

RESULTS

Dr. A. M. Field, Professor Emeritus of Agricultural Education at the University of Minnesota, has a standard or "repeat" question used in every oral examination for advanced degree candidates. The question runs somewhat in this vein: "If you were to express in one word the measure of a successful teacher what would that word be?"

The first student to answer this question correctly and immediately was Benjamin Anderson, Negro student from Georgia, who received his Master's degree in 1948. The answer: "Results."

There will probably be no argument with the accuracy of the answer to Dr. Field's query. There is, however, considerable question as to how we know when we are getting results and how to measure those we do get. Just what makes up a successful program of vocational agriculture? How do we know when we are doing a good job? What are the criteria by which we measure our growth and the development of the program under our direction? To answer these questions was one of the tasks undertaken by a group of agriculture instructors registered for a graduate seminar in agricultural education during 1948.

In this issue of THE VISITOR Mr. Clarence Hemming presents one answer to the question: what is a good program of vocational agriculture? Drawing on all possible sources of information and using suggestions from the members of the class Mr. Hemming has come up with a set of criteria that should be of value. It is doubtful whether a department exists that could make a perfect score, but this does not detract from the validity or usefulness of the criteria. Their greatest value may lie in pointing the way toward further development and in spotting weaknesses in the programs in operation. In any event, THE VISITOR welcomes any comments, amendments, criticisms, or suggestions. If you find the article by Mr Hemming useful let us know; if not, let us know.—The Editor.

CRITERIA FOR THE EVALUATION OF PROGRAMS OF VOCATIONAL AGRICULTURE IN SECONDARY SCHOOLS IN MINNESOTA

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The criteria presented are based on the philosophy and the programs of Vocational Agriculture given in the previous sections of the Guide for Better Instruction in Minnesota Schools. They represent a cross section of professional thinking of in-service instructors and teacher trainers in the state and studies made by the National Committee on Standards for Vocational Agriculture.

The evaluative criteria serve two purposes:

1. To evaluate programs of vocational agriculture in established departments.

Departments that have been in operation for a sufficient period to have developed a basic understanding and program of vocational instruction in agriculture may use these criteria as a check list of the qualitative and quantitative features of their local program. The teacher of agriculture and the school administration

may, through use of these criteria, evaluate the local program and critically analyze the possibilities which an adequate program has in the school area. The vocational agriculture instructor may use the criteria to measure the completeness and effectiveness of the local program.

As the worthwhileness of vocational agriculture becomes more evident to the local community the criteria will have increased usefulness in serving to guide the schools in establishing programs which include all of the features upon which the criteria have been developed.

2. To guide and implement the establishment of vocational agriculture departments.

Local units starting vocational agriculture departments will find the criteria useful in determining the facilities needed in Minnesota.

VISITOR

Published quarterly during the calendar year in October, January, April, and July, by the Division of Agricultural Education, University of Minnesota, University Farm, St. Paul 1, Minn.

Entered as second-class matter at the post office at St. Paul, Minn., under the act of August 2, 1912.

Accepted for mailing at special rate of postage provided for in section 1103, Act of October 3, 1917, authorized August 2, 1918.

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The criteria will be found useful in determining the kind of vocational program which will fit the needs and interests of the community.

It may be found expedient that the school start with something less than a



CLARENCE HEMMING

full or complete program of agricultural instruction. As an understanding of the usefulness and the need for vocational instruction to farm people develops, the local support essential for an effective program will make a complete program feasible.

The student of agriculture grows or goes from where he is to where he ought to be and so should there be expansion

of the local programs of vocational agriculture.

Basic criteria for evaluation.

1. The program of vocational agriculture should be complete.

A complete program would include

- a. Future Farmers of America
 - b. Young farmer instruction
 - c. Adult farmer instruction
 - d. Parent education
 - e. Community service
2. The course of study in agriculture should extend through the four years of high school. Classes are commonly designated as Agriculture I, Agriculture II, Agriculture III, and Agriculture IV, respectively.
 3. An effective annual program of Future Farmers of America activities with opportunity for participation for all the members should be developed in each department.
 4. Students in vocational agriculture should include
 - a. Those interested in agriculture.
 - b. Those who can benefit from such training.
 - c. Those with prospect of establishment in farming.

All students should conduct satisfactory supervised farming programs with the acceptance of the premise that to learn a principle it must be put into practice. Home facilities which will enable the boy to put into practice his training in agriculture are necessary.

