

A STUDY OF THE PLACE AND USE OF SUPPLEMENTARY FARM
PRACTICE IN TEACHING VOCATIONAL AGRICULTURE

by

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INTRODUCTION

The underlying principle of vocational education is that one must participate in the activities of the vocation in which he seeks training, in their natural setting, if he is to be properly trained. The individual productive project in vocational agriculture was introduced and has been developed into an activity which combines to a high degree all of those essentials which produce an ideal learning situation.

Teacher trainers, supervisors, and teachers of vocational agriculture have, from the beginning of the vocational education program set up by the Smith-Hughes law, given much thought and work to the improvement and expansion of the supervised farm practice program. In this enlarged program may be found major and minor individual projects, continuation projects, class projects, and supplementary farm practice. Different degrees of emphasis have been given each in the several states.

In the present study only that form of supervised practice formerly called "home practice" but now more correctly termed "supplementary farm practice", is given consideration. An effort has been made to determine the place

in the program of supervised practice for this particular type of activity and how it can be used most efficiently.

ANALYSIS AND OBJECTIVES

Supplementary farm practice as the term is used in this study includes all of the farm jobs to which application of the lessons learned at school are made other than those cared for through the individual productive projects, class projects, or in class field practices. It is an addition to these forms of supervised practice and is performed by individual students on the home farm.

For purposes of study the problem was divided into four parts with two objectives set up under each division.

These objectives are as follows:

Part I on Requirements.

1. To determine to what extent supplementary farm practice work is required.

2. To determine what plan is provided for presenting supplementary farm practice work.

Part II on Analysis and Supervision.

1. To determine how supplementary farm practice jobs are analyzed and planned, and what relationship exists between parent and pupil in this analysis.

2. To determine how supplementary farm practice jobs

are supervised and checked by the teacher.

Part III on Recording and Crediting.

1. To determine the extent that records are kept of supplementary farm practice work.
2. To determine how and to what extent credit is given for supplementary farm practice work.

Part IV on Outcomes.

1. To determine the value of supplementary farm practice work as a teaching device.
2. To determine the value of supplementary farm practice for improving local farm practices.

PROCEDURE

The study is essentially of the questionnaire type. Twenty questions were prepared under each of the four divisions of the problem, to be answered by merely encircling the answer "yes" or "no". Through State Supervisor L. B. Pollom, requests were made of the state supervisors in thirty-two states for a list of twenty teachers to whom copies of the questionnaire might be sent.

Lists were received from twenty-three states, varying in size from six to twenty-one names. A total of three hundred eighty-two questionnaires were sent to teachers in these twenty-three states, as well as to ninety-seven teachers

in Kansas, and to forty-three teacher trainers and supervisors in twenty-two of these states.

The teachers were asked to check the answers in the light of their experience while the supervisors and teacher trainers were asked to check them as they believed they should be answered. The supervisors and teacher trainers were also asked for comments.

RESPONSE

A total of five hundred twenty-two questionnaires were sent out, of which number three hundred were returned. Sixty-eight percent of the Kansas teachers of vocational agriculture and fifty-six percent of all other teachers returned questionnaires. Responses were received from eighteen supervisors and teacher trainers representing eleven states.

As a whole the replies indicated that the questions were interpreted as the writer had in mind when written. As one would expect there was wide diversity of opinion on the problem, particularly on certain phases of it. The varying importance attached to supplementary farm practice as a type of supervised practice is indicated by the quotations which follow:

"Personally I believe that this form of supervised

practice offers a very valuable supplement to the individual project and in some cases might supplant it. As a rule, however, I believe its place is supplementary to the individual project." L. M. Sasman, State Supervisor of Vocational Agricultural Education, State of Wisconsin.

"We have not made use of supplementary farm practice long enough to have it working as we should like, but we think it has great possibilities." R. M. Stewart, Teacher Trainer, Cornell University.

"We have no formal plan for requiring supplementary farm practice in addition to our project program. Our men seem to have had their hands full putting over the project and getting the students to place the proper emphasis upon project plans and the business side of farming. No doubt many teachers do get a considerable amount of supplementary farm practice through the development of interest, but we have never pushed the program formally." E. R. Bradford, Chairman Department of Vocational Education, University of Nebraska.

"...our theory is that the practice of the farm boy and the instruction in school should be completely correlated, and not limited to a formal 'project' or to merely elementary work that fulfills the 'Schmidt' definition" (of supplementary farm practice). A. V. Stern, Professor

and Chief of Division of Agricultural Education, University of Minnesota.

"Many of the jobs taken up in class are of such a nature that they do not function for every boy on his project or in judging activities and in order to get the proper kind of reaction from boys that will make the bonds permanent and satisfactory, I think that supplementary farm practice work is very essential." G. A. Schmidt, Associate Professor of Agricultural Education, Colorado Agricultural College.

