subscribed to by many leaders in agricultural education and against which the ways and means suggested by the items are checked.

The items are to be marked in the parentheses preceding them with the symbols A, B, C. The basis for marking is to be found under "Information Needed" or in the parentheses following the items. The word "evidence" in these parentheses suggests that the teacher should fill them in or have them available before marking.

The meaning of the symbols follows:

A. Superior, condition or provision is present for the most part or made to a satisfactory degree.

B. Fair, condition or provision is present to some extent or only fairly well made.

C. Inferior, condition or provision is unsatisfactory.

N. Condition or provision does not apply.

Space is provided at the end of each item group for writing in additional items.

Evaluation of Item Groups:

Evaluations are to be made, wherever called for, on the basis of personal observation and judgment, in the light of the items as marked in accordance with the above instructions, and of all other available evidence, using a three-point rating scale, as follows: (Note: the figures are to be regarded merely as convenient symbols, not mathematical quantities.)

3. Good; the provisions or conditions are present and functioning very well.
2. **Average:** the provisions or conditions are present and functioning fairly well.

1. **Poor:** the provisions or conditions are unsatisfactory or inadequate.

**How to Use the Evaluative Criteria:**

Effective use of this form depends upon thorough understanding of it. The teacher should go over the form, previous to using it, with someone who is familiar with it. Even though the form is to be used for self-evaluation, a supervisor can be of much help in explaining the form and can assist in carrying out modifications of the program decided upon.

The teacher may use as many or as few item groups as he wishes and may extend the self-evaluation over a year's time. It is suggested that these self-evaluations assembled by supervisors, research committees of teachers or others in a State will have much value in studying various phases of vocational agriculture.
I. SUPERVISED FARMING PROGRAMS

A. Initiation and Supervision.

Proposition: Supervised farming programs of students should be initiated at or near the beginning of the first year of vocational agriculture. The teacher should develop and continue a useful working relationship between the school and the home and should guide the student to the completion of his supervised farming program.

INFORMATION NEEDED

The Evaluation of this item will be made by using students who have completed only one year of Vocational Agriculture.

1. Preliminary report form of current year.
2. Evidence of having contacted parents
3. Preliminary survey memorandum
4. Record of project supervision forms.

Items:

( ) a. Student and teacher made a survey of the home farm and of the home farm needs previous to or near the beginning of the student's first year of Vocational Agriculture.

( ) b. The teacher has explained the purpose of supervised farming programs to the father or mother previous to or near the beginning of the student's first year of Vocational Agriculture.

( ) c. The visits of the teacher to the home of the students have been frequent enough to enable him to maintain close contact with the student's supervised farming programs.

( ) d. The teacher visited the students as needed to assist them in the development of their farming programs.

( ) e. The students, teacher and parents planned during their first year of Vocational Agriculture a tentative long-time supervised farming program.
( ) How well has the department supervised farming program been initiated?

( ) How well developed is the teaching relationship and understanding between the school and the homes?

( ) How well has the department supervised farming program been supervised?

B. Characteristics of an Individual Supervised Farming Program.

Proposition: The student's supervised farming program should provide him with the kinds of farming experiences which will fit him for farming in his own community and should afford him capital goods, such as livestock, equipment and savings, and business arrangements which will enable him to grow into farming.

INFORMATION NEEDED

Evaluate supervised farming programs of all students who have completed one year of Vocational Agriculture in high school. (Sophomore, Junior, Senior)

Source of Information. The last three final project report forms, and current preliminary report form.

Items:

( ) a. This supervised farming program is well balanced between livestock and crop production and contributes to the permanent improvement of the home farm.

( ) b. The supervised farming programs provide for new managerial experiences each year.

( ) c. Continuation projects show progressive size and efficiency in the enterprise.

( ) d. Pupil project load is adequate.

( ) e.
Evaluation:

( ) How well adapted is the supervised farming program from the standpoint of obtaining necessary experience?

