

A STUDY OF JUDGING CONTESTS IN THE  
SOUTH CENTRAL DISTRICT OF KANSAS

BY

HAROLD BUFORD VAN CLEAVE

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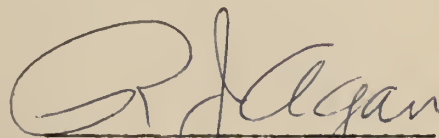
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## INTRODUCTION

### Background for the study

In an article written by Hirshey, vocational agriculture instructor at Billings, Missouri, it was stated that many instructors have asked themselves and their co-workers numerous questions concerning judging contests in which they participate. Some of the questions Hirshey indicated are:

Are FFA contests worthwhile? How much emphasis should I place on FFA contests? How important is winning? How successful were you in determining the place of FFA contests in your vocational program?<sup>1</sup>

Hirshey's article went on to express the views of vocational agriculture teachers in Missouri and they were in summary:

1. The FFA contest should be a means used to reach a teaching goal, not a goal in itself.
2. The FFA contest is an excellent motivational tool.
3. The period of time allotted for team training should be limited.
4. Team training should not interfere with the regular classroom schedule, but should supplement and reinforce it.
5. Team training sessions cannot replace good classroom techniques of instruction.
6. There should be periodical changes made in contests.<sup>2</sup>

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<sup>1</sup>Kenneth Hirshey, "FFA Contests: How to Win One," Agricultural Education Magazine, 33 (April, 1961), 224.

<sup>2</sup>Ibid

Because of the close geographical relationship of Missouri and Kansas it was an assumption by the writer of this study that similar questions and views were held by the teachers of vocational agriculture in Kansas.

The purpose of this study was to determine the attitudes held by vocational agriculture teachers in South Central Kansas and by the specialists in the agricultural college of Kansas State University toward certain activities carried on in the various judging contests. This study set forth some new ideas and activities as suggested parts of the contests for South Central Kansas to determine if the teachers and specialists would favor incorporating them into the present contests.

#### Review of Selected Related studies

In the articles reviewed in preparation for this study the writer found varied opinions about the value of FFA district contests. Some of the opinions were selected to be herein enumerated from two of the related published articles and presented as being most closely related to this study.

Paul E. Hemp, Teacher Education Department, University of Illinois, presented an article which stated that competitive activities play a dominant role in the instruction of students in vocational agriculture. He added that the awards programs, contests, and systems of assigning marks to students usually involve pitting one student against another in the achievement of a particular goal. It was pointed out that most people recognize the value of

competition as a motivating factor in learning but many are not aware of the bad effects of too much competition or the conditions under which learning may actually be impeded by an overly-competitive learning atmosphere. He concluded in his article that contest and award programs will contribute most to the instructional program when they are carried out under the following conditions:

1. There is a balance between competitive activities and cooperative activities.
2. Competitive activities are varied enough so as to give all entrants a chance to experience some degree of success.
3. Students competing in contest or award programs are taught how to compete, how to win, how to lose, etc.
4. Awards are spread out over a large group as they are when the Danish system of scoring is employed.
5. Groups or individuals entered in the activity are fairly evenly matched.
6. Contests and awards are set up to attain worthy educational objectives.
7. Participation in contests is motivated by the educational values of the contest.
8. Losing a contest is not considered as failure.
9. All of the boys in the chapter have a chance to participate in the contest at least at the local level.<sup>3</sup>

The second article reviewed which further substantiated this study and emphasized the belief that if the FFA contests are to be of value they must be kept up to date was one written by Charles Sheppard, Extension Specialist in Poultry, Michigan State University, and by William A. Householder, Assistant Instructor of Agricultural Education, Michigan State

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<sup>3</sup>Paul E. Hemp, "Using Competition to Promote Desirable Learning," Agricultural Education Magazine, 33 (May, 1961) 224

University.<sup>4</sup> Their article states that the major change which has occurred in the poultry business during the past few years has been that the poultry man now considers his flock as a population of birds rather than a flock consisting of individual hens. The net result of this change has been new skills and practices that have replaced many familiar poultry skills of the past. In 1963, the State FFA contest in Michigan included: (1) Strain Selection (2) Poultry Management (3) Egg Grading (4) Grading of Dressed Birds.<sup>5</sup>

These two articles, selected as being typical of the majority of articles written about judging contests for vocational agriculture, indicate that contests must receive close discretion on the part of teachers and that contests need to be kept up-to-date.

#### Statement of the Situation

This study of South Central Kansas District Vocational Agriculture Judging Contests in livestock, dairy, poultry, and crops was made for the purpose of analyzing past activities and finding out from teachers if they would accept inclusion of some new activities in the contests. These four judging contests have been given support by approximately 75 percent of the vocational agriculture teachers in the South Central District of Kansas in

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<sup>4</sup>Charles Sheppard and William A. Householder, "Michigan FFA Poultry Contest Keeps Abreast of New Technology," Agriculture Education Magazine, 36 (January 1964), 133.

<sup>5</sup>Ibid.



the past several years, and they are an integral part of the vocational agriculture program. Specialists from Kansas State University have helped in the capacity of judges and advisors for the district contests for the past several years.

District contests in the past several years have been held for the purpose of giving instruction in the selection of crop varieties and of foundation breeding animals in dairy, livestock, and poultry. The past district judging contests have been patterned very closely after the annual State High School Vocational Agriculture judging contests held each spring in connection with the annual convention of the Kansas Future Farmers of America at Manhattan, Kansas. The following information was taken from the bulletin, "Forty-first Annual State High School Vocational Agriculture Agricultural and Farm Mechanics Contests," published by Kansas State University at Manhattan, Kansas.<sup>6</sup> The livestock judging contest consisted of competitive judging of breeding ewes, breeding cattle, breeding hogs, fat barrows, fat lambs and of selecting the best four head of beef out of a pen of eight head of beef cattle. Four animals used in the judging classes and were ranked in order of their excellence. Three sets of oral reasons were given, one on cattle, one on swine, and one on sheep.<sup>7</sup>

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<sup>6</sup>Bulletin, Forty-first Annual State High School Vocational Agriculture, Agricultural and Farm Mechanics Contest published by Kansas State University.

<sup>7</sup>Ibid.