"I have long contended that no program in vocational agriculture is better than its supervised practice program, and inasmuch as the individual productive project as we have termed it, is only a minimum accepted by the Federal Board for qualifying for state and federal reimbursement, I consider we have only made a start when we have met the requirements of this minimum.

"In other words it seems justifiable to say that the biggest job and problem of the vocational agriculture teacher is not imparting knowledge and skill to farm boys, but rather the problem of guiding and directing them in the application of such knowledge and skill on the home farm. Knowledge and skill are of little value until they are put to some practical use, and if our boys do not put them to

practical use while under the immediate stimulus of our teaching effort, how likely will they be to put them to use five to ten years hence". L. B. Pollom, State Supervisor of Vocational Agriculture, State of Kansas.

Dr. C. V. Williams of Kansas in the June 1929 issue of Rural Life Letter published by the Rural Education Department of the School of Agriculture, The Pennsylvania State College, writes:

"Because of the academic mindedness of school administrators and school teachers, the individual project was set up as a first device by which classroom instruction could be carried to the boy's farm and tested out in productive practices. It is perhaps the most easily accessible educational device for the adolescent boy in the interpretation of his agricultural instruction. It should also be productive in effort and have about it the elements of individual ownership--full ownership, if possible.

"There are other forms of supervised farm practice activities which should accompany the individual farm project and which, during certain periods of the school year, should receive much more emphasis and be much more productive of effective teaching results. Other forms of supervised farm practice activities receiving increased emphasis as teachers become more experienced on their jobs include:

Productive class projects of farm unit size.

Releasing of the vocational boy on school time to undertake and direct on his home farm and put into use new skills developed in the course of his agricultural training.

The class visitation of the farms of outstanding breeders and successful farmers.

The use of unusual field opportunities for application of vocational instruction."

Perhaps more extreme views are expressed by teachers of vocational agriculture than by their leaders as is indicated by the following:

"For several years I have been giving my major attention to what you call supplementary farm practices. In my personal opinion they are, when taken collectively, more important to everyone concerned than the home project."

G. L. Weber, Chilton, Wisconsin.

"I believe supplementary farm practice has a real place in our work and can be made to do a more important work than projects." W. C. Barter, Newtown, Connecticut.

"Compared with the rest of the supervised practice, I do not see where you get 'het up' to the extent of eighty questions over these little jobs." E. L. Black, Fulton, N. Y.

"Not a part of the state program. I do not believe I

could add it to my program of part time and evening classes and individual projects." J. F. Johnson, Greenfield, Ohio.

"Have never done any supplementary practice work but this has set me to thinking and I will probably try some later." R. C. Smith, Athens, Illinois.

CONCEPTS OF SUPPLEMENTARY FARM PRACTICE

Reviewing the statements of vocational agriculture workers and the printed and mimeographed literature furnished by them, we have concluded that there are about six general concepts of the place of supplementary farm practice in the vocational agriculture program.

1. No attempt is made to secure any supervised practice to supplement the project program. Many of those making no such attempt have a very extensively developed project program, including major and minor projects and continuation projects.

2. Some supplementary farm practices are secured through interest stimulated in class and project activities. These are usually of the manipulative type and often are quite elementary. This is not a part of a planned program of supervised practice.

3. Supplementary supervised practices are stimulated through community improvement contents. Lists of activities

are supplied with a given number of points for each activity. Some of these lists contain many activities that are little more than chores. There is a wide variation in the manner in which these contests are held.

4. A few major farm practices are included in the program of supervised practice in addition to the project activities. These are studied, planned, and executed as are the projects and may be such activities as pruning the orchard, overhauling the tractor, or testing the dairy herd.

5. Instead of a few major farm practices as stated above some include an entire enterprise. These essentially become minor projects, except the pupil does not assume any financial obligations and receives no financial gains.

6. Farm practices in all the enterprises are definitely planned, executed, and supervised as a part of the program of supervised practice. This is an attempt to secure supervised practice in as many things taught at school as possible in addition to the project activities.

DATA REVIEWED

The answers to all returned questionnaires were first tabulated by states, totalled, and the percentage of yes and no answers determined for each question. After the percentage of yes and no answers were thus obtained, the

median percentage of yeses for each question was found for all of the states. Then the total number of yes and no answers was found to all questions from all of the states not including Kansas and the percentage of each determined. The percentage of yes and no answers was also found to all questions as answered by eighteen supervisors and teacher trainers from eleven states.