( ) Are the supervised farming programs contributing to the accumulation of capital for satisfactory establishment in farming?

C. Planning Farming Programs.

Proposition: A student should make a written plan for important jobs or units in his supervised farming programs. These plans should be reflected in practices carried out.

INFORMATION NEEDED

Examine estimates, agreements and plans of ten or more representative projects. Do these plans show the characteristics of a good plan as outlined in the project book?

Items:

( ) a. The teacher uses the plans for a guide in supervising and evaluating the work of the student on the job.

( ) b. There is evidence that students follow their plans i.e., and carry out their decisions.

( ) c. The project books are accurate and have been checked for accuracy by the teacher at regular intervals.

( ) d. The teacher has a systematic plan to aid the students in keeping records up-to-date.

( ) e. Achievement goals or production standards have been set up for the various farm enterprises against which records have been checked.

( ) f. There is evidence that boys and parents are working out fair agreements with accurate estimates as a basis.

( ) g. 
Evaluation:

( ) To what extent do the estimates, agreements, plans and supplementary materials of these students represent a thorough study of the problems involved?

( ) To what extent are plans utilized as a guide for the conduct of students' farming activities?

( ) To what extent do the project books show accuracy?

II. THE COURSE OF STUDY

A. Organization of the Course of Study

Proposition: The course of study should be based upon the problems of the supervised farming programs.

INFORMATION NEEDED

Productive projects and improvement projects in supervised farming programs. Refer to Program of Instruction for all-day students.

Items:

( ) a. Farm enterprises and problems in the farming programs of individual students are the basis for the course of study.

( ) b. The units of each enterprise are taught seasonally and as needed by boys for their farming program.

( ) c. Plans for carrying out units of supervised farming program are made when, or soon after, the unit is taught.

( ) d. Field trips to students' projects and other farms by the class are used whenever appropriate in the Program of Instruction.

( ) e. Through the course of study, students are aided to participate more effectively in the activities of the N.F.A. Chapter

( ) f.

Evaluation:

( ) To what extent is the course of study organized for effective teaching?
B. Subject Matter

Proposition: There should be available, in connection with the course of study, such authoritative information about the important farm enterprises and the farm and rural problems of the community as is usable by students and the teachers of agriculture.

INFORMATION NEEDED

1. Refer to farming records and analyses.

2. Refer to Program of Instruction for the important farm enterprises in the community, and the farming programs.

3. Refer to inventory of books and bulletins, then evaluate on the basis of local needs. (Mark A for superior, B average, C unsatisfactory.)

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<td>Farm Management</td>
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4. Referring to the Program of Instruction used in No. 1, examine the coverage of these farm enterprises by: (Mark A, B, or C.)

A. Visual Materials      B. Specimen Materials

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<th>Item</th>
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<td>Local samples</td>
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Items

( ) The teacher has made and is utilizing farming program analyses and information secured from farm surveys.
( ) The teacher has obtained and is utilizing other available information related to farming and rural life in this community.

( ) There is adequate coverage of the important farm enterprises and problems of farming in this community by textbooks, reference books, bulletins, and farm periodicals. (Information needed, Nos. 1 & 2)

( ) There is adequate coverage of the important farm enterprises and problems in farming in this community by visual and specimen materials. (Information needed, No. 3)

( ) Use is being made of other organizations that might contribute to a better understanding of the nature of and solution to the existing problems.

Evaluation:

( ) To what extent is authoritative information available and used on important farm enterprises and the farm and rural problems?

III. NEW FARMER ACTIVITIES

A. Organization

Proposition: A chapter should be organized so that all members can, and do participate effectively.