Dairy judging consisted of competitive judging of three classes of cows and three classes of heifers with oral reasons given on one class of cows. Two classes of cows were placed on a reasons-placement card.<sup>8</sup>

Crops judging consisted of competitive identification of grain crops, heads, threshed grain, and plant diseases; competitive identification of forage crops, heads and threshed grain; competitive identification of weeds and weed seeds. Competitive commercial grading of wheat, grain sorghums and shelled corn. Competitive seed analysis of hard winter wheat, alfalfa, oats, barley and grain sorghums.<sup>9</sup>

The poultry contest included competitive judging of four classes of production of production birds; competitive grading of dressed marketbroilers and live market poultry for meat purposes and competitive grading of interior and exterior qualities of eggs for commercial use.<sup>10</sup>

The question of which district contest needs to be stressed in the instructional program was considered in the study because in certain schools in the South Central part of Kansas there may be very few students producing certain crops or animals which are included in the contest.

The central reason for this study was to seek answers to some questions which all instructors participating in contests felt were necessary to be answered. How much time should vocational agriculture

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<sup>8</sup>Ibid.    <sup>9</sup>Ibid.    <sup>10</sup>Ibid.



teachers spend in preparations for the contests? What class of students receive the most from the judging contest experience? What methods are used in selecting a contest team?

### Procedure

The data for this study was obtained by using the interview check list procedure with eighteen vocational agriculture teachers in South Central Kansas. All of the teachers interviewed had at least five years teaching experience in Kansas and two years in the South Central District. Also interviewed were the specialists at Kansas State University who customarily assisted with the four contests in South Central Kansas. The interviews were based upon specific activities which the specialists were concerned with after attending some of the recent district contests.

The main objective of this study was:

To provide resource material for use in the improvement of the vocational agriculture contests in the South Central district.

The secondary objectives of this study were:

1. To determine which contest areas in the district vocational judging contests were considered of greatest educational benefit from:
  - a. The teachers' standpoint.
  - b. The specialists' standpoint.
  - c. A comparison with the Finley study of 1959.<sup>11</sup>
2. To obtain opinions from teachers and specialists concerning ways that might be improved in the contest management in the South Central District.

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<sup>11</sup>Philip Bruce Finley, "An Analysis of Judging Contests in Kansas," Master's report, "Kansas State University 1959.

3. To determine which contests instructors felt were most important to include in the instructional programs and the reasons for their importance.
4. To determine how much time has been spent in various high school classes to prepare for judging contests.
5. To determine how and when instructors have trained judging teams in their local schools.

Instructors were asked to indicate by ( ) yes ( ) no ( ) undecided on questions pertaining to activities in the district vocational agriculture contests. A copy of the questionnaire and a map showing location of the teachers interviewed for this study appear in Appendix 1 of this report.

## PRESENTATION OF DATA

This study of judging contests for vocational agriculture in the South Central Kansas District includes a study of livestock, dairy, poultry and crops judging activities. The first part of the presentation seeks the opinions of instructors of vocational agriculture on present activities and several suggested new activities. Teachers were asked to indicate their opinions by checking ( ) yes, ( ) no, or ( ) undecided to ten questions on livestock, dairy, poultry and crops contest activities.

District Livestock Judging Contest. Nine teachers desired to have a contest where there was competitive analysis of five head of live hogs on length and backfat in inches. Six teachers said they did not desire this activity while three teachers were undecided on whether this was a good feature of the livestock judging contest. Both specialists from the university thought this would be a desirable addition to the livestock judging contest.

Fourteen teachers desired to have included in the contests the grading of live hogs on the basis of USDA grades of 1,2,3, medium and cull while two said "no" to this activity and two were "undecided." The university specialists considered this a good addition.

Sevonteen of the teachers indicated that the activity of selecting the best four head of beef out of a pen of ten head was desirable for the contest while one said "no" and both specialists said "yes" to this activity.

Table 1 Desirability of activities to be included in district livestock judging contests.

Contest Activity	Responses of the Vocational Agriculture Teachers*			Responses of the Specialists		
	Yes	No	Undecided	Yes	No	Undecided
Competitive analysis of five head of live hogs on length and backfat in inches	9	6	3	2	0	0
Competitive live grading of swine using present U.S.D.A. grades of number 1, 2, 3, medium and cull	14	2	2	2	0	0
Competitive select- ion of best four head of breeding beef in a pen of ten head	17	0	1	2	0	0
Competitive commer- cial grading of either feeder calves, stockers and feeders or slaughter cattle	12	4	2	0	0	2
Type demonstration of beef, swine and sheep before contest starts	13	5	0	0	2	0
Demonstration of selection of bulls based on type and performance test- ing data	14	3	1	0	2	0
Demonstration on fitting and show- ing of livestock	7	10	1	0	2	0

Demonstration on  
giving oral  
reasons before  
the contest starts    12    6    0    1    1    0

\*Eighteen teachers of Vocational Agriculture in South Central Kansas and two specialists from Kansas State University were interviewed.

Table 2   Desirability of having oral reasons for district livestock judging contests.

Number of oral reasons classes for livestock judging	Responses of the Vocational Agriculture Teachers	Responses of the Specialists
None	1	1
One	2	0
Two	10	1
Three	5	0

Eighteen teachers in South Central Kansas were interviewed and two college specialists.

On the activity of having commercial grading of beef included in the contest, thirteen of the teachers said "yes", four said "no", and two were "undecided" regarding the question. Both specialists were undecided on this question, but one specialist added, "If animals were available, I would like to see this added, but they are not available most of the time".

Thirteen teachers indicated that the type demonstrations were of value to the contests while five teachers indicated "no" to the question. Both specialists indicated that type demonstrations



should not be given at district contests.

Seven teachers indicated they would like to have a fitting and showing demonstration included in the contest while ten said "no", and one teacher was "undecided" on the question. Both specialists said "no" to such an activity. Finley's report indicated 44.3 percent "yes", 44.8 percent "no", and 10.9 percent "undecided".<sup>12</sup>

Twelve teachers indicated they would like to have a demonstration of oral reasons given before the contests start while six said "no" to this particular question. The specialists were divided in their opinion with one specialist who said this could be desirable and the other saying "no" to the question.

On the question of the number of oral reasons preferred in the livestock judging contest, ten teachers indicated "two" sets were most desirable while one said "none"; two teachers indicated "one" set, and five thought "three" sets should be given. One specialist thought no oral reasons should be given while the other specialist thought two sets should be given.

Finley's report indicated 20.8 percent of the teachers wanted one set of oral reasons given, 59.1 percent wanted "two", 14.08 percent favored "three", 6.00 percent felt "four" was best, and .02 percent wanted "no" oral reasons given.<sup>13</sup>

Additional comments were offered by teachers and specialists in connection with livestock judging contests. Some of the

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<sup>12</sup>Finley, p7, Agriculture Contests in Kansas.