On the following pages the data secured from the returned questionnaires is shown and reviewed. First were listed the questions with bar graphs showing the responses to each. Following the graphical presentation of replies to the questions in each of the four parts of the questionnaire is a discussion of these responses.

Four groups of replies to each question are included in the graphs and indicated by letters as follows:

a. Represents the percentage of affirmative answers checked by two hundred sixteen teachers in twenty-three states not including Kansas.

b. Represents the median percentage of affirmative answers of teachers in all states including Kansas.

c. Represents the percentage of affirmative answers given by sixty-six Kansas teachers.

d. Represents the percentage of affirmative answers given by eighteen supervisors and teacher trainers.

Part I. Requirements
Relative to Supplementary Farm Practice

1. Do you require that some supplementary farm practice work be done?

- a. 71% !
- b. 69% !
- c. 80% !
- d. 78% !

2. Do you require a minimum amount of supplementary farm practice work?

- a. 31% !
- b. 33% !
- c. 35% !
- d. 22% !

3. Do you specify what jobs must be carried out as supplementary farm practice work?

- a. 24% !
- b. 23% !
- c. 28% !
- d. 18% !

4. Do you leave the choice of jobs for supplementary farm practice optional with the student?

- a. 79% !
- b. 79% !
- c. 74% !
- d. 65% !

5. Do you permit the students to choose some jobs in addition to required jobs for supplementary farm practice?

- a. 97%
 b. 100%
 c. 96%
 d. 94%

6. Do you include both managerial and operative jobs as supplementary farm practice?

- a. 90%
 b. 89%
 c. 79%
 d. 100%

7. Do you require supplementary farm practice work in farm shop jobs?

- a. 41%
 b. 42%
 c. 41%
 d. 72%

8. Do you require the student to repeat the application of jobs encountered in his project to supplementary practice?

- a. 24%
 b. 21%
 c. 18%
 d. 19%

9. Do you require jobs studied in class projects to be duplicated as supplementary farm practice?

- a. 26%
 b. 19%
 c. 14%
 d. 27%

10. Do you require supplementary farm practice work for every job that does not function in project work?

- a. 30% *****
 b. 18% *****
 c. 21% *****
 d. 50% *****

16. Do you have students select the problems from home for supplementary farm practice?

- a. 83% *****
 b. 83% *****
 c. 90% *****
 d. 93% *****

17. Do you choose the jobs that shall constitute supplementary farm practice without consulting the class?

- a. 15% *****
 b. 15% *****
 c. 18% *****
 d. 7% *****

18. Do you teach the job first and afterward test the student's learning through supplementary farm practice?

- a. 80% *****
 b. 80% *****
 c. 76% *****
 d. 57% *****

19. Do you require that supplementary farm practice follow immediately the teaching of the job?

- a. 19% *****
 b. 20% *****
 c. 22% *****
 d. 31% *****

20. Do you believe that such jobs as do not function in project work should be taught only if it is to be applied in supplementary farm practice?

a. 38%	*****
b. 40%	*****
c. 40%	*****
d. 41%	*****

1. Extent to which supplementary farm practice is required:

The percentage of teachers requiring some supplementary farm practice is high. Other teachers indicated that they would have checked the first question "yes" if "urge" or "expect" had been used instead of "require". The median percentage of yeses in twenty-four states is slightly less than the percentage of all teachers outside of Kansas who answered the first question yes, while Kansas teachers and the supervisors and teacher trainer group gave a larger percentage of yes answers.

A minimum requirement as to the amount of supplementary farm practice is set up by approximately one-third of all teachers replying. A smaller percentage of supervisors and teacher trainers checked this question affirmatively.

The answers to questions three, four, and five indicate that the choice of jobs for supplementary farm practice is largely optional with the student and that a set list is not placed in the student's hands. Several teachers modified their answers to these questions to indicate that they advised with their students in the choice and that no ironclad

rules were followed.

That supplementary farm practice should include both managerial and operative jobs is indicated by the answers to question six. Supervisors and teacher trainers were unanimous in answering this question in the affirmative.

The duplication of home project and class project jobs is required by a small percentage of the teachers replying. The higher percentage requiring supplementary farm practice work in farm shop jobs and the seventy-two percent affirmative replies to question seven by supervisors and teacher trainers may be influenced by differences in the methods employed in conducting farm shop work.

The response received to question ten indicates that few teachers require practice in every job they teach. Comments made on this question show that several teachers would answer yes if modified to state that supplementary farm practice was required in most jobs that do not function in projects.

One-half of all teachers outside of Kansas and one-third of the Kansas teachers replying require all supplementary farm practice be done outside of school time. A range of 17% to 78% was shown.

Replies to questions twelve, thirteen, and fourteen indicate that individual needs and experience of students

are taken into consideration in setting up supplementary farm practice work.

