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An Analysis Of Official Travel Done By Vocational Agriculture Teachers

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AN ANALYSIS OF OFFICIAL TRAVEL DONE BY
VOCATIONAL AGRICULTURE TEACHERS

RUTLEDGE

1950

AN ANALYSIS OF OFFICIAL TRAVEL DONE BY
VOCATIONAL AGRICULTURE TEACHERS

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WE HEREBY AGREE THAT THE RIGHTS PREPARED UNDER
THE SUPERVISION OF _____
BY
Paul Rutledge

Submitted in Partial Fulfillment
of the Requirements for the
Degree of Master of Science

Prairie View
Agricultural and Mechanical College
Prairie View, Texas
August, 1950

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PRAIRIE VIEW AGRICULTURAL AND MECHANICAL COLLEGE

APPROPRIATION

The writer wishes to express his
grateful appreciation for the valuable
advice and encouragement given
by the writer's advisor on August 1950

WE HEREBY AGREE THAT THE THESIS PREPARED UNDER
OUR SUPERVISION BY Paul Rutledge
ENTITLED AN ANALYSIS OF OFFICIAL TRAVEL DONE BY
VOCATIONAL AGRICULTURE TEACHERS
BE ACCEPTED AS THAT PART OF THE REQUIREMENTS FOR THE
DEGREE OF Master of Science
MAJORING IN Agricultural Education

Major Professor

Dean of the Graduate
School

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Paul Rutledge

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CHAPTER I
INTRODUCTION

Legislative
Implications

Among the minimum requirements set up in the Smith-Hughes Act for vocational education in Agriculture in the schools of the states was one that stipulated, "that such schools shall provide directed or supervised practice in agriculture, either on a farm provided by the school or other farms, for at least six months."^{1/} Thus we have implied in the act from the very beginning, required home visitation on the part of the teacher of vocational agriculture. In order to meet this requirement, the vocational agriculture teacher becomes the first classroom teacher, who because of the act, had to make home visits. The legal requirement that provides that students do six months practice work under the supervision of the teacher is also largely responsible for the employment of teachers of vocational agriculture for a period of twelve months. During the late spring, summer

^{1/} United States Senate, Text of the National Vocational Education (Smith-Hughes) Act, Public No. 347, 64th Congress, S. 703.

and early fall, he is available for advice and consultation to those practicing under his supervision. Under the provisions of the act it became necessary for the teacher of vocational agriculture to do the amount of travel consistent with the development of an effective program for an entire year.

Although travel was strongly implied in the original act the teacher in many instances, made the necessary home visits, attended conferences, and did other travel at his own expense. However, as early as 1926 Schmidt^{2/} noted that from \$15.00 to \$25.00 per month, and as much as \$200.00 to \$300.00 per year was allowed by some school districts for travel. This was in addition to the regular salary. At that time the practice varied among the many school districts that employed vocational agriculture teachers.

It was not until the George-Barden Act was passed and put into effect in 1946, did the problem become settled. This act provided the use of federal funds for travel of teachers. The States were left the responsibility in their plans to define necessary travel expense, list specific kinds of travel for which federal reimbursement could be made, and set up policies to govern the use of such funds.

^{2/} Schmidt, G. A., Project and Project Method in Agricultural Education, New York: Appleton-Century Co., p. 215-16.

The provision that requires at least six months supervised or directed practice was given new meaning under the George-Barden Act. The provision must be applied without exception:

"All students enrolled in agriculture classes are required under the act to do at least six months' directed or supervised practice in agriculture per year. No choice can be made or discretion exercised by the Office of Education or the States in dealing with this mandatory provision of Section 10 of the Organic Act.

This mandatory provision is interpreted to mean that all day and day-unit students will develop individual farming programs either on their home farms or other farms under the direction of the local teacher of vocational agriculture to make a beginning in farming. Adult farmers will be encouraged to adopt new or improved practices on their farms.

It is recommended that in developing effective supervised farming programs instruction and assistance be provided for students on all of their important farming activities. This requires that provisions be made for the teachers of vocational agriculture to visit farms of students throughout the year. Therefore, satisfactory transportation arrangements shall be made for the teacher."^{3/}

If an effort is made to implement the provisions of the act through an organized, well planned program of supervision, the amount of travel required will be extensive, and the cost considerable. This

^{3/} Administration of Vocational Education, "Office of Education," Federal Security Agency, Washington, D. C., Bulletin No. 1, p. 41.

new interpretation of the act as it affects the farming activities of all-day and day-units, young farmers, and adult farmers, and the requirement that provisions be made for the teacher of vocational agriculture to visit the farms of students throughout the year, will make it possible for a complete program of vocational agricultural education to be carried on in the various communities in the states.