<sup>13</sup>Ibid.

specialists' comments were: "Train students on important points and overlook some of the details in making a placing. Students need to learn the parts of the animal and learn the function of parts."

"Students should give to the group reasons on classes telling why they placed the animals as they did. This should be done prior to the reasons given by the official judge."

Some of the teachers' comments were: "Reasons should be given immediately after judging the class and demonstrations on grading of swine would be a good addition."

"Contests should be conducted by having the contestants sit in the bleachers and judge the same class at one time with official reasons given after each class is placed."

"Grading of beef should be stressed more."

District Crops Contest. In the division of crops judging for South Central Kansas which was tabulated in Table 3, it was indicated that competitive aspects of the crops contest should be continued.

All of the eighteen teachers believed that the competitive identification of crops judging should be continued, and both specialists felt that they should be continued.

Finley's report indicated that 85.9 percent said "yes" to having competitive identification of crops while 9.2 percent said "no"

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<sup>13</sup>Ibid.

and 4.9 percent were "undecided".<sup>14</sup>

Ten teachers indicated that competitive identification of grain crop insects would be a good addition while six said "no" and two were "undecided" to the question of having this in the crops judging contest. Both specialists agreed that this activity would be a good addition to the crops contest. Finley's report indicated the teachers wished to have this activity by 63.5 percent checking "yes"; 20.4 percent "no", and 16.1 percent were "undecided".<sup>15</sup>

Twelve teachers indicated that competitive commercial grading of crops should be continued in the crops contest while five said "no", and one was "undecided" on the question. Both specialists indicated "yes" on this activity for the crops contest. Finley's report indicated that 70.9 percent favored the commercial grading of crops, 19.8 percent did not favor the activity, and 9 percent were "undecided".<sup>16</sup>

In the area of competitive identification of crop diseases thirteen teachers said "yes" to having this activity; four said "no", and one was "undecided" about having this activity in the crops contest. Finley's report showed 80.2 percent in favor, 9.8 percent against, and 10 percent as undecided on the activity.<sup>17</sup>

Fourteen teachers indicated they would like to see competitive seed analysis continued in the crops contest while two said "no", and two were "undecided". Both specialists felt that this activity should be continued.

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<sup>14</sup>Finley, p.9    <sup>15</sup>Ibid.    <sup>16</sup>Ibid.    <sup>17</sup>Ibid.

Table 3 Desirability of activities to be included in district crops contest.

Contest Activity	Responses of Vocational Agriculture Teachers			Responses of Specialists		
	Yes	No	Undecided	Yes	No	Undecided
Competitive identification of native range pasture, weeds, grasses and forbs. 18		0	0	2	0	0
Competitive identification of grain crop insects 10		6	2	2	0	0
Competitive identification of crop diseases 13		4	1	2	0	0
Competitive commercial grading of crops 12		5	1	2	0	0
Competitive seed analysis of grain crops 14		2	2	2	0	0
Demonstration of sprays or fumigants used in storage buildings 9		5	4	1	1	0
Demonstration by U.S.D.A. commercial grader equipment used in commercial grading 9		8	1	0	2	0
Demonstration of judging pasture and range land 13		4	1	1	1	0
Demonstration of loaves of bread from poor, good and high quality wheat 15		2	1	1	1	0

Eighteen Vocational Agriculture teachers in South Central Kansas and two college specialists were interviewed.

Nine teachers wanted a demonstration of sprays and fumigants used in storage buildings; five did not, and four were undecided. One specialist thought this would be a good activity and the other said "no".

Nine teachers wanted a demonstration by a U.S.D.A. commercial grader of equipment used in commercial grading while eight wanted no demonstration and one was "undecided". Both specialists did not think this activity would be possible.

Thirteen teachers indicated that they would like to see a demonstration of judging pasture and range land at the district crops contest; four said "no", and one was "undecided". One specialist indicated that he would like to see this activity added, and the other said "no".

Some comments offered by teachers and specialists were:

"We have too much in the crops contest now."

"A good film on sprays and fumigants and commercial grading should be made available to teachers."

"We need more demonstrations to interest boys in this area."

"We need greater participation of state staff in aiding district contests."

Demonstrations would be an anti-climax to a good district contest."

"Demonstrations should precede the contest."

District Dairy Judging Contest. As shown in Table 4 the competitive aspects of the dairy cattle judging received support from the teachers. On the question of competitive judging of dairy



cattle seventeen teachers said "yes", and one was "undecided". Both specialists interviewed desired to have this as a part of the contest. In Finley's report 91.8 percent said "yes"; 4.1 percent, "no"; and 4.1 percent were "undecided".<sup>18</sup>

Fifteen of the teachers desired competitive placing of a class of animals by a reasons placement card while two said "no", and one was "undecided". One specialist said "yes", and one "no". In Finley's report 72 percent said "yes"; 16 percent, "no"; and 12 percent, "undecided".<sup>19</sup>

On competitive judging of dairy cattle by type and production information nine teachers said "yes"; six, "no"; and three were "undecided". One specialist said "no", and one "yes". Finley's report in a similar question stated 33.3 percent "yes", 43.9 percent "no", and 22.8 percent "undecided".<sup>20</sup>

Ten teachers indicated that they would like to see a demonstration of dairy cattle by daughter-dam comparison while six said "no", and two were "undecided". One specialist said "yes" and one "no" on this question.

Eleven teachers said they did not desire to see a fitting and showing demonstration while six said "yes" and one was "undecided". Again one specialist said "yes" and one said "no" to the question. Finley's report indicated 58.9 percent "no", 32.3 percent "yes", and 8.8 percent "undecided".<sup>21</sup>

When asked about having a demonstration on selection of

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<sup>18</sup>Finley p12.    <sup>19</sup>Ibid.    <sup>20</sup>Ibid.    <sup>21</sup>Ibid.

Table 4 Desirability of activities to be included in district dairy contest.

Contest Activity	Responses of Vocational Agriculture Teachers			Responses of Specialists		
	Yes	No	Undecided	Yes	No	Undecided
Competitive judging of dairy cattle	17	0	1	2	0	0
Competitive placement of dairy cattle on a placement reasons card	15	2	1	1	1	0
Competitive judging of dairy cattle by type and production information	9	6	3	1	1	0
Demonstration on selection of dairy cattle by daughter-dam comparison	10	6	2	1	1	0
Demonstration on fitting and showing of dairy cattle	6	11	1	1	1	0
Demonstration on selection of dairy cattle on type and production	16	2	0	2	0	0

Eighteen teachers in South Central Kansas were interviewed and two college specialists.