2. Plans in providing for supplementary farm practice work:

Thirty percent of all teachers in states other than Kansas indicate they have their students outline a program of supplementary farm practice early in the course. Eighteen and one-half percent was the median of affirmative answers in twenty-four states. Twenty-one percent of the Kansas teachers replied affirmatively. Fifty percent of the supervisors and teacher trainers replied in the affirmative.

Supplementary farm practice jobs for the most part are selected from home problems of the students, and are not set up by many of the teachers without consulting with the students indicated by replies to questions sixteen and seventeen. Considerable individual work on the part of the student is indicated in replies to question thirteen where the different groups show only twenty-five to thirty-seven percent requiring the same supplementary farm practice jobs to be studied by all students at the same time.

A large percentage of the teachers teach the job first and test the students' learning through supplementary farm practice. Considerably fewer of the supervisors and teacher trainers answer question eighteen in the affirmative which

seems to indicate they believe there should be a closer relation between teaching and doing.

Question nineteen was answered yes by nineteen, twenty and one-half, and twenty-two percent respectively of the different teacher groups which would indicate they require the doing of the supplementary farm practice work immediately following the teaching of the job. A thirty-one percent affirmative reply from the supervisors and teacher trainers and comments by them and by teachers seem to show a tendency to make instruction more seasonal and to follow or accompany the teaching of the job with performance as a supplementary farm practice job.

The replies to question twenty by teachers and by supervisors and teacher trainers are in close agreement. Forty percent replying believe that jobs which do not function in projects should not be taught unless they are to be applied in supplementary farm practice. This compared with the zero to five percent reply to question ten shows a tendency toward making all teaching have a practical application.

Part II. Supervision
of Supplementary Farm Practice Work

21. Is the job which is to become supplementary farm practice work analyzed by the class before it is studied?

- a. 63%
b. 65%
c. 57%
d. 77%

22. Does each student analyze the job as an individual farm job before he performs it?

- a. 69% 我對新加坡的經濟前景感到樂觀，因為新加坡的經濟基礎穩固，且政府對經濟發展有清晰的規劃。
- b. 67% 我對新加坡的經濟前景感到樂觀，因為新加坡擁有優秀的人才和技術，且政府對創新的支持力度很大。
- c. 58% 我對新加坡的經濟前景感到樂觀，因為新加坡的地理位置優越，且政府對貿易和投資的開放態度。
- d. 71% 我對新加坡的經濟前景感到樂觀，因為新加坡的金融體系健全，且政府對金融穩定的重視程度很高。

23. Do you advise the students to secure the assistance of their parents in analyzing these jobs?

- a. 78% 對於政府與社會各界在處理此次事件時所表現的誠意與負責的態度感到滿意
- b. 78% 對於政府與社會各界在處理此次事件時所表現的誠意與負責的態度感到滿意
- c. 66% 對於政府與社會各界在處理此次事件時所表現的誠意與負責的態度感到滿意
- d. 88% 對於政府與社會各界在處理此次事件時所表現的誠意與負責的態度感到滿意

24. Do you find that supplementary farm practice jobs are largely planned and directed by the parents?

- a. 28%
b. 29%
c. 32%
d. 24%

25. Do you endeavor to visit the student's farm to look over the situation before supplementary farm practice jobs are analyzed and planned?

- a. 87%
 b. 87%
 c. 77%
 d. 94%

26. Do you require a carefully written job plan for supplementary farm practice work?

- a. 21%
 b. 21%
 c. 19%
 d. 33%

27. Do you consult with the parents relative to permitting the student do supplementary farm practice work?

- a. 74%
 b. 75%
 c. 75%
 d. 100%

28. Do you experience any difficulty in securing the cooperation of parents in this matter?

- a. 36%
 b. 29%
 c. 35%
 d. 47%

29. Is it more difficult to secure the parents' consent to let the student perform managerial jobs than operative jobs?

- a. 81%
 b. 84%
 c. 75%
 d. 81%

30. Do you experience any difficulty in getting as much supplementary farm practice work done as you desire?

- a. 75%
b. 83%
c. 83%
d. 89%

31. Do you find that students are generally anxious to do supplementary farm practice work?

- a. 60%
b. 58%
c. 37%
d. 50%

32. Do you expect the students to get sufficient instruction at school to enable them to perform the supplementary farm practice jobs?