INFORMATION NEEDED
(Copy of Preliminary and Final N.F.A. Reports)

1. Meetings
   a. Number of meetings held during school year _____
   b. Number of meetings held during the summer _____
   d. Number of Executive Committee meetings held before regular meetings _____

2. Membership
   a. Number of active members. (Percentage of department that are active members _____
   b. Number of Modern Farmers the past 4 years _____
B. Program

Proposition: The activities of the chapter should be such as to develop desirable abilities in its members.

1. Earnings and Savings
   a. Chapter expenditures for the year ______
   b. Chapter receipts for the year ______
   c. Chapter net worth _______________________

2. Public Relations
   a. Number of newspaper articles published______
   b. Number of public meetings the N.F.A. participated in_____
   c. Number of exhibits at State Fair and County Fair ______

3. Cooperation
   a. Chapter is engaged in at least one cooperative buying and selling project ______
   b. Number of activities of cooperative nature, other than buying and selling, carried out by the chapter ______

4. Community Service
   a. Number of farmers receiving help from the N.F.A. ______
   b. Number of community service activities ______

5. Leadership
   a. Chapter officers attending spring planning meeting ______
   b. Chapter officers attending officer training meetings ______
   c. Chapter participated in Public Speaking and Parliamentary Procedure ______
   d. Officers and members given special officer training ______
   e. Number of contests and awards won last year ______

6. Scholarship
   a. Percentage of members in upper quarter of class ______
   b. Percentage of members in upper half of class ______
   c. Chapter improves scholarship by _______________________

Items:

( ) a. Chapter has a continuous program of training for its officers.

( ) b. The chapter shows a balance in its program by activities under each major division.
c. At least one meeting per month is held, which can be conveniently attended by the members.

d. Each chapter member has ample opportunity to participate in meetings.

e. The chapter is provided with the recommended equipment.

f. The members of the chapter formulate annually a written Program of Work.

g. The budget of the chapter is sufficient to finance the activities.

h. The chapter has in its active membership 100% of the all-day students of Vocational Agriculture.

i. A committee functions for each activity or group of activities.

j. The officers meet frequently to plan the work of the chapter.

k. The members of the chapter know in advance the business for the meeting.

l. Records of the secretary, the treasurer, and the annual reports are complete and accurate.

m. The current Program of Work of the chapter has been approved by the principal or superintendent.

n. Chapter has received its share of State and American Farmers.

o. Most of last year's activities have been brought to a successful conclusion.

p. Scholarship activity is a recognized part of the chapter program.

q. The chapter cooperates with other organizations and school activities.

r. The chapter provides an adequate recreation program.

s. The chapter has promoted at least one community service function.

**Evaluation:**

To what extent does the organization of the chapter make possible the effective participation of all the members?
( ) To what extent do the activities in which the chapter members engage afford such experiences as will train young men in cooperation and leadership?

IV. INSTRUCTION FOR YOUNG FARMERS

A. Organization

Proposition: Instruction for young farmers should be organized to provide for the needs of the young farmers in the community.

INFORMATION NEEDED

Refer to Preliminary and Final Part-Time report forms.

Items:

( ) a. The Part-Time program extends over a period of 12 months and 10 meetings of organized instruction are held.

( ) b. Farmers and the public generally know about instruction for young farmers and understand its objectives.

( ) c. The teacher has enlisted the aid of local interested parties, or an advisory council, in organizing instruction for young farmer groups.

( ) d. The young farmer group is organized into an association to assist in social, recreational and civic activities, as well as organized instruction in agriculture.

Evaluation:

( ) Does the young farmer program effectively serve the young farmer needs in the community?

B. Student Personnel

Proposition: The young farmer group should represent a cross-section of the young men in the community.

INFORMATION NEEDED

1. Farming status and age of young farmers. Refer to follow-up report.
2. Previous vocational training. Percent of young farmers who are former students of Vocational Agriculture in all-day classes ______

3. Surveys and records. Refer to survey sheets and visitation records.

Items:

( ) a. The students enrolled in young farmer classes are engaged in farming occupations.