The approval of the agriculture instructor should be required before a student is permitted to enroll in the agricultural curriculum.

5. The vocational agriculture program should be approved and supported by the local community.
6. The program should be approved and actively supported by the local school administration.
7. The agriculture instructor should be an active community worker to the extent of his ability and available time, placing emphasis on the training of local leadership rather than personal leadership.
8. A local advisory council should be organized to advise in the development and operation of the local program.
9. Each department should have a definite written long-time program for the farming community.
 - a. This program should be based on a study of the community by means of a community survey, census data, observation and other sources.

- b. The program should have periodic revision to keep up to date with changing problems and needs.
 - c. The program should show progressive development with new features appearing from time to time making it a growing program.
 - d. The program should have continuity carrying over from year to year.
 - e. The program should emphasize the vital farm and rural life problems of the community.
 - f. The program should be formulated with the counsel of an advisory committee.
 - g. The program should be approved by the school authorities, local organizations, and key individuals.
 - h. The program should reveal cooperation with other available agencies, such as Agricultural Extension, Soil Conservation Service, and Farm Credit Administration.
10. The agricultural department should aim at developing the school as a community center.
 11. A program of public relations should be in operation to acquaint the community with the purposes and activities of vocational agriculture.
 12. The department should keep and have available records of past and present students.
The basic information should include:
 - a. Name
 - b. Address
 - c. Parent's Name
 - d. Farm
 1. location
 2. pertinent farm information
 - e. Supervised farming activities
 - f. Grades in agriculture
 - g. Curricular and extra curricular activities
 - h. Personality traits
 - i. Standardized test scores
 - j. Placement and follow-up information
 - k. Appraisal of farming program
 13. The individual farming program should be the guiding factor in determining the course of study.
 14. The course of study should support the objectives of agricultural education in Minnesota.
 15. Learning experiences should be maximized through the use of the integrated course of study.
 16. The supervised farming program of the boy should be based on the kind of farming experiences which will enable him to grow into farming.
 17. The student should have written plans for his supervised farming program which show provision for expansion and continuity of activities.
 18. The supervised farming program should be consistent with the student's needs and abilities, the opportunities of his farming situation, and the extent of parental cooperation.
 19. Individual supervised farm program record books should be kept and used to measure the outcomes of his farming program and to aid in the replanning of succeeding farming programs.
The Minnesota Vo-Ag Planning and Record Book is recommended for use in Minnesota. As the farming program expands beyond the scope of this publication, the Farm Planning Book may be used.
 20. The school facilities should be adequate. Facilities should include adequate:
 - a. Classroom space and equipment
 - b. Laboratory space and equipment
 - c. Farm shop space and equipment
 - d. Storage and filing
 - e. Texts
 - f. References (books, bulletins and periodicals)
 - g. Audio-visual materials
 - h. Instructional equipment
 21. The program should be adequately financed to provide:
 - a. Funds to supply necessary teaching aids
 - b. Funds for replacement and additions to teaching aids
 - c. Funds for travel to make necessary home visitations
 22. The agriculture instructor should be qualified in terms of practical experiences, and technical and professional training.
 23. The agriculture instructor should continue to grow professionally.
This may consist of
 - a. Attendance at summer school, conferences, short courses, and specialists' meetings
 - b. Writing for professional journals
 24. The agriculture instructor should devote all his time to the vocational agricultural program.
 25. A complete program of vocational agriculture will require a minimum of two agriculture instructors in each department.
 26. The agriculture instructor should have sufficient time for planning, farm supervision, and individual consultation above that required for classroom instruction.

27. The allotted time for classroom work should include sufficient hours per week with the class period of sufficient length for effective instruction.
28. The vocational agriculture program should be continuous for the individual proceeding from high school agriculture to young farmer groups, then to the adult classes.
29. Young farmer instruction should give equal attention to vocational agriculture graduates and other young farmers.
30. The young farmer course of study should center on the individual and his farm with the objective of establishment in farming and increased proficiency in farming.
31. The young farmer instruction should extend over a twelve month period and continue from year to year.
 - a. Classroom instruction may be arranged to fit the farming programs of the individual
 - b. A supervised farming program should be planned for each individual
 - c. Farm supervision should extend over the entire year
32. The adult farm instruction should be a part of a community program of adult education.
33. The course of study for adult farm instruction groups should be fitted to the individual and his farming facilities aimed at improving his farming efficiency, maximizing his net income and improving the home farm living.
34. The integrated course of study should be used in the adult farm classes. The farm as a whole should be basic to the subject matter presented.
35. The adult farm instruction should extend over a 12-month period and continue from year to year.
36. a. Classroom instruction may be arranged to fit the farming programs of the individual.
 - b. Farm instruction should extend over the entire year.
37. A systematic organized program of parent education should be planned to explain the purposes of the vocational agriculture program and to aid in assuring parent cooperation.