Table 5 Results of written reasons survey for district dairy cattle judging contest.

Number of written reasons classes for dairy cattle judging	Responses of Vocational Agriculture Teachers	Responses of Specialists
None	17	0
One	1	1
Two	0	1
Three	0	0

Eighteen teachers in South Central Kansas were interviewed and two college specialists.

Table 6 Results of oral reasons survey for district dairy cattle judging contest.

Number of oral reasons classes for dairy cattle judging	Responses of Vocational Agriculture Teachers	Responses of Specialists
None	0	0
One	6	1
Two	8	1
Three	4	0

Eighteen teachers in South Central Kansas were interviewed and two college specialists.

dairy cattlo on type and production sixteen teachers said "yes"; two, "no"; and both specialists said "yes" to this question. Finley's report indicated 58 percent "yes", 25 percent "no", and 16.5 percent "undecided".<sup>22</sup>

When asked about written reasons seventeen teachers said "none"; one said "one" set should be given while the specialists both thought at least "one or two" written reasons should be given.

Their comments on this were "Boys need to learn to express their views in writing as well as speaking, and boys need to learn to write better before coming to college."

On the question of oral reasons six teachers wanted one set given; eight wanted two sets, and four wanted three sets. One thought one set of oral reasons was sufficient while the other specialist would like to see at least two sets given.

Other comments offered by instructors were:

"Keep breeds the same as used in state contest."

"I would like to see a demonstration on artificial insemination at district contest."

District Poultry Contest. Questions pertaining to the district poultry contest are presented in Table 7.

Sixteen teachers desired to have competitive judging of production birds while two did not. Only one specialist was interviewed on this contest, and he thought this activity along with all the rest of the activities mentioned should be included in the contest. Finley's report indicated 95 percent said "yes",

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<sup>22</sup>Ibid.

2.8 percent "no", and 2.2 percent "undecided".<sup>23</sup>

Table 7 Desirability of activities to be included in district poultry judging contest.

Contest Activity	Responses of Vocational Agriculture Teachers			Responses of Specialists		
	Yes	No	Undecided	Yes	No	Undecided
Competitive judging of production birds	16	2	0	1	0	0
Competitive grading of live market birds	15	1	2	1	0	0
Competitive grading of exterior egg quality	17	1	0	1	0	0
Competitive grading of interior egg quality	17	1	0	1	0	0
Competitive grading of dressed market birds	16	1	1	1	0	0
Demonstration on the selection of poultry for production purposes	15	2	1	1	0	0
Demonstration of the grading of live market birds	16	2	0	1	0	0
Demonstration on the grading of dressed market birds	16	2	0	1	0	0
Demonstration on grading eggs based on exterior appearances	17	1	0	1	0	0

Eighteen teachers in South Central Kansas were interviewed and one college specialist.

<sup>23</sup>Finley p15.



On the question of live market birds fifteen teachers said "yes"; one, "no"; and two, "undecided". Finley's report indicated 75.8 percent "yes", 19.8 percent "no" and 4.4 percent "undecided".<sup>24</sup>

Seventeen teachers said "yes" to grading of exterior eggs while one said "no". Finley's report stated 95 percent "yes", 4.2 percent "no", and an insignificant percent "undecided".<sup>25</sup>

An identical response occurred on competitive grading of interior egg quality as compared to exterior egg quality.

On the activity of competitive grading of dressed market birds, sixteen teachers said "yes"; one said "no", and one was "undecided". In Finley's report 75 percent reported "yes"; 19.7 percent, "no"; and 5 percent "undecided".<sup>26</sup>

Sixteen teachers were in favor of having a demonstration in both live market and dressed market birds with two stating "no". Finley reported 48.5 percent were for demonstration of dressed market birds; 35 percent were not in favor and the remaining 15.5 percent "undecided". While Finley reported 72 percent were for demonstrations of live market birds, 23.5 percent said "no", and 4.5 percent remained "undecided".<sup>27</sup>

Seventeen teachers wanted a demonstration on grading eggs based on exterior appearance while one said "no". Finley reported 80 percent in favor, 18 percent against and 2 percent "undecided".<sup>28</sup>

Most of the comments on poultry judging were to the effect that it was "A good contest that was managed well and very consistent from year to year".

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<sup>24</sup>Ibid.    <sup>25</sup>Ibid.    <sup>26</sup>Ibid.    <sup>27</sup>Ibid.    <sup>28</sup>Ibid.

## Interview Results of Contest Management Data

### Management Practices Used by Vocational Agriculture Instructors in South Central Kansas in Preparation for the District Contests.

Part two of this study was organized in an attempt to survey the interests of teachers in various contests, the time spent in preparation for the contests and the time spent on what high school classes in preparation for the district contest. A survey was conducted to determine the practices used in selecting contest teams, and those interviewed were asked about items which could improve existing conditions under which contests were being held.

Table 8 shows eighteen vocational agriculture teachers interviewed. Thirteen of the eighteen ranked the livestock judging contests first in importance in their teaching program; three teachers ranked crops judging first in importance; and two teachers ranked dairy first in importance. All of the teachers were in agreement that poultry should not rank first in importance because of their observation that there are fewer poultry projects than other projects in the vocational agriculture program of South Central Kansas. Poultry judging was ranked number four in importance by thirteen instructors. Dairy and crops were ranked equally by seven instructors for being the second in importance.

Hours of Time Spent in Preparation for Contests. Amount of instructional time spent in the classroom or field trips in preparation for the district contests is shown in Table 9. The largest percentage of instructors spent about twelve hours in preparation for the livestock contest. Six teachers spent no time

Table 8 Vocational agriculture teachers rank in order of importance the four contests which need to be stressed in the instructional program.

Contests	Rank			
	First	Second	Third	Fourth
Crops (Agronomy)	3	7	5	3
Dairy	2	7	7	2
Livestock	13	4	1	0
Poultry	0	1	4	13

Eighteen teachers in South Central Kansas were interviewed.

Table 9 Vocational Agriculture teachers indications of approximate instructional time spent in the classroom or field trip in preparation for the district contest.