Historical practices

In the early stages of the development of vocational education in agriculture the project was used extensively. The project did not require too many visits on the part of the teacher. In fact, the opportunity to teach during a visit to a project was limited. There was not enough learning to be gained from a project to equip the boy to handle the problems of farming. With the broadening concept of supervised farming the opportunities to teach on the farm became greater. This coupled with the fact that the provision regarding supervised practice must be applied to all-day and day-unit, young farmers, and adult farmers, increased greatly the need for home farm visits on the part of the teacher of vocational agriculture.

Limited opportunities to teach was not the only difficulty that faced the teacher on his visits

to the home farm during this period. The mode of travel depended upon whatever means of transportation was available to the teacher, with the new and old means overlapping. That travel in connection with supervisory visits in vocational agriculture has followed the improvement in the means of transportation may be seen from interviews with persons who have been with the program for quite some time.

Case 1

The teacher in this situation purchased a horse and an army saddle. The teacher provided the upkeep for his means of transportation. The horse, saddle, and the feed necessary to maintain the animal, were provided by the teacher out of his salary. On the long trips he stayed overnight with the family, and took an early start the following morning on the return trip to the school.^{4/}

Case 2

The state supervisor traveled by train or bus to a designated point, and was met there by the local teacher, and at one time had the pleasure of riding muleback to the local center.^{5/}

^{4/} Norris, E. M., Interview, "Supervisory Visits to Home of All-Day Boys, Livingston, Ala., 1923.

^{5/} Thomas, O. J., Interview, "Itinerant Teacher Trainer," Prairie View A. and M. College, Prairie View, Texas.

Case 3

The teacher purchased a new model "T" Ford Car, but road conditions were so poor until any graveled road was considered a luxury. In the winter and early spring about as much time was spent on the road in bogs as was spent with the boys on their home farms. Purchase price and upkeep came out of the teacher's salary. ^{6/}

Rufus W. Stimson^{7/} indicates the use of several modes of travel. Bicycles, motorcycles, horse and buggy, and automobiles were used by teachers in making their supervisory visits to home farms. By 1926 cars were used extensively as a means of transportation. Schmidt^{8/} not only made suggestions to teachers about the procurement of means of transportation, but made specific recommendations in this connection.

"A light inexpensive car is advisable in most instances. A closed car where winters are severe is superior to an open car. A good used car if reasonably priced, answers the purpose very well, and in buying such the instructor will not be teaching all year to pay for a car. The allowance for transportation should be applied on the payment of a car. When this payment is complete, the instructor will have only the operating expense to pay from his allowance. There is very apt to be community criticism concerning the transportation allowance, when the instructor travels in an expensive car of a grade beyond that which his position seems to warrant. The best way to avoid such criticism is to buy a Ford."

^{6/} Cash, L. B., Interview, "Supervisory Visits to Homes of All-Day Boys," Center Point School, Pittsburg, Tex. 1919.

^{7/} Stimson, Rufus W., Vocational Agricultural Education By Home Projects, New York: The MacMillan Company, p.309, 310, and 311.

^{8/} Ibid., p. 216.

The consolidation of school districts, the improvement of roads, improvement in transportation facilities, increased interest in education, and the development and use of techniques in supervision have made transportation a vital as well as a costly factor in carrying out the mandate contained in the Smith-Hughes Act.

Purposes of travel

The purposes of travel are so closely allied with the purposes of supervision until it is hard to separate the two. Since the purpose of supervision largely determine the extent of travel, it is necessary that the teacher understand why he is to visit a home farm and plan what he is to do while there. The only exception in the case of a planned visit is when an emergency call is made, or the student has reached some crucial point in his farming program and the assistance of the teacher is required immediately. Unless the teacher has a thorough knowledge of his supervisory responsibility as it relates to instruction in vocational agriculture his travel allowance will be dissipated without achieving the results that would ordinarily be expected. The attitude that travel must be earned simply because it has been allocated to the department for the teachers use, rules

out in the beginning any benefits that might be derived from supervision and besides, can have a disastrous effect upon public relations in the community.