SUMMER SCHOOL

Teachers of agriculture and veterans' agriculture instructors will have opportunity again this summer to attend classes at the University of Minnesota. Each of you should have received a letter from Milo Peterson asking for some preliminary information regarding your plans. If you have

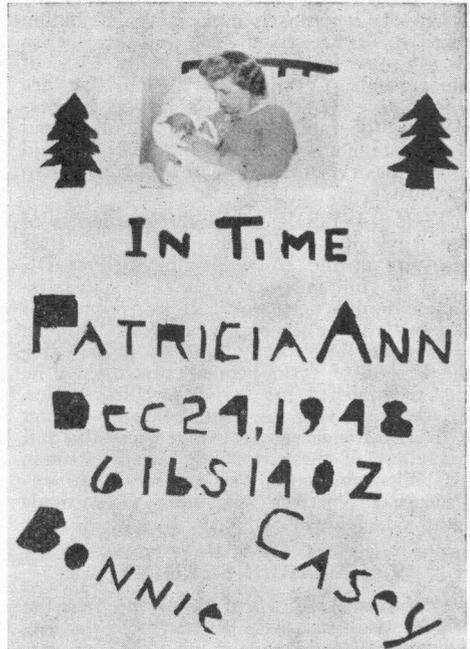
not answered this request it would be appreciated if you would do so soon.

When thinking about professional improvement and attendance at summer school a story comes to mind. It goes something like this: A motorist touring northern Minnesota last summer came to a place on the highway where construction was underway. A large sign prominently displayed on the side of the road bore this message—"Choose your rut carefully. You will be in it for the next twenty-five miles."

Are there those among us who are in a rut professionally? Perish the thought! As the program of vocational agriculture in Minnesota grows and goes forward, you will be able to make a contribution. We extend to you a welcome to the 1949 summer session at University Farm for an exchange of ideas that we hope will be mutually beneficial.

NEW ARRIVAL AT WATERTOWN

The interest of Mr. Casey Dowling in visual aids has long been a matter of common knowledge. The accompanying photograph attests to the skill with which Mr.



Dowling applies his knowledge. THE VISITOR is unable to recall having seen a more attractive announcement of the blessed event.

Noting the date on the announcement of Patricia Ann's arrival, one of the office

wags posed a question as to whether the stork, or Santa Claus, should be given credit. In any event, we all join in congratulating Mr. and Mrs. Dowling and in wishing little Patricia Ann much happiness.

DR. FIELD UN-RETIREES

THE VISITOR is pleased to take note of a recent development in the field of agricultural education. Dr. A. M. Field, who recently retired as head of the Department of Agricultural Education at the University of Minnesota, has accepted a position with the State Department of Education. Dr. Field's new position carries the title of Assistant State Supervisor for Agricultural Education.

The new duties assumed by Dr. Field on January 3, 1949 include working with teachers in the veterans on-the-farm training program, both individually and in groups. Dr. Field will give particular emphasis to new and inexperienced teachers and to programs that are just getting under way. In addition, Dr. Field will be available as a "troubleshooter" in case difficulties arise in any particular area that need immediate attention. The program of agricultural education for Minnesota veterans is making a contribution that would be sensational were it not so closely interwoven with the daily lives of the students. Certainly the results that are being achieved will have a lasting impression on the individuals, their families, and their communities. The addition of Dr. Field to the supervisory staff will be another step forward.

THE VISITOR voices the sentiments of the Agricultural Education Club and staff members at the University in wishing Dr. Field the full measure of success and satisfaction in his new work. It is a source of satisfaction to all of us to note that his talents and his energy will be utilized for the benefit of farm people even though he has relinquished his active teaching duties. To those of you who will come in contact with Dr. Field, we urge that you take full advantage of the opportunity to draw upon his philosophy as well as his wealth of experience in matters pertaining to Agricultural Education. Good luck, Dr. Field.

VEGETABLE SEED KITS

Professor A. E. Hutchins of the Division of Horticulture at University Farm has indicated that there is a possibility of preparing a vegetable seed kit for use by vocational agriculture teachers. This kit would contain seed samples of practically everything grown in a garden in Minnesota. It would be distributed at cost to vocational agriculture departments.