( ) b. The students enrolled represent an age range, which indicates that the teacher is attempting to reach all the young men in the service area who need instruction.

( ) c. The students enrolled include those who are former vocational students and those who are not former vocational students, and indicates the teacher's desire to serve both groups.

( ) d. The teacher has made a survey of the characteristics, needs, and environment of out-of-school young men, which has extended over most of the service area of the school and is up-to-date.

( ) e. In addition to the above mentioned survey, there is recorded personal information about each student.

Evaluation:

( ) How systematically is the teacher reaching the out-of-school young men in his service area who need instruction?

C. The Course of Study

Proposition: The primary objective of the course of study for young farmers should be to establish young men in farming, which includes establishment as a citizen in a rural community.

INFORMATION NEEDED

1. The teacher's statement of the objectives of his instruction for young farmers.

2. Units of the course of study. Refer to - Preliminary Part-Time Report.
3. Other allied studies or organizational meetings. (Not reimbursable).

Items:

( ) a. The course of study is closely related to the supervised farming programs and the improved practices of these students.

( ) b. The course of study includes, or is supplemented by, social, recreational and citizenship activities.

( ) c. The course of study places emphasis on major problems and also provides for the variation of members' interests.

( ) d. The majority of the members have attended over 60% of the meetings.

Evaluation:

( ) How well does this course of study contribute to the establishment of young farmers in farming and rural life (participation in clubs, organizations, etc.)?

D. Farming Programs

Proposition: Improved practices of young farmers should provide such training and farming assets as will aid them to improve their farm practices and their farming status.

INFORMATION NEEDED

1. Advancement of students in farming status. Evidence of advancement or progress toward establishment in farming.

2. Improved practices undertaken and completed.

3. Teacher supervision:

<table>
<thead>
<tr>
<th>Number of Students Visited Per Year</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never</td>
<td>Once</td>
</tr>
<tr>
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</tbody>
</table>
Items:

( ) a. Young farmers have established satisfactory working relationships and understandings with parents and employers.

( ) b. Young farmers are progressing toward anticipated farming status by making satisfactory development in present farming status.

( ) c. The improved practices of the students indicate training appropriate to improve the farming of the community.

( ) d. The improved practice list is closely related to the subject matter taught.

( ) e. The teacher has assisted young farmers in carrying through the improved practices the young farmers elected.

( ) f. At least 75% of the improved practices are completed as undertaken.

( ) g. Teacher has supervised the farming programs of all the young farmers and kept records of observations and recommendations.

Evaluation:

( ) To what extent will the farming programs of young farmers aid them to improve their farming status?

IV. ADULT FARMER INSTRUCTION

A. Organization

Proposition: Adult farmer instruction should be organized to provide favorable learning conditions and should have the support of the school and community.

INFORMATION NEEDED

Refer to Survey Data, Preliminary and Final Evening Class Reports.

Items:

( ) a. Adequate time was given to insure organized, thorough discussion and study of important local problems.

( ) b. Have a series of instructional meetings been held over a period of years?
c. Average attendance of those enrolled is high. (It is assumed that 66% is high.)

d. Records of attendance and related farming activities are on file.

e. The adult farmer class has a functioning committee of members to assist the instructor in planning the programs.

f. The teacher solicits the active support of the school administrator.

Evaluation:

Does the adult farmer instruction meet the needs of the farmers in the community?

B. Course of Study

Proposition: The primary objective of the course of study in adult farmer classes is to improve farming abilities of the members and improve farm living conditions.

INFORMATION NEEDED

A copy of the course of instruction and the yearly program of activities. List of organizations that members belong to.

Items:

a. The course of study is based upon problems of adult students organized in several units of study.

b. Provision is made for members to participate in social, recreational and cooperative activities.

Evaluation:

How well does this course of study contribute toward increasing the farming abilities of members and the improvement of rural living.