- a. 59%
b. 56%
c. 65%
d. 44%

33. Do you endeavor to visit the boy at home and give instruction in supplementary farm practice jobs?

- a. 90%
b. 86%
c. 83%
d. 100%

34. Do you make instruction on the job in supplementary farm practice work incidental to project supervision visits?

- a. 91%
b. 89%
c. 81%
d. 83%

35. Do you require your students to submit a report on supplementary farm practice jobs when completed?

- a. 44% #####
 b. 44% #####
 c. 68% #####
 d. 76% #####

36. Do you ask the boy's parent to sign the report of a completed farm practice job?

- a. 9% #####
 b. 31% ##
 c. 18% #####
 d. 19% #####

37. Do you have a form for a detailed report of a completed supplementary farm practice job?

- a. 16% #####
 b. 10% #####
 c. 20% #####
 d. 24% #####

38. Do you usually inspect a finished job of supplementary farm practice work?

- a. 83% #####
 b. 86% #####
 c. 77% #####
 d. 88% #####

39. Do you find that most of the supplementary farm practice work comes during the summer months?

- a. 60% #####
 b. 60% #####
 c. 40% #####
 d. 41% #####

40. Do you plan the supervision of these summer jobs during the school year?

- a. 76%
 b. 75%
 c. 60%
 d. 93%

1. How jobs are analyzed and planned:

In preparation for doing supplementary farm practice jobs most teachers have the students analyze the job either as a class exercise or as an individual job. There was considerable overlapping of answers to questions twenty-one and twenty-two, some answering both in the affirmative, others answering only one of them affirmatively. Therefore, the percentage of teachers who have their students analyze these jobs in one way or the other is greater than that shown by the answer to either of the two questions.

Seventy-eight percent of all of the teachers outside of Kansas and sixty-six percent of the Kansas teachers replying, advise the students to secure the assistance and cooperation of parents in analyzing supplementary farm practice jobs. Eighty-eight percent of the supervisors and teacher trainers believe such practice should be followed. Answers to question twenty-four indicate that some teachers find parents do too much of the planning and directing of supplementary farm practice work.

The replies to question twenty-five show that a large percentage of the teachers attempt to visit the students'

home farm before supplementary farm practice jobs are analyzed and planned. Replies to question twenty-seven show that almost as large a percentage consult with parents about permitting students to do supplementary farm practice work.

One-third of the teachers experienced difficulty in securing the parents cooperation in supplementary farm practice work. Seventy-five percent of Kansas teachers and eighty-one percent of teachers outside of Kansas find it more difficult to obtain cooperation of parents when managerial jobs are involved in supplementary farm practice. Eighty-three percent of Kansas teachers and seventy-five percent of teachers outside of Kansas experience difficulty in getting as much supplementary farm practice work done as they desire. Thirty-seven percent of Kansas teachers and sixty percent of other teachers report students as being generally anxious to do supplementary farm practice.

Carefully prepared job plans are required by nineteen percent of Kansas teachers and by twenty-one percent of other teachers. Thirty-three percent of the supervisors and teacher trainers believed such plans necessary.

2. How jobs are supervised and checked:

Replies to questions thirty-two, thirty-three, and thirty-four indicate a large percentage of teachers expect students to get sufficient instruction at school to perform

these jobs, but a larger percentage of them endeavor to visit the student at home and give instruction in supplementary farm practice jobs. Practically the same percentage of teachers who endeavor to visit the boy for such instruction makes these visits coincide with project supervision visits. Forty-four percent of the supervisors and teacher trainers expect the students to obtain sufficient instruction at school to perform supervised farm practice jobs. The one hundred percent reply by this group to question thirty-three apparently means they believe instruction is not completed in the class room so far as supplementary farm practice is concerned.

Reporting on supplementary farm practice jobs has not received much emphasis according to replies received to questions thirty-five, thirty-six, and thirty-seven. Forty-four percent of the teachers outside of Kansas and sixty-eight percent of the Kansas teachers require some kind of a report. Eighteen percent of the Kansas teachers and nine percent of teachers outside of Kansas, with a median of three and one-half percent in the different states, require the boy's parent to sign a report on completion of supplementary farm practice work. Twenty percent of the Kansas teachers and sixteen percent of teachers outside of Kansas, with a median of ten and one-half percent in the different

states, have a form for a detailed report of completed supplementary farm practice jobs. Eighty-three percent of the teachers outside of Kansas and seventy-seven percent in Kansas state usually inspect a finished job of supplementary farm practice.

Much supplementary farm practice work is carried on during the summer months. Sixty percent of the teachers report most of the supplementary farm practice work done at this time. Supervision of these summer jobs is planned by seventy-six percent of the teachers during the school year. The percentage of affirmative replies to these questions by the Kansas teachers is forty percent and sixty percent respectively.