In many cases the indications are that travel on the part of the teacher has been without purpose. If the funds allocated for travel are to be wisely and economically spent, purposes or objectives must be set up. Without them, supervision is more than likely to become aimless rambling with the resulting waste in time and money.

Authorities agree that this procedure is necessary. Cook lists the following objectives as important ones which teachers have recognized:^{9/}

1. To become acquainted with all members of the farm family.
2. To develop confidence in the family for the teacher and the program of vocational agriculture.
3. To develop cooperative relationships with the family and good fellowship.
4. To observe the student's environment, the type of farming and to determine the opportunities the student has for developing a comprehensive farming program.
5. To assist the student through effective guidance in selecting and planning a desirable farming program.
6. To teach on the farm by discussing with the student any problem he has in connection with his farming program, to

^{9/} Cook, Glenn C., Handbook on Teaching Vocational Agriculture, Danville, Ill., Interstate Printing Co., p. 389.

test his understanding of the practices he is using, and to develop abilities within the boy to perform the needed skills which he has not previously learned satisfactorily.

7. To check the students individual project plans to find out if they are being followed and if the procedures used are working our satisfactorily on the farm. To assist the boy in making any modifications necessary in his plans.

8. To discuss with the student any additional approved practices he should adopt.

9. To discuss with the student and the parent the possibilities for expanding his farming program during the succeeding years.

10. To check the diary and records for completeness and accuracy.

11. To develop interest, motivate and encourage the student to carry on a successful farming program, using a large number of approved practices, especially those not previously used on the farm.

12. To win the respect of the community.

13. To assist the student in making self-evaluation of his progress to date.

14. To evaluate the farming program and make recommendation in line with the approved practices discussed with the student. These recommendations should be made as a result of some thinking and planning by the student under the guidance of the teacher during the visit.

Deyoe lists the following as important

purposes or objectives of supervisory visits: ^{10/}
 10/ Deyoe, George P., Supervised Farming in Vocational
Agriculture, Danville, Ill: Interstate Co., p.335-38.

1. To provide more effective guidance in selecting and planning supervised farming.
2. To establish better relationships with the parents.
3. To encourage the boy and increase his interest in his program of supervised farming and in farming in general.
4. To teach skills and in other ways assist in carrying out plans previously made for developing the program of supervised farming.
5. To help the boy evaluate his progress in his program of supervised farming and become aware of the problems or jobs needing attention.
6. To help the boy solve new problems which have arisen and make modifications in his plans.
7. To help the teacher in becoming more familiar with resources and opportunities on the home farms.
8. To help the teacher gather ideas for improving the organized instruction for his classes.
9. To determine how well the plans previously made under the guidance of the teacher are being followed.
10. To check the records and diary for completeness and accuracy.

While the new Farmers of America were not a part of the original act or any subsequent act, the organization is generally accepted as a part of the instructional program. Its aims, purposes,

and activities add to the responsibility for travel on the part of the vocational agriculture teacher. Travel in this connection is concerned with the fairs, shows, summer camps, leadership and recreational meetings, judging contests, officer training schools, and state and national conventions. Travel in relation to this phase of the program has for its purpose to assist boys to plan programs which will enable them to develop leadership abilities which rural people need and should have.

In most communities a large number of requests are made on the vocational agriculture teacher for service calls. While this should not be overdone, it is an area in which invaluable service can be rendered farmers on the home farms. For example, in communities where the services of veterinarians are not easily accessible, the teacher is called upon to assist with livestock and poultry disease problems. The call does not mean that the teacher will perform the work of a veterinarian but would have the case or cases diagnosed by him and secure his services in solving the problem. The teacher then would have the task of instituting and carrying out programs of sanitation for control and prevention.

In some instances the teacher may take a trip to the college for consultation with the staff there

on some technical phase of a problem of concern to the farmers who live in the community in which he works. The mechanization and electrification of the farm and the farmstead has multiplied the problems of the farmer and increased the responsibility of the teacher in this direction.

Teachers usually attend all meetings approved by the State Board. At present these include district, area and state meetings. District meetings will vary from six to ten in number per year, with one or two area meetings and one state meeting during the year.

Travel done in connection with organized classes or parts of classes are primarily composed of field trips. In a few instances the school board makes available transportation for this purpose. However, since the reorganization of the educational program in Texas, it has become difficult to secure busses for this purpose, since excess mileage must be paid for.