C. Improved Farming Practices

Proposition: Improved farming practices of adult farmers should be of such a character as will result in improved organisation and conduct of the farm business and improved farm living.
INFORMATION NEEDED

Report form of adult farmer classes. Data on supervisory visits can be secured from teacher's travel record or reports.

Items:

( ) a. The teacher assists in the development of Improved Farming Practice program by supplying yearly check lists which provide for recognition of improved practices already in operation and a record of completion of items elected.

( ) b. The Improved Farming Practices grow out of, and reflect the group of lessons taught during the same year.

( ) c. The Improved Farming Practices elected will result in improved organization and conduct of the farm business or improved country living.

( ) d. A majority of the class members elect the appropriate improved farming activities which they are not already doing.

( ) e. The teacher visits each member on his farm at least once a year, and again as often as necessary to provide the instruction to put the elected practices into operation.

( ) f. All members of the class complete at least 66% of the Improved Practices elected.

( ) g.

Evaluation:

( ) To what extent are the farming activities of adult farmers increasing their ability as farmers or improving country living?

V. TEACHING PROCEDURE

Proposition: Good vocational teaching is based largely on problems found in the farming programs of the students, and results in the solving of these problems through purposeful activity.
1. Planning Teaching Units
   ( ) The teacher reviews his previous lesson plans and teaching, and makes rough notes to guide him. Makes more detailed written plans for units he has never taught before.

2. How the Course Content is Selected
   ( ) The teacher selects specific problems faced by a member of the class or group.

3. Approach to Units
   ( ) The common practice of the teacher in approaching a new unit is to start with the experiences and needs of the learners in their undertakings in order that they might realize vital problems and the need for facts related to the problem.

4. Teaching How to Study
   ( ) The teacher analyzes the study abilities of each student, gives systematic instruction to first-year group on how to study, and assists all class members as necessary.

5. Teaching Equipment
   ( ) There is suitable equipment at the school, and in addition the teacher utilizes for teaching the farms and other teaching facilities in the community as shown by field trips taken.

6. Methods of Instruction
   ( ) Although guided in the correct direction by the teacher, the decisions and solutions arrived at are largely those of the students.

7. Outcomes Expected
   ( ) The character of instruction makes it evident that outcomes expected are in terms of understanding the principles involved, and managerial and operative abilities.

8. Testing
   ( ) The teacher uses an evaluation of the practices used in the boy's farming programs, in addition to written typed tests.
9. Utilization of Experience

( ) Whenever appropriate, the experiences of students is pooled as a point of departure in attacking a problem and is used as a source of content for solving problem.

10. Adjusting to Individual Differences

( ) Teaching procedures take into account the differences in levels of training, experience, farming status, and establishment problems.

Evaluation:

( ) How well is the teaching performed?

VII. THE FARM SHOP

Proposition: The shop and shop facilities should be adequate for teaching the shop jobs which farmers in this community should perform.

INFORMATION NEEDED

1. Important shop problems in this community.

Check the problems in the following list as to importance:

<table>
<thead>
<tr>
<th>Problem</th>
<th>Check each problem for importance</th>
<th>Marking</th>
<th>Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Carpentry</td>
<td></td>
<td></td>
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<tr>
<td>2. Cold metal and sheet metal work</td>
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<td></td>
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<tr>
<td>3. Concrete construction</td>
<td></td>
<td></td>
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<tr>
<td>4. Gas engines, tractors, trucks, autos</td>
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<tr>
<td>5. Forge work and welding</td>
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<td>6. Glazing</td>
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<td></td>
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<tr>
<td>7. Harness repair</td>
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<td></td>
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<tr>
<td>8. Machinery repair and adjustment</td>
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<td></td>
<td></td>
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<tr>
<td>9. Painting</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem</td>
<td>Check each problem for importance</td>
<td>Marking</td>
<td>Comments</td>
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<tr>
<td></td>
<td>Major</td>
<td>Minor</td>
<td>None</td>
</tr>
<tr>
<td>10. Plumbing</td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>11. Rope work</td>
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<tr>
<td>12. Sanitation and water systems</td>
<td></td>
<td></td>
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<tr>
<td>13. Simple electricity</td>
<td></td>
<td></td>
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<tr>
<td>14. Soldering</td>
<td></td>
<td></td>
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<tr>
<td>15. Tool fitting</td>
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</tbody>
</table>