Part III. Recording and Crediting Supplementary Farm Practice

41. Do your students file with you a report of completed supplementary farm practice jobs?

- a. 36% ☐ a. 36% ☐
- b. 30% ☐ b. 30% ☐
- c. 55% ☐ c. 55% ☐
- d. 82% ☐ d. 82% ☐

42. Do your students include their supplementary farm practice jobs in their own notebooks with the analysis?

- a. 35% *****
 b. 31% *****
 c. 20% *****
 d. 60% *****

43. Do you have a special form for your record of completed supplementary farm practice jobs?

- a. 24% *****
 b. 15% *****
 c. 30% *****
 d. 41% *****

44. Do you keep a record of the net earning or saving from each supplementary farm practice?

- a. 16% *****
 b. 10% *****
 c. 10% *****
 d. 19% *****

45. Do you keep a record of the supplementary farm practice jobs that are completed in the summer time?

- a. 41% *****
 b. 38% *****
 c. 22% *****
 d. 73% *****

46. Do you make a summarized report of the money value of supplementary farm practice work done by your classes?

- a. 21% *****
 b. 17% *****
 c. 6% ***
 d. 31% *****

47. Do you include supplementary farm practice work as an integral part of the student's credit?

- a. 39% *****
 b. 35% *****
 c. 76% *****
 d. 62% *****

48. Do you give added credit for supplementary farm practice work?

- a. 32% *****
 b. 29% *****
 c. 70% *****
 d. 6% ***

49. Do you fail students who do not have a minimum of supplementary farm practice work?

- a. 19% *****
 b. 14% *****
 c. 14% *****
 d. 18% *****

50. Do you give credit on only certain specified supplementary farm practice jobs?

- a. 20% *****
 b. 17% *****
 c. 28% *****
 d. 21% *****

51. Do you give credit for supplementary farm practice jobs without limit as to number?

- a. 39% *****
 b. 37% *****
 c. 58% *****
 d. 21% *****

52. Do you give credit for supplementary farm practice jobs done in the summer time?

- a. 56%
 b. 55%
 c. 43%
 d. 59%

53. Do you give credit for farm shop jobs that are done at home?

- a. 65%
 b. 81%
 c. 86%
 d. 75%

54. Do you give credit more than once for the same job of supplementary farm practice?

- a. 14%
 b. 11%
 c. 32%
 d. 19%

55. Do you give credit as supplementary farm practice work for jobs that duplicate project jobs?

- a. 20%
 b. 14%
 c. 67%
 d. 19%

56. Do you give credit for supplementary farm practice on jobs that are not taught to the entire class?

- a. 82%
 b. 63%
 c. 89%
 d. 71%

57. Do you give the same credit to all boys doing the same supplementary farm practice jobs regardless of previous skill and experience?

- a. 27% !
 b. 21% !
 c. 43% !
 d. 33% !

58. Do you give credit on ordinary chores as milking, feeding, etc., as supplementary farm practice work?

- a. 13% !
 b. 10% !
 c. 0
 d. 0

59. Do you give credit on regular field work as plowing, harrowing, etc., as supplementary farm practice work?

- a. 21% !
 b. 17% !
 c. 10% !
 d. 14% !

60. Do you encourage and give instruction in supplementary farm practice jobs for which no credit is given?

- a. 84% !
 b. 86% !
 c. 70% !
 d. 93% !

1. Extent to which records are kept of supplementary farm practice work:

Recording of completed farm practice jobs is not systematized by the majority of teachers who replied to questions forty-one to forty-six. To the question asking if a report was filed by the student, thirty-six percent of the teachers outside of Kansas, a median of thirty percent of

the teachers in the twenty-four states included in this study, and fifty-five percent of the Kansas teachers replied yes. Eighty-two percent of the supervisors and teacher trainers believed a report should be filed. Approximately the same percentage in all groups replied that the students include their supplementary farm practice jobs in their notebooks with the analysis. A smaller percentage replied they had a special form for their own record of completed farm practice jobs.

The answers to question forty-five which asks how many keep a record of supplementary farm practice jobs completed in the summer time indicate that more teachers keep some kind of a record than the number who have a special form for such records or who have the students file a report with them.

A very small percentage of the teachers outside of Kansas and a still smaller percentage of Kansas teachers attempt to keep a record of the financial outcome of supplementary farm practice work as is shown by replies to questions forty-four and forty-six.

2. Emphasis given to the crediting of supplementary farm practice work:

Thirty-nine percent of all teachers outside of Kansas and seventy-six percent of the Kansas teachers include

supplementary farm practice as an integral part of the students' credit. Thirty-two percent of the former and seventy percent of the latter give added credit. Fifty percent of the teachers outside of Kansas and eighty-three percent of the Kansas teachers give credit in either one or both ways. However, the percentage of teachers that fail a student who does not have a minimum of supplementary farm practice work is relatively small.