The scope and nature of travel

From the foregoing discussion it will be seen that travel concerns itself with visits to in-school and out-of-school youth on their home farms,

visits to adult farmers on their home farms, and service calls to all groups and individuals, whether they are members of organized classes or not, on their home farms. The teacher must make trips in the interest of the New Farmers of America Organization, attend professional meetings. With problems constantly arising within the program itself, and emergency or crucial ones constantly developing, the responsibility of the teacher is heavy. If he meets the demands upon his services the cost will not be negligible. Often the urgency or the nature of the problem requires that he make trips outside of the immediate school district, in order to affect a solution, or secure the necessary information. Also there are occasions when the teacher must make trips in order to secure necessary equipment and teaching supplies. He is expected to attend shows and fairs; experiment stations, poultry plants, dairy farms, and various plants that process agricultural products, or any place where new developments in agriculture are taking place, or new and improved practices are being carried on. The teacher is concerned with the introduction of new crops, and finding markets where farmers may dispose of their produce at a profit. He must travel in connection with the problem of con-

servation of food, soil and water. In fact, he travels in connection with every activity in which the farmer is faced with a problem.

The Texas plan

Texas, in compliance with the provision of the George-Barden Act, has defined necessary travel, and set up policies governing the use of these funds. Traveling expense is allowed for official mileage in cars, fares on busses and trains. Hotel or room rent, and meals are allowed when away from the school district on official business. Telephone calls, telegrams, and postage are also allowed. "Travel from home to school and back is not allowed, or can travel be claimed for summer school or extension work where college credit is involved. Any mileage claimed must be directly used for the improvement of the vocational agriculture program in the community where the teacher is employed."^{11/}

Statement of problem

Travel funds have been available to teachers of vocational agriculture in Texas for about three years. In carrying out the many activities connected with the program, and in making supervisory visits to

^{11/} Manire, R. A., State Supervisor of Agriculture Education, Austin, Texas.

home farms in the communities a great deal of mileage has been accumulated. What is the nature and extent of travel involved in supervisory and other visits in relation to the various phases of the total program in vocational agriculture

The purpose of this study is to determine to what extent the supervisory program is operating effectively, and to assemble data to be used as a basis to improve the supervisory phase of the program.

Scope of this Study

The scope of this study includes the travel done by thirty-four teachers in Area V for the calendar year 1949. The area comprises the following active counties: Anderson, Cherokee, Leon, Walker, Trinity, Sabine, Houston, Madison, San Jacinto, Polk, Tyler, Newton and Jasper.

While some attention will be given to the finances involved, this study does not deal with the items of the cost of transportation since other studies have dealt with this phase of the problem. The emphasis here is on the purpose for which the money was spent.

Method of Securing Data

These data were secured from the monthly reports of thirty-four teachers in Area V for the calendar year

1949.

Related studies

Buckley ^{12/} found that the distance between home and school affected the program of supervised practice. The number of visits by the teacher were greater for those nearer the school.

Newsom ^{13/} found that there was a relation between the number of visits and profits in all projects studied, except corn which weather conditions caused money to be lost. The number of visits that gave the greatest profit was from 4 to 6.

Wiswall ^{14/} found that the average number of visits per continuation project was 10.3 for 15 months. For dairy 13.7, for swine 11.7, poultry 11.6, sheep 8, potatoes 7.4, beets 7. The average of visits for all projects was 6.1 per year or per project through its natural cycle; 11.4 was the number of visits in the highest schools while 2 visits were lowest.

^{12/} Buckley, Ralph Barnette, "Distance from home to School as a Factor Influencing Certain Phases of the Supervised Practice Program of Boys Taking Vocational Agriculture," Master's Thesis, M. A., 1935, West Virginia University, pp. 51, Library, West Virginia University.

^{13/} Newsom, Raybum Zachery, "Relation Between Visits and Profits in Agricultural Project," Master's Thesis, M. A., George Peabody College for Teachers, pp. 41, Library, George Peabody College for Teachers, Nashville, Tenn.