If you are interested in having the Divi-

sion of Horticulture go ahead with the project, please let us know. Just send a card to the Department of Agricultural Education, University Farm, indicating that you would be interested. Incidentally, it will prove useful in preparing judging teams for the Fruits and Vegetables Contest.

FLASH

From the *Minnesota Daily*, January 7, 1949: "New diamonds at the Phi Phi house belong to Marcy Glissman and Irene Raihle, engaged to Miles Huntsinger and Layton Hoysler, respectively." Congratulations are in order for Layton.

MINNESOTA FUTURE FARMER WEEK

By W. J. Kortesmaki, State F.F.A.
Executive Secretary

Governor Luther Youngdahl has officially proclaimed the week of February 19-26 Future Farmer Week in Minnesota as part of the national commemoration of the passage of the Smith-Hughes Act providing financial support to vocational agriculture in the public secondary schools of the United States and possessions. Recognizing the need for practical education for farm life, the congress, on February 23, 1917, passed the first of a series of laws (Smith-Hughes Act) intended to encourage the teaching of vocational agriculture on the high school level. Since then the George-Deen and George Barden Acts have extended and increased the support to include homemaking, industrial, business, and distributive education.

The week of February 19-26 is to be observed in Minnesota as a part of a nationwide celebration, honoring more than a quarter of a million members of the National Association of Future Farmers of America and its affiliated 7,000 chapters. Minnesota with 5,300 members in 140 local chapters is rapidly taking its place as a leader in FFA work.

The Minnesota F.F.A. chapters are encouraged to sponsor appropriate programs and activities to commemorate this National and State F.F.A. week. Minnesota F.F.A. week is scheduled to focus attention on the work of this group of Future Farmers of today, who will be the successful farmers and community leaders of tomorrow.

Warren Saufferer, State F.F.A. president says, "This is the second time that Future Farmer Week has been proclaimed in Minnesota. It is fitting and essential that recognition should be given to the 25,000 associate Future Farmers in Minnesota and the 5,300 active Future Farmers of today who are preparing for progress in their chosen occupation of farming."

Harry C. Schmid, State Director of Vocational Education, states that, "Vocational agricultural education in Minnesota high schools and the F. F. A. organization are contributing substantially to the education of farm boys in the various skills that will enable them to become successfully established in farming. The State F. F. A. Week will provide the means of advising our many friends of Future Farmers what we are doing."

C. R. Cochran, State F. F. A. Adviser, says, "The F. F. A. members chose the week of George Washington's birthday as National and State F. F. A. week in honor and respect for the 'Father of our Country.' The Future Farmers admire George Washington for the traits of leadership that he exhibited during his lifetime and for the principles that he lived and fought to establish and preserve. George Washington was one of America's first scientific farmers. Let us profit from his example."

FARM AND HOME WEEK

The St. Paul campus of the University of Minnesota will once again be host at Farm and Home Week for the 47th annual session. The 1949 Farm and Home Week will be held February 1, 2, 3, and 4 with sessions and programs scheduled for four full days of interesting and profitable activity. In addition to the usual high quality programs dealing with technical farming problems and procedures, there will be a number of other

interesting sessions. Dean C. H. Bailey, of the Department of Agriculture, will discuss some of his experiences and impressions of southern Europe under the title of "A Minnesota Yankee in Pericles Court" on Wednesday at 12:30 noon. At the evening program of Wednesday, February 2, we will hear Dr. W. E. Peterson discuss his observations in New Zealand.

Of special interest to those engaged in community leadership will be the program at 1:45 p.m., on February 2, in Room 107 of the Agricultural Engineering Building. This program will attempt to answer the question: "Do you have an effective community?" A panel consisting of Dr. Frank Alexander, Douglas G. Marshall, and Milo J. Peterson will lead off with a discussion of some of the issues involved. Following this will be a discussion period in which the entire group and panel will participate. This will be led by Mr. E. T. Jacobson of Cokato. Presiding over the session will be Dr. A. M. Field, Professor Emeritus of Agricultural Education.

Looking back over the Farm and Home Week programs of ten, twenty, and thirty years ago it becomes apparent that this traditional short course has maintained interest among farm people over the years. Improved transportation, including better highways, more powerful snowplows, and heated automobiles make the dead of winter no hazard in planning to come to Farm and Home Week.