Whether credit is given on only certain jobs of supplementary farm practice or on all jobs without limit cannot be determined by replies to questions fifty and fifty-one, as the totals of these questions exceed the total percentage that give credit for supplementary farm practice work. The larger percentage given to question fifty-one over question fifty probably indicates that the trend is toward giving credit on supplementary farm practice jobs without limit as to number.

The replies to questions fifty-two, fifty-three, and fifty-six by teachers outside of Kansas are difficult to interpret as they exceed the total percentage that give credit on supplementary farm practice.

Teachers in Kansas generally regard supplementary farm practice as a part of the course in vocational agriculture and give credit for work done. In questions fifty-one to

fifty-six we find fifty-eight percent of them giving credit for jobs without limit as to number; forty-three percent give credit for summer work; eighty-eight percent give credit for farm shop jobs done at home; thirty-two percent give credit more than once for the same job; sixty-seven percent give credit for jobs that duplicate project jobs; and eighty-eight percent give credit for jobs not taught to the entire class.

Chores and regular field work are not given credit as supplementary farm practice by a very large percentage of teachers. Chores are credited by no teacher in Kansas and by thirteen percent of the teachers outside of Kansas. Regular field is credited work by ten percent in Kansas and by twenty-one percent outside of Kansas.

As would be expected from reviewing the foregoing a very large percentage of teachers outside of Kansas encourage and give instruction in supplementary farm practice jobs for which no credit is given; eighty-four percent of them so reporting. Seventy percent of the Kansas teachers follow this practice.

The supervisors and teacher trainers do not show as large percentage favoring the giving of credit for supplementary farm practice as is found among the Kansas teachers although the percentage is greater than that of teachers outside of Kansas.

Part IV. Outcomes of Supplementary Farm Practice Work

61. Do you find that the greatest value of supplementary farm practice is as a teaching device?

- [illegible]

62. Do you believe that supplementary farm practice work can be made to approach the home project in teaching value?

- a. 77%
b. 79%
c. 64%
d. 61%

63. Do you find that supplementary farm practice work stimulates interest among the students?

- a. 97%
b. 100%
c. 82%
d. 93%

64. Do you find that supplementary farm practice work intensifies the vocational aspect of your class work?

- a. 98% 98%
b. 100% 100%
c. 92% 92%
d. 100% 100%

65. Do you find that supplementary farm practice work is of special value in "getting over" your teaching to the

slower students?

- a. 92%
b. 93%
c. 89%
d. 88%

70. Do you find that supplementary farm practice work creates a more friendly attitude toward your work on the part of the parent?

- a. 93% ~~~~~
- b. 100% ~~~~~
- c. 88% ~~~~~
- d. 100% ~~~~~

71. Do you find that supplementary farm practice work appeals to the parent as being as practical as the home project?

- a. 89% ~~~~~
- b. 87% ~~~~~
- c. 73% ~~~~~
- d. 93% ~~~~~

72. Do parents seriously object to supplementary farm practice because it requires additional expense or inconvenience?

- a. 14% ~~~~~
- b. 13 1/2% ~~~~~
- c. 18% ~~~~~
- d. 30% ~~~~~

73. Do you find that you do considerable teaching to the parent through supplementary farm practice work?

- a. 90% ~~~~~
- b. 100% ~~~~~
- c. 77% ~~~~~
- d. 94% ~~~~~

74. Do you experience any difficulty in parents monopolizing the time you plan for supervision of supplementary farm practice work?

- a. 45% !
 b. 45%¹ !
 c. 43% !
 d. 53% !

75. Do you believe that supplementary farm practice work by your students is an efficient way of improving local farm practice?

- a. 93% !
 b. 100% !
 c. 90% !
 d. 94% !

76. Does supplementary farm practice work of your students attract much attention outside of their own family?

- a. 60% !
 b. 62%¹ !
 c. 48% !
 d. 86% !

77. Do you believe that you could do practically all the community work you have time for, outside of group activities, through supplementary farm practice work?

- a. 59% !
 b. 60%¹ !
 c. 51% !
 d. 56% !

78. Do you give publicity to the supplementary farm practice work of your students?

- a. 52% !
 b. 50% !
 c. 50% !
 d. 89% !

79. Does the knowledge of the fact that your students do supplementary farm practice work tend to draw students

Kansas and eighty-eight percent of the Kansas teachers attribute special value to supplementary farm practice in teaching the slower student, he is not reported as being more efficient in this phase of work than the brighter student. Forty-four percent of the teachers outside of Kansas and twenty-seven percent of the Kansas teachers reply that the slower student is more inclined to do supplementary farm practice work; forty percent of the former and twenty-four percent of the latter report him as being as efficient as the brighter student in this type of work; while ninety-one percent of the first group and eighty-one percent of the Kansas teachers report the brighter student as being more efficient in supplementary farm practice involving managerial job.