^{14/} Wiswall, Clinton Henry, "A Study of Project Supervision in Idaho for the years 1932-33 and 1933-34," Master's Thesis, M.S., 1936, University of Idaho, pp. 45, Library, University of Idaho.

the work is organized, in so far as can be in-
dicated by the

CHAPTER II
PRESENTATION AND ANALYSIS
OF DATA

The method of reporting

The manner in which trips or supervisory visits are reported indicates that there has been some difficulty in accurately describing the object of visits. ^{15/} Some of this may be due to the form on which the reports were made. ^{16/} (See Appendix B.) This form does not provide space for a lengthy statement. Some teachers may not be very good at saying a great deal in a few words. On the other hand some of the forms were well filled out. The statements are short and express clearly the purpose for which the trip was made. Some of the statements are altogether too brief. In fact, so brief are some that only one word is used to express the purpose of the visit. In some cases none of the items on the form are clear; while on others the names of those contacted, place where contact was made, mileage, and the object of the visit are clear and complete. The emphasis here is not on making a report but on how well

15/ See Appendix -- A - C - D - E.
16/ See Appendix --B.

the work is organized, in so far as can be indicated by the report.

In reporting object of visit in relation to supervised farming, the greatest variation occurred. There were 82 different ways in which trips made in this connection were reported. They may be classified roughly into four groups which are as follows:

1. A general statement regarding the object of the visit.
2. A visit in connection with a specific project.
3. A visit in connection with specific job.
4. A visit in connection with a specific job of a specific project.

In most cases the object of visit was described by using only one or two words. Words like "supervision" and "project" are examples of the use of one word to describe the object of visit. Check project, visiting project, project visitation, farm supervision are instances where only two words were used to describe the object of the trip. In both cases, only general reference is expressed as to the object of the trip. In so far as giving specific information these statements

or words are not much better than the following: "To look at chickens," "To look at the peas," "To look at pigs," "To supervise practice," or "See their project." These statements serve only to indicate that a trip was made for which travel was claimed. This type of reporting occurred more frequently than all others combined. It would be well if those school officials who sign these reports could see at a glance specific things that were done to assist farm people with their problems. Good public relations dictate that the object of visit be stated in terms of specific jobs done or to be done, or specific services rendered the people of the community.

Reporting a trip in connection with a specific job occurred quite frequently although not as often as those which were general in nature. "Peanut project," "Swine project," "Tomato Project," are illustrations of this type of reporting. This method, while not adequate, is more descriptive than those discussed previously. Then there was a type of reporting that was just the reverse of the preceding one. A specific job was mentioned in connection with the general term "project." The type of production, improvement, or supplementary project, the job was concerned with, was not mention-

ed. "Set up project," "check project," are examples of this kind of reporting.

The method of reporting a specific job in connection with a specific project occurred less frequently than any of the others. "Planning a garden project," "selecting a breed of chickens to buy for a project," "selecting land for tomatoes" are examples of this method. Such statements describe accurately and fully, the purpose of the trip, and indicates that the teacher and boy are working together and that the results of the visit should be beneficial.

Reporting all activities dealt with followed somewhat the same pattern as Supervised Farming with the possible exception of Farm Shop. In the majority of cases specific jobs done were reported.

Of the thirty-four teachers studied who did official travel in Area V in 1949, the reports indicate that they took part in every phase of the program, and were concerned with all of the activities and problems that vocational agriculture teachers usually encounter. They made supervisory visits to home farms, made service calls, attended fairs and contests, professional meetings, meetings of farmers and community

meetings. They made numerous trips outside the district on official business, in an effort to assist their students to solve problems vital to their success in their farming programs.

These teachers made 4,601 trips and contacted 6,258 persons for an average of 184 contacts per year per teacher. On trips they averaged 1.36 contacts per trip. They traveled 27.4 miles per contact at an approximate cost of \$2.03 per contact. They traveled a total of 171,479 miles of which 12,622 miles were made in pickups and trucks, or he pulled a trailer behind his car. These teachers averaged 5,043.7 miles each for the year.

The total cost involved in making these trips was \$12,757.33. They spent for meals and lodging \$833.35, and for communications \$213.50.

The average spent per teacher for the year was \$575.21, or \$31.26 per month. They spent an average of \$22.71 for meals, and for meals and lodging combined, \$24.51. Only a very small amount was spent for lodging. Most of them did not go so far that they could not return home at night. This coupled with the fact that they had to be at school each morning during the greater part of the year. When they did make a trip that required that they spend one

or several nights away from home it is possible that lodging was furnished free, as in the case of the State Conference held at Prairie View A & M College where lodging is not paid for. They spent an average of \$6.27 for communication. The total cost per trip for all purposes was \$2.89.