Contest	Hours of time spent by the instructor										
	0	4	8	12	16	20	24	30	34	38	More
Livestock	0	0	1	9	3	2	2	1	0	0	0
Crops	6	2	1	4	4	0	0	1	0	0	0
Dairy	2	0	5	4	2	4	1	0	0	0	0
Poultry	4	2	7	2	2	1	0	0	0	0	0

Eighteen teachers in South Central Kansas were interviewed.

on crops contests while four spent twelve hours and four spent sixteen hours time. Five instructors spent eight hours in preparation for dairy, while four each spent twelve and twenty hours time. Less time was spent in poultry with the largest number of vocational agriculture teachers, seven, spending eight hours, and one spending as high as twenty hours time in preparation for the contests.

Some teachers said they did not count time spent on basic information as preparation for the contests, which may make the number of hours less in some instances.

Time Spent with Each Class on Preparation of Judging Teams.

As shown in Table 10 the largest number of vocational agriculture teachers, eight, spent no time with freshmen in preparation for district contests while three teachers spent as high as ten hours. Considerably more time was spent with sophomores in preparation for the contests. Five teachers reported spending twelve hours at least with two teachers spending fourteen and one teacher more than fourteen hours in the sophomore class. In the junior class more time was spent than in the sophomore class with eight teachers reporting twelve hours and four more than fourteen hours. Only thirteen teachers reported on seniors as there were five who did not have a senior class. About the same proportion of time was spent with seniors as juniors with the largest number of five teachers spending twelve hours in preparation for all contests.

Table 10 Vocational agriculture teachers indications of instructional time spent in training all class for district judging contests.

Classes	Hours of time spent in each class								
	0	2	4	6	8	10	12	14	More
Freshmen	8	1	1	1	2	3	0	0	0
Sophomore	1	0	1	1	2	3	5	2	1
Junior	0	0	0	1	2	1	8	2	4
Senior	0	0	0	1	2	2	5	1	2

The number represents the number of teachers spending this much time on judging classes.

Methods used in Selecting Contest Teams. Table 11 indicates that sixteen teachers trained all students in class and selected their teams on the basis of performance. Three teachers asked for contest team volunteers and selected teams on the basis of their performances. None of the teachers used scholastic achievement in vocational agriculture or let agriculture students select the individuals who would comprise the team. One teacher used the method of personal opinion without any plan of elimination. One teacher asked volunteers to come after class hours, and a team was selected on after hours' preparation.

In Finley's Report some of the additional comments offered by teachers were:

"I give all boys some training and then give boys who are interested in trying to make the team additional training on their



own time with final selection made on the basis of performance."

Some additional comments offered by teachers interviewed were:

"What's good for contest preparation is good for the whole class."<sup>29</sup>

#### Ways and Means of Improving Livestock Judging Contest.

Table 12 indicates that eight teachers indicated the biggest improvement would be to make classes more placeable. Eight teachers checked this while both specialists believed this could be done.

One teacher checked the following areas for improvement:

Improve quality of animals used in classes.

Start on time and finish on schedule.

Thorough organization in contest operation by best school.

On the above three areas one specialist thought the contest should always start on time and finish on schedule.

Four teachers thought that the district contest should use official judges from the state university while one specialist thought this was good. Only two teachers wanted the contest made into a school while neither specialist approved of this action. Five teachers had no comment, and they felt as if there could be little improvement in the livestock judging contests.

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<sup>29</sup>Finley p22.

Table 11 Methods used in selecting contest teams.

Method Used	Responses of the Vocational Agriculture Teachers
Train all students in class and select on basis of performance	16
Ask for contest team volunteers and select team on basis of their performance	3
Scholastic achievement in Vocational Agriculture	0
Vocational Agriculture students select the individuals who comprise the contest team	0
Teacher selects team on basis of personal opinion without any plan of elimination	1
Volunteers are asked to come after class hours and team selected on after hours preparation	1

Some teachers said they used more than one method in selecting  
contest teams.

Table 12 Instructors indications as to ways and means of improving the district livestock judging contest.

Ways and means of improving	Number of Vocational Agriculture Teachers indicating this would improve the contest	Number of specialists indicating this would improve the contest
Improve quality of animals used in classes	1	0
Make classes more placeable	8	2
Start on time and finish on schedule	1	1
Thorough organization in contest operation by host school	1	0
Use official judges from the State University	4	1
Contest be made into a school	2	0
No comment	5	0

Teachers and specialists could check any or all of these ways and means.

Ways and Means of Improving the District Crops Judging Contest. Table 13 indicates that seven teachers felt that there could be more demonstrations on how to identify plants and seeds. One specialist thought this would improve the contest while the other specialist commented that demonstrations should not be combined with a contest. Four teachers preferred to have the college prepare all the district contests while one specialist considered this a good idea. Only one teacher thought the host school should grade all the contest papers after the contest was over. One specialist believed this was good while the other specialist felt that it was the duty of the teachers who come to the district contest to grade all the papers. One teacher indicated that he would like to see teachers serve as group leaders while one specialist felt this was necessary and the other thought teachers should spend their time scoring papers. Five teachers indicated that the crops material be left in place after the contest is over with official keys so students may check over mistakes. Both specialists agreed this was a good idea.

Six teachers had no comment on the operation of the crops contest with most of the six indicating they had not attended a recent district crops contest.

Some additional comments offered were:

"We need more two teacher departments so more time could be spent in this area."

"Crops contest is too difficult for the average high school student."

Table 13 Instructors indications as to ways and means of improving the district crops judging contests.

Ways and means of improving contest	Number of Vocational Agriculture Teachers indicating this would improve contest	Number of specialists indicating this would improve contest
More demonstrations of how to identify plants and seeds	7	1
State University prepare all the district crops contests	4	1
Host school grade all contest papers after contest is over and send out results	1	1
Visiting contest teachers be asked to serve as group leaders	1	1
Crops material be left in place after the contest is over with official keys so students may check over mistakes	5	1
No comment	6	0

Teachers and specialists could check any or all of the above areas.

"Crops contest should be graded by the instructors."

Ways and Means of Improving the District Dairy Cattle Judging Contest. Table 14 indicates that seven teachers suggested that better quality animals could be used in district contests while one specialist thought this could be possible. Five teachers and specialists liked the idea of using boys from each school to hold the dairy cattle. Nine teachers indicated an award should be made to boys holding the showing the dairy cattle while both specialists wanted to see this done. One teacher wanted oral reasons given by the students after placing all the dairy classes while one specialist thought this way was good. None of the teachers wanted written reasons; however both specialists thought more emphasis should be placed on written reasons. Four teachers had no comment on the dairy contest.