16. Consider the important farm enterprises in the community and add other shop problems if any. Note the equipment available for each problem and mark A, B, or C in the right hand column. A problem of minor importance does not require as complete equipment as a problem of major importance.

2. Accommodations
   a. Number of persons in the largest class, all-day, young farmer or adult farmer, that frequently needs shop instruction at any one time ______.
   b. Maximum number of persons that can be accommodated at any one time without crowding ______.

3. The shop meets safety regulations. Yes. No. (Explanation: Items:

   ( ) a. Tools and equipment are available for teaching the jobs which farmers in this community should perform. (Information Needed, No. 1)

   ( ) b. Supplies are available for performing the more common jobs which farmers in this community should perform. (Check supplies on hand or easily available against the list of jobs and markings in Information Needed, No. 1)

   ( ) c. Each student receives instruction which will develop all the shop skills essential in his farming activities. (Applies especially to all-day students.) (Evidence:
( ) d. A record of the skills attained by each student is kept. (Evidence:

( ) e. Shop jobs of students are related to farm jobs at home and particularly to supervised farming programs. (Evidence:

( ) f. Having made satisfactory arrangements with the teacher, farmers use the facilities of this farm shop to do jobs for which they do not have facilities at home. (Evidence:

( ) g. The amount of floor space and the arrangement of the shop is adequate to serve the number of persons usually found in the all-day, young farmer or adult farmer classes requiring instruction. (Information Needed, No. 2)

( ) h. Jobs completed or under construction show good workmanship. (Jobs released before completion are one evidence of poor workmanship.) (Evidence:

( ) i. Farm machinery may be brought into the shop on the ground level or on a runway, disassembled and assembled. (Requires large doorway and free floor space.) (Evidence:

( ) j. Tools are well cared for. (This includes servicing, checking and storage.) (Evidence:

( ) k. The shop is well kept. (This includes reasonable orderliness, which requires storage facilities, and cleanliness.) (Evidence:

( ) l. Definite provision is made for replacement, maintenance and purchase of tools and equipment. (Evidence:

( ) m. Students (particularly all-day students) are developing farm shops at their homes. (Mark A if 60 per cent or more, B if 41-60 per cent, C if 21-40 per cent, D if 0-20 per cent and E if none.)

( ) n. Safety facilities are provided. (Information Needed, No. 3)

Evaluation:

( ) How adequate is this farm shop for teaching the farm jobs which farmers of this community should perform?
MAP I. Counties Conducting Programs of Vocational Agriculture by Areas

KEY

1 - Northwest of James River
2 - Northeast of James River
3 - Southwest of James River
4 - Southeast of James River
MAP II. Distribution of Departments within the Three Groups

KEY
1 = Group I
2 = Group II
3 = Group III

SCALE - STATUTE MILES
0 10 20 30 40 50
APPENDIX VIII
VISITATION REPORT

VIRGINIA STATE COLLEGE
Department of Agricultural Education  Date

Teacher ___________________________ Reported by: ___________________________

Visitation Report of ________________ Department of Vocational Agriculture

This is not designed to be a complete report of the department but to provide a general idea of the strong and weak points that they may be evaluated objectively. (5—excellent, 4—good, 3—fair, 2—poor, 1—very poor)