While all of the travel was done in an effort to develop, promote, and improve the program of vocational agriculture in the various communities involved. A good look at some of the phases of the program as indicated by the reports should reveal what purposes governed their travel. Among these would be supervised farming, New Farmers of America activities, adult meetings, jobs of enterprises, farm shop, and travel outside of the school district. A study of these activities should show where the emphasis is being placed with regard to the total program as it relates to those activities, which involve travel.

Table 1 reveals that vocational agriculture teachers reporting in Area V, traveled 26,665 miles in connection with supervised farming. They made 1,176 trips and 2,071 contacts. The average miles per trip was 22.6, while the miles per contact was 12.8. The highest number of teachers reporting out of thirty-four was 27 in

the month of February, while the lowest was 11, in the month of July.

Table 1.--TRAVEL IN RELATION TO SUPERVISED FARMING BY MONTHS IN AREA V FOR 1949.

Month	No. Re- port- ing	No. trips	No. Con- tacts	Total Mile- age	Average Mileage		
					Per Teach- er	Per Trip	Per Con- tact
January	21	117	153	2,178	103.23	18.6	14.2
February	27	97	122	1,475	54.62	15.1	12.09
March	16	55	124	1,302	81.30	23.4	10.50
April	20	109	201	2,945	147.25	27.0	14.60
May	21	160	344	3,491	166.20	21.0	10.10
June	18	161	303	3,364	186.88	20.9	11.10
July	11	56	120	1,317	119.70	23.5	10.90
August	12	35	62	644	53.66	18.4	10.35
September	16	120	199	2,952	184.50	24.6	13.80
October	13	91	151	2,157	165.90	23.7	14.20
November	15	93	156	2,410	160.60	25.9	15.40
December	15	82	136	2,430	162.00	29.6	17.80
Total		1,176	2,071	26,665		22.67	12.87

The months in which the greatest number of miles were traveled were: May 3,491; June - 3,364; April - 2,945; and September - 2,952. The high point in supervisory visits was reached in May and June. During this period they made more trips, traveled farther, and contacted more people than they did in any other months with the exception of

August. During the month of August 12 teachers reported 35 trips, made 62 contacts, and traveled a total of 644 miles. In connection with the August report it is interesting to note that while miles traveled per teacher reporting fell off approximately 76 per cent from the June high of a 186.88, the average miles per trip and the average miles per contact remained fairly constant. The low mileage for the month of August was probably caused by two things: (1) crops are about mature at this time, and (2) the annual state conference for vocational agriculture teachers' is held during this month at Prairie View A & M College. The amount of mileage accumulated during the month of May and June may also be indicative of the problems incident to the growing season, and warm weather which gives rise to many livestock problems. During these two months more people were contacted, despite the fact that May involves the commencement season for all schools and the responsibility for its success is felt by all teachers.

Table 2 reveals that in connection with farm shop the teachers traveled a total of 4,170 miles. They made 270 trips and 324 contacts. The average miles per trip was 15.4, while the average

mile per contact was 12.3. On a whole the teachers did not go quite as far in connection with farm shop as they did in making supervisory visits to farm homes. The months of January, February, March and April were the high months in terms of the number of trips, the number of contacts, and the total mileage accumulated.

Table 2.--TRAVEL IN RELATION TO FARM SHOP IN AREA V FOR 1949

Month	No. Reporting	No. Trips	No. Contacts	Total Mileage	Average Mileage		
					Per Teacher	Per Trip	Per Contact
January	9	30	45	442	49.1	14.7	9.8
February	14	20	30	331	23.6	16.5	11.0
March	8	63	50	739	92.3	11.5	14.7
April	10	60	94	734	73.4	12.2	7.9
May	8	12	18	235	29.4	19.5	13.5
June	4	5	8	93	23.3	18.6	11.6
July	7	7	12	246	37.1	37.1	20.5
August	7	13	7	276	39.4	21.2	39.4
September	4	7	5	238	59.5	34.0	47.6
October	9	13	20	297	33.0	9.0	14.3
November	13	27	23	379	29.1	14.0	16.4
December	9	13	12	160	15.9	12.3	13.3
Total		270	324	4,170		15.4	12.3

It will be noted that while the teachers gave some assistance to the farmers throughout the year in connection with their farm shop problems, the need seems to have been greatest during the first four months of the year, with considerable need being felt during the last three months of the year.