Other comments offered by teachers were:

"I can't justify taking students out of class to come down to the contest and hold dairy cattle."

"Official judges place cattle without the opinion of the owners."

"Could use better organization."

"Need more variety of breeds and ages."

"I would like to see written reasons if they were graded on the facts and not on presentation."

"Tie cattle to posts and have breeders keep cattle standing properly."

"Need to have an understanding on dry cows, whether to base



Table 14 Instructors indications as to the ways and means of improving the district dairy cattle judging contest.

Ways and means of improving	Number of Vocational Agriculture Teachers Indicating this would improve the contest	Number of specialists indicating this would improve the contest
Use better quality animals	7	1
Use extra boys from each school to hold the dairy cattle	5	2
Make an award to the best showmen who hold and show the dairy cattle for the contestants	9	2
Give oral reasons after placing all classes of dairy cattle	1	1
Write reasons on one class of dairy cattle	0	2
No comment	4	0

Teachers and specialists could check any or all of these areas.

opinion on present condition or future possibilities."

Ways and Means of Improving Poultry Judging Contests. Table 15 indicates that one teacher checked the areas of more demonstration on poultry selection and on egg quality and computing scores after the contest is over and sending out results. The one specialist wanted to see more demonstrations on egg quality and on modern breeds and hybrids. In addition he wanted to see the University continue to make up the entire contest and serve as official judges.

Eight teachers indicated they would like to see a demonstration on modern breeds and hybrids. Five teachers signified they would like to see the officials from the University make up the entire contest and serve as official judges. Six teachers had no comment on ways to improve the contest.

Table 15 Instructors indications as the ways and means  
of improving the district poultry judging contest.

Ways and means of improving contest	Number of Vocational Agriculture Teachers indicating this would improve contests	Number of specialists indicating this would improve contests
More demonstrations on poultry selection	1	0
More demonstrations on egg quality	1	1
Demonstration on modern breeds and hybrids	8	1
Officials from the university make up entire contest and serve as official judges	5	1
Compute contest scores after the contest is over and send out results	1	0
No comment	6	0

Teachers and the one specialist could check any or all of the above  
areas.

## SUMMARY

In the interviews conducted with the teachers of vocational agriculture and with the specialists in agriculture, the writer has drawn several conclusions. It appears that the teachers approved of the contests as a supplement to their teaching techniques. Teachers used contests to stimulate their students to higher goals and achievements. Many of the teachers expressed a feeling that the contests needed to be brought up-to-date by the inclusion of some newer phases or activities.

A majority of the vocational agriculture teachers and specialists wanted to see the activity of grading hogs added to the livestock contest. The practical exercise of selecting the best four head of beef in a pen of ten received approval from all but one of the teachers and from both of the specialists. This activity was thought to fit in well with modern commercial practices of selecting several beef animals from a pen.

Commercial grading of beef received good support from the teachers but the specialists felt as if teachers were not qualified to make accurate judgment on beef grades.

A majority of teachers wanted type demonstrations, but specialists thought this time was wasted. The livestock specialist also felt the activity of selecting bulls on type and performance testing was too technical, and not too many instructors could teach properly this phase of animal selection. The specialists expressed an opinion that more information would be needed than could be properly assembled to make accurate judgments on type and performance.

Both teachers and specialists felt as though fitting and showing had very little place in the district contest.

The majority of teachers and specialists were in favor of competitive activities in livestock, dairy, and crops while both competition and demonstrations were popular in poultry judging.

Two sets of oral reasons were popular with most instructors while one specialist was against oral reasons in livestock judging. He expressed his belief that the judge should give the reasons. Fewer teachers were in favor of most of the crops contest activities with the general comment that crops judging is made too technical and difficult.

One specialist on crops expressed the belief that the crops contest was no place for demonstrations and that they distracted from the contest. One specialist on crops thought more schools for teachers could be held during Christmas vacation in preparation for teaching crops to high school students.

Results of the interviews with teachers of South Central Kansas showed similarity with Finley's report on a survey of teachers from the entire state. For instance on the question of fitting and showing dairy cattle by demonstration a majority said "no" in Finley's report and a majority said "no" in this report. This activity was the only activity under dairy that teachers did not wish to have in the dairy contest.

The specialists were not in agreement on placing dairy cattle on a reasons placement card and on judging dairy cattle on type and production information. They also disagreed on the activity

of a demonstration of daughter dam comparison and fitting and showing. Poultry judging activities as they now exist received very good comment from the teachers and one specialist. One conclusion that could be drawn from this is that the poultry contest organization does not change from district to state to national contest. Information on poultry judging is simplified and very easily understood by high school students. A majority of the teachers like the poultry contest just as it is now organized.

#### CONCLUSIONS AND IMPLICATIONS OF CONTEST MANAGEMENT

The majority of the teachers indicated livestock judging of sheep, swine, and beef cattle needs to receive the largest share of their contest preparation time. The raising of beef, swine, and sheep are major livestock enterprises in South Central Kansas. Poultry judging received the least amount of emphasis of any contest preparation time, and this could probably be explained by the small economic importance of poultry in South Central Kansas. Crops judging received no attention from several instructors while about one third of the teachers spent considerable time in preparation for the contest. Much of the crops contest is too technical to apply to farming projects unless considerable time is spent on this phase.

A majority of the teachers spend very little time with freshmen students in contest preparation. Sophomores received considerable more time on contests while the bulk of the time was spent with junior and senior classes. Several of the teachers have junior and senior classes combined, and these classes attends most



of the judging contests.

The most popular method of selecting a contest team is to train all the students in class and select on the basis of performance. This indicates teachers are not just teaching to a few students to win contests, but all students get the same information.

Almost half of the teachers thought that the livestock judging classes could be made more placeable. None of the other suggested activities received support from the teachers.

A few of the teachers wanted more demonstrations in crops identification, but the specialists thought demonstration should be held separately from the crops judging contests. A majority of the teachers who attend the crops contest wanted the contest material left in place for a while after contest so students could go back and check over mistakes.

The dairy contest received the most suggestions for improvement. About half of the teachers wanted better quality animals used. Half of the teachers wanted to reward students who hold the dairy cattle with an award.

The only major suggestions for improving the poultry contest that received support by the teachers was a demonstration on modern breeds and hybrids. The poultry contest received very little criticism, and most of the teachers wanted the activities kept about the same.

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## APPENDIX



Location of vocational agriculture teachers and specialists  
used in this survey.