<table>
<thead>
<tr>
<th>I. Organization</th>
<th>V. Supervised Farming</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Classroom</td>
<td>1. Scope and suitability</td>
</tr>
<tr>
<td>2. Shop</td>
<td>2. Records: neat, complete</td>
</tr>
<tr>
<td>3. Office</td>
<td>3. Job plans</td>
</tr>
<tr>
<td>4. Files</td>
<td>4. Quality of work</td>
</tr>
<tr>
<td>5. References</td>
<td></td>
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<tr>
<td>6. Course of Study</td>
<td></td>
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<tr>
<td>7. Schedules</td>
<td></td>
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<td>8. Program of work</td>
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<td>9. Advisory council</td>
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<td>10. Equipment and supplies</td>
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<thead>
<tr>
<th>II. Planning</th>
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<tbody>
<tr>
<td>1. Knowledge of students and community</td>
<td>1. Scope in terms of needs</td>
</tr>
<tr>
<td>2. Lesson plan: number, quality</td>
<td>2. Quality of instruction</td>
</tr>
<tr>
<td>3. Organization of contents</td>
<td>3. Scope of enrollment</td>
</tr>
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<td></td>
<td>5. Results</td>
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</tbody>
</table>

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<thead>
<tr>
<th>III. All-day programs</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>1. Quality of instruction</td>
<td>1. Scope in terms of needs</td>
</tr>
<tr>
<td>2. Interest and attitudes</td>
<td>2. Quality of instruction</td>
</tr>
<tr>
<td>3. Evidence of practical use</td>
<td>3. Farm machinery class</td>
</tr>
<tr>
<td>4. Records</td>
<td>4. Food production and conservation</td>
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<tr>
<td></td>
<td>5. Veterans training</td>
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<td>6. Results</td>
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<tr>
<th>IV. New Farmers of America</th>
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<tbody>
<tr>
<td>1. Organization</td>
<td>1. Scope in terms of needs</td>
</tr>
<tr>
<td>2. Objective attainment</td>
<td>2. Quality of instruction</td>
</tr>
<tr>
<td>3. Quality of meetings</td>
<td>3. Farm machinery class</td>
</tr>
<tr>
<td>4. Degree advancement</td>
<td>4. Food production and conservation</td>
</tr>
<tr>
<td></td>
<td>5. Veterans training</td>
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<td></td>
<td>6. Results</td>
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<thead>
<tr>
<th>IX. Miscellaneous</th>
<th></th>
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<tbody>
<tr>
<td>1. Publicity</td>
<td>1. Scope in terms of needs</td>
</tr>
<tr>
<td>2. Attitudes toward teacher</td>
<td>2. Quality of instruction</td>
</tr>
<tr>
<td>3. Efficiency: reports, etc.</td>
<td>3. Farm machinery class</td>
</tr>
<tr>
<td>4. Professional growth</td>
<td>4. Food production and conservation</td>
</tr>
<tr>
<td></td>
<td>5. Veterans training</td>
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<td>6. Results</td>
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<thead>
<tr>
<th>X. General Rating</th>
<th></th>
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</thead>
</table>

Use back of page for comments.
AUTOBIOGRAPHY

I, Marvin Albert Fields was born in Manassas, Virginia July 9, 1916. I received my secondary school education in the public school of the town of Manassas, Virginia. My undergraduate training was obtained at Virginia State College, Petersburg, Virginia from which I received the degree of Bachelor of Science in 1938. From 1938 to 1942 I served as teacher of vocational agriculture in the Central High School, Irwin, Virginia and from 1942 to 1946 I served in the same school as principal and teacher of vocational agriculture. I was appointed resident teacher-trainer at Virginia State College in 1946 and immediately enrolled in the Graduate School on a part-time basis, from which I received the degree of Master of Science in 1948. In 1948 I received a Fellowship Grant from the General Education Board and enrolled in The Ohio State University for one year where I specialized in the Department of Agricultural Education. I returned to my job at Virginia State College in 1949 and enrolled for off-campus research at The Ohio State University while completing the requirements for the degree of Doctor of Philosophy.