That supplementary farm practice has a teaching value is attested by the fact that eighty to eighty-five percent of the teachers are enlarging upon the use of it as a result of their experience.

2. Value of supervising farm practice work in improving local farm practices:

The replies to questions seventy to seventy-four inclusive indicate that the parents are generally favorably impressed with supplementary farm practice. It creates a

more friendly attitude of the parent toward the work; it appeals as being as practical as the home project; not many teachers find parents seriously objecting to it because of expense or inconvenience; considerable teaching is carried to the parent; and forty-five percent of the teachers find parents so interested that there is a tendency to monopolize the time the teacher has planned for supervision.

This device is also an efficient way of improving local farm practices, is the belief of ninety-three percent of the teachers outside of Kansas and ninety percent of the Kansas teachers. Replies to question seventy-six which asks if the supplementary farm practice of the agriculture classes attracts much attention outside of the family, agree very closely with the replies to question seventy-eight which asks if publicity is given to this phase of the work. The lower percentage of affirmative answers to questions seventy-six and seventy-eight in comparison with question seventy-five may suggest that more publicity given to the supplementary farm practice work would increase its value as a means of influencing local farm practices. Eighty-nine percent of the supervisors and teacher trainers favored publicity for supplementary farm practice work.

The replies to question seventy-seven indicate that there may be a possibility that supplementary farm practice

work became the principal agency through which the vocational agriculture teacher can do efficient community work. Fifty-nine percent of the teachers outside of Kansas and fifty-one percent of the Kansas teachers reply that they believe they could do practically all of the community work time will permit, outside of group activities, through supplementary farm practice.

Answers to the last question of the questionnaire were most interesting. Eighty percent of the teachers replying say that a considerable amount of supplementary farm practice work greatly increases the teacher's work. Several teachers crossed out the word "greatly" and substituted "some". No comment was made indicating that teachers objected to any increase in work caused by such activity. Many such remarks as "it is worth it", "yes, but that is the way I like it", etc., were made on this question.

SUMMARY AND CONCLUSIONS

There is great diversity of opinion among vocational agriculture workers on the subject of supplementary farm practice and it is interesting to note the uniformity in the percentage of affirmative replies to most of the questions.

This study shows that supplementary farm practice in

some form is general. There is a wide variance in requirements among workers in this field. It is questionable whether or not there should be requirements. It would seem expedient to provide a definite place in the program of vocational agriculture for supplementary farm practice, and if this be done more school time must be provided for this activity.

One of the apparent weaknesses in the supplementary farm practice programs of most schools and states included in this study is in the plans for carrying on the organization for presenting supplementary farm practice work. The general policy seems to be one of assigning jobs for study, trusting that somehow, sometime, the student will have an opportunity to make the application. It would seem advisable to develop a program of supplementary farm practice for each boy early in the course arranging the teaching order; thereby, facilitating the application in connection with or shortly after the study of the job.

This study shows that considerable attention is given to analyzing supplementary farm practice jobs and that the cooperation of parents is obtained by a majority of the teachers. Many of the teachers replying stated that they have difficulty in obtaining as much farm practice as they desire and do not find their students anxious to perform

supplementary farm practice activities. Few teachers require carefully written plans for supplementary farm practice jobs. This reluctance on the part of the student to do supplementary farm practice work may be attributed to the fact that the teachers have not included it as a definite part of the course and have not required careful plans for its execution.

Supervision of these jobs is well cared for according to the replies received from the questionnaires. The supervision is commonly coincident with project supervision and this would seem to be sound practice. Reports are required from students by less than half of the teachers. A small percentage of the teachers use a form for the student report and relatively few teachers ask the parent to sign a report.

There seems to be little emphasis placed on keeping records of supplementary farm practice. The median percentage of teachers among the states who have special forms for record of completed jobs in this type of work is fifteen and one-half percent.

Eighty-three percent of the Kansas teachers and fifty percent of all other teachers included in this study give credit for supplementary farm practice work done. More teachers include supplementary farm practice as an integral

part of the course than give added credit although a majority of those who give credit use both methods. If supplementary farm practice is a definite part of the course in vocational agriculture it would appear that the boy should be graded on his efforts.

Supplementary farm practice is given a high rating as a teaching device. The use of supplementary farm practice as a method of teaching in vocational agriculture seems to be steadily increasing.

Over ninety percent of the teachers questioned express the belief that local farm practices are influenced through the supplementary farm practices of their students. Little publicity is given to this phase of the work and not much attention is attracted outside the immediate family.

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Date Due

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