<u>Name of school</u>	<u>County</u>
1. Winfield High School	Cowley
2. Mulvane High School	Sumner
3. Harper High School	Harper
4. Medicine Lodge High School	Barber
5. Pratt High School	Pratt
6. Pretty Prairie High School	Reno
7. Partridge High School	Reno
8. Stafford High School	Stafford
9. Great Bend High School	Barton
10. Ellinwood High School	Barton
11. Claflin High School	Barton
12. Lindsborg High School	McPherson
13. McPherson High School	McPherson
14. Inman High School	McPherson
15. Buhler High School	Reno
16. Moundridge High School	McPherson
17. Gossell High School	Marion
18. Hillsboro High School	Marion

Specialists and their field of study.

Livestock	Mr. Don Good	Crops	Dr. A. L. Mader
Livestock	Mr. Wendell Moyer	Crops	Mr. Howard Wilkins
Dairy	Dr. Charles Norton	Poultry	Mr. Tom Avery
Dairy	Mr. Ralph Bonewitz		



SURVEY INTERVIEW CHECK LIST FOR TEACHERS OF HIGH SCHOOL  
DISTRICT AGRICULTURAL JUDGING CONTEST HELD IN THE SOUTH  
CENTRAL DISTRICT OF THE STATE OF KANSAS.

Instructions: This survey is divided into two parts. Part I is concerned with district high school agriculture judging contests and part II is concerned with general methods of conducting the district agriculture judging contests.

Verbally give an answer to each question unless otherwise instructed, although the answers should be brief if you care to give additional information on any question. The interviewer will record your views.

Questions will be clarified but not discussed during the interview. After the interview, discussion will be welcomed on any of the points included in the form.

1. Name of school \_\_\_\_\_
2. Name of instructor \_\_\_\_\_
3. Number of years experience teaching vocational agriculture in Kansas\_\_\_\_\_.
4. Number of years experience teaching vocational agriculture in present school\_\_\_\_\_.
5. Number of vocational agriculture students enrolled\_\_\_\_\_.

Part I. District Agricultural Judging Contests (schools).

LIVESTOCK:

Which of the following activities in your opinion are worthy of including in the district livestock judging contest? Keep in mind that demonstrations may be held prior to the contest but all should be completed in one days activities.

1. Competitive analysis of five head of live hogs on length and backfat in inches. Yes\_\_\_No\_\_\_Undecided\_\_\_
2. Competitive live grading of swine using present U.S.D.A. grades of No. 1, 2, 3, medium and cull. Yes\_\_\_NO\_\_\_Undecided\_\_\_
3. Competitive selection of best four head of breeding beef in a pen of 10 head. Yes\_\_\_No\_\_\_Undecided\_\_\_
4. Competitive commercial grading of either feeder calves, stockers and feeders or slaughter cattle. Yes\_\_\_No\_\_\_Undecided\_\_\_

5. Type demonstration on selection of bulls based on type and performance testing data. Yes\_\_\_No\_\_\_Undecided\_\_\_
6. Type demonstration of beef, swine and sheep before contest starts. Yes\_\_\_No\_\_\_Undecided\_\_\_
7. Demonstration on fitting and showing of livestock. Yes\_\_\_No\_\_\_Undecided\_\_\_
8. Demonstration on giving oral reasons before the contest starts. Yes\_\_\_No\_\_\_Undecided\_\_\_
9. Number of oral reasons which should be given on the above classes 3-8. 1\_\_\_2\_\_\_3\_\_\_None\_\_\_
10. Others \_\_\_\_\_

#### CROPS:

Which of the following in your opinion should be included in the district crops judging contest? Keep in mind that all activities should be concluded in one day.

1. Competitive identification of native range pasture weeds, grasses and forbs. Yes\_\_\_No\_\_\_Undecided\_\_\_
2. Competitive identification of grain crop insects. Yes\_\_\_No\_\_\_Undecided\_\_\_
3. Competitive identification of crop diseases. Yes\_\_\_No\_\_\_Undecided\_\_\_
4. Competitive commercial grading of crops. Yes\_\_\_No\_\_\_Undecided\_\_\_
5. Competitive seed analysis of grain crops. Yes\_\_\_No\_\_\_Undecided\_\_\_
6. Demonstration of sprays or fumigants used in storage buildings. Yes\_\_\_No\_\_\_Undecided\_\_\_
7. Demonstration by USDA commercial grader of equipment used in commercial grading. Yes\_\_\_No\_\_\_Undecided\_\_\_
8. Demonstration of judging pasture and range land. Yes\_\_\_No\_\_\_Undecided\_\_\_
9. Demonstration of loaves of bread from poor, good and high quality wheat. Yes\_\_\_No\_\_\_Undecided\_\_\_
10. Others \_\_\_\_\_

## DAIRY:

Which of the following areas in your opinion should be included in the district dairy judging contest? Keep in mind that all activities must be completed in one day or less.

1. Competitive judging of dairy cattle Yes\_\_\_No\_\_\_Undecided\_\_\_
2. Competitive placement of dairy cattle on a placement-reasons card. Yes\_\_\_No\_\_\_Undecided\_\_\_
3. Competitive judging of dairy cattle by type and production information. Yes\_\_\_No\_\_\_Undecided\_\_\_
4. Written reasons be given on the following number of classes. 1\_\_\_2\_\_\_3\_\_\_None\_\_\_\_\_
5. Demonstration on selection of dairy cattle by daughter-dam comparison. Yes\_\_\_No\_\_\_Undecided\_\_\_
6. Demonstration on fitting and showing of dairy cattle. Yes\_\_\_No\_\_\_Undecided\_\_\_
7. Demonstration on selection of dairy cattle on type and production. Yes\_\_\_No\_\_\_Undecided\_\_\_
8. Number of orals reasons which should be given on the above classes 3-7. 1\_\_\_2\_\_\_3\_\_\_None\_\_\_\_\_
9. Others \_\_\_\_\_

## POULTRY:

Which of the following areas in your opinion should be included in the district poultry judging contest? Keep in mind that all activities must be completed in one day or less.

1. Competitive judging of production birds. Yes\_\_\_No\_\_\_Undecided\_\_\_
2. Competitive grading of live market birds. Yes\_\_\_No\_\_\_Undecided\_\_\_
3. Competitive grading of exterior egg quality. Yes\_\_\_No\_\_\_Undecided\_\_\_
4. Competitive grading of interior egg quality. Yes\_\_\_No\_\_\_Undecided\_\_\_
5. Competitive grading of dressed market birds. Yes\_\_\_No\_\_\_Undecided\_\_\_
6. Demonstration on the selection of poultry for production purposes. Yes\_\_\_No\_\_\_Undecided\_\_\_

7. Demonstration on the grading of live market birds. Yes\_\_\_No\_\_\_Undecided\_\_\_
8. Demonstration on the grading of dressed market birds. Yes\_\_\_No\_\_\_Undecided\_\_\_
9. Demonstration on grading eggs based on exterior appearance. Yes\_\_\_No\_\_\_Undecided\_\_\_
10. Others \_\_\_\_\_
- 

Part II. General questions pertaining to district agricultural judging contests.

Rank 1, 2, 3, 4 in order of importance in your opinion the four contests which need to be stressed in your instructional program.

( ) Crops (Agronomy) ( ) Dairy ( ) Livestock ( ) Poultry

Indicate by hours the approximate amount of instructional time spent in the classroom or field trip in preparation for the district contests.

Livestock	0	4	8	12	16	20	24	30	34	38	more
Crops	0	4	8	12	16	20	24	30	34	38	more
Dairy	0	4	8	12	16	20	24	30	34	38	more
Poultry	0	4	8	12	16	20	24	30	34	38	more

Indicate the amount of instructional time spent in total hours with each class in training for all district judging contests. Circle the one which most closely fits your case.

Freshman	0	2	4	6	8	10	12	14	more
Sophomore	0	2	4	6	8	10	12	14	more
Juniors	0	2	4	6	8	10	12	14	more
Seniors	0	2	4	6	8	10	12	14	more

Which of the following is the most important in selecting contest teams.

1. ( ) Train all students in class and select on basis of performance.

2. ( ) Ask for contest team volunteers and select team on basis of their performance.
3. ( ) Select team on basis of scholastic achievement in vocational agriculture.
4. ( ) Vocational agricultural students select the individuals who comprise the contest team.
5. ( ) Teacher selects team on basis of personal opinion without any plan of elimination.
6. ( ) Volunteers are asked to come after class hours and team selected on after hours preparation.
7. ( ) Others \_\_\_\_\_

Which of the following items would improve the district livestock judging contest.

1. ( ) Improve quality of animals used in classes.
2. ( ) Make classes more placeable.
3. ( ) Start on time and finish on schedule.
4. ( ) Thorough organization in contest operation by host school.
5. ( ) Use official judges from the state university.
6. ( ) Contest be made into a school.
7. ( ) Others \_\_\_\_\_

Which of the following items in your opinion would improve the district crops judging contest.

1. ( ) More demonstrations of how to identify plants and seeds.
2. ( ) State University prepare all the crops contests.
3. ( ) Host school grade all contest papers after contest is over and send out results.
4. ( ) Visiting contest teachers be asked to serve as group leaders.
5. ( ) Crops material be left in place after the contest is over with official keys so students may check over mistakes.
6. ( ) Others \_\_\_\_\_



Which of the following items in your opinion would improve the district dairy contests.

1. ( ) Use better quality animals.
2. ( ) Use extra boys from each school to hold the dairy cattle.
3. ( ) Make an award to the best showmen who hold and show the dairy cattle for the contestants.
4. ( ) Give oral reasons after placing all classes of dairy cattle.
5. ( ) Write reasons on one class of dairy cattle.
6. ( ) Others \_\_\_\_\_  
\_\_\_\_\_

Which of the following items in your opinion would improve the poultry contest.

1. ( ) More demonstrations on poultry selection.
2. ( ) More demonstrations on egg quality.
3. ( ) Demonstrations on modern breeds and hybrids.
4. ( ) Officials from the university make up entire contest and serve as officail judges.
5. ( ) Compute the scores after the contest is over and send out results.
6. ( ) Others \_\_\_\_\_  
\_\_\_\_\_



A STUDY OF JUDGING CONTESTS IN THE  
SOUTH CENTRAL DISTRICT OF KANSAS

BY

HAROLD BUFORD VAN CLEAVE

B.S. Kansas State University, 1950

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AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE UNIVERSITY  
Manhattan, Kansas

The purpose of this study was to determine the attitudes of vocational agriculture teachers in South Central Kansas and of the college specialists toward activities in the district judging contests.

The information in this study was obtained through interviews with eighteen vocational agriculture teachers in the South Central Kansas District and with seven specialists at Kansas State University.

The primary objective of this study was: To provide resource material for possible use in the improvement of the vocational agriculture judging contest in the South Central District of Kansas. The secondary objectives were: 1. To determine which activities in the district contests were considered of greatest educational benefit. 2. To determine how contest management might be improved in the South Central District. 3. To determine which contests instructors felt were the most important to be included in the instructional program. 4. To determine how much time was spent in the high school classes in preparing for judging contests. 5. To determine how and when instructors have trained judging teams in their local schools.

In the district livestock judging contest instructors and specialists indicated a strong desire for competitive activities. Two sets of oral reasons were preferred by teachers while the specialists disagreed with one wanting two sets given and the other wanting no oral reasons.

A study of the crops contest showed that the teachers wanted the competitive activities continued but very few wanted demonstrations.

Both specialists felt that the contest should be competitive.

In dairy judging, teachers favored most of the competitive activities. The activity of judging on type and production was favored by one-half of the teachers. About ninety percent of the teachers and the two specialists wanted a demonstration of judging on type and production. The study indicated that the majority of teachers favored two sets of oral reasons.

This study disclosed that the poultry contest needed both competitive activities and demonstrations.

A study with teachers concerning the importance of the four contests in their teaching program indicated livestock ranked first; agronomy, second; and dairy, third; with poultry fourth.

The majority of teachers spent twelve to fourteen hours in preparation for the livestock judging contest, however, in crops judging, one-third of the teachers used no time; about one-half of the teachers expended twelve to sixteen hours. A majority of the teachers consumed eight to twenty hours on dairy judging. In poultry judging one-fourth of them devoted no time while the majority gave eight to twelve hours.

Freshmen and sophomores receive very little training for judging contests while the juniors and seniors received the most. Most of the teachers train all students in class and select the team on the basis of performance.

Several teachers wanted livestock classes more placeable. Some teachers wanted more demonstrations in crops judging. In dairy several teachers wanted better quality animals used in the contest. In poultry judging, the only major suggestion was demonstrations on

modern breed and hybrids.

Instructors and specialists indicated that contests should be practical and revised as our agriculture scene changes from year to year.