The monthly reports show that the teachers dealt primarily with construction and repair, with repair predominating. Construction was concerned with building brooders, pit type toilets, poultry houses, self-feeders, steps, livestock equipment, poultry yard equipment and bridges. Repair was concerned with poultry houses, farm implements, fences, and farm dwelling. Only one report was made on a job involving the use of concrete. This job was reported in general terms, consequently there was no way of determining what the job was.

A number of trips were made to assist farmers with the installation of water pumps, wiring houses for electricity, and refrigerator repair. Welding appeared only once, but this is not unusual because welding is primarily a shop job. Because of the difficulty involved in transporting the equipment, it is only under extra-ordinary circumstances that a trip will be made in connection with

a welding job.

Table 3.--TRAVEL IN RELATION TO A FARM JOB (CASTRATING FARM ANIMALS) IN AREA V FOR THE YEAR 1949.

Month	No. Re- port- ing	No. Trips	No. Con- tacts	Total Mile- age	Average Mileage		
					Per Teach- er	Per Trip	Per Con- tact
January	6	7	14	187	31.1	26.8	13.3
February	4	8	10	175	43.3	21.8	17.5
March	5	7	7	135	27.0	19.2	19.2
April	6	6	8	87	14.5	14.5	10.8
May	6	7	5	167	27.8	25.2	33.2
June	3	5	5	115	38.3	23.0	23.0
July	2	3	3	67	33.5	22.3	22.3
August	4	8	8	121	30.2	10.1	10.1
September	2	3	5	39	19.2	13.0	7.8
October	10	11	15	303	30.3	27.5	20.2
November	1	2	3	4	4.0	2.0	1.3
December	1	3	3	34	34.0	11.3	11.3
Total		70	86	1,434		20.4	16.6

Table 3 above shows that 70 trips were made in connection with a specific farm job, castrating farm animals, 86 contacts were made and a total of 1,434 miles were traveled. The average miles per trip was 20.4, and the average miles per

contact was 16.6.

Table 4.--TRAVEL IN RELATION TO A FARM JOB (VACCINATING LIVESTOCK AND POULTRY) IN AREA V FOR THE YEAR 1949.

Month	No. Reporting	No. Trips	No. Contacts	Total Mileage	Average Mileage		
					Per Teacher	Per Trip	Per Contact
January	7	20	30	530	75.7	26.5	17.6
February	11	23	47	442	10.1	19.2	9.4
March	10	20	26	304	30.4	15.2	11.6
April	9	15	18	638	70.8	42.7	35.4
May	11	17	33	269	24.4	15.8	8.1
June	4	18	45	285	71.2	15.8	6.6
July	2	2	2	40	20.0	20.0	20.0
August	5	7	15	338	67.6	48.2	22.5
September	2	4	4	165	82.5	41.2	41.2
October	3	3	5	68	22.6	22.6	13.6
November	6	8	16	231	38.5	29.8	14.4
December	7	13	26	284	40.5	21.8	10.9
Total		150	265	3,594		23.9	13.5

Table 4 above reveals the number of teachers reporting in connection with the job of vaccinating livestock and poultry. They made a total of 150 trips, made 265 contacts and traveled 3,594

miles. The average miles per trip was 23.9, the average miles per contact was 13.5. Most of the activity in this connection occurred in January, February, March, April, and May, with a considerable amount being done in November and December.

Table 5.--TRAVEL IN RELATION TO A FARM PROBLEM
(CONTROLLING INSECT AND DISEASE OF LIVESTOCK
AND POULTRY) IN AREA V FOR THE YEAR 1949.

Month	No. Reporting	No. Trips	No. Contacts	Total Mileage	Average Mileage Per Teacher	Per Trip	Per Contact
January	8	26	32	638	79.7	24.5	19.5
February	11	30	30	670	60.9	22.5	22.5
March	7	23	29	382	54.4	16.6	13.1
April	13	41	76	893	68.6	21.7	11.7
May	14	67	77	1,081	77.2	16.1	14.0
June	9	46	55	753	83.6	16.5	13.6
July	10	29	29	395	39.5	13.6	13.6
August	7	23	33	282	40.2	12.2	8.5
September	9	22	22	436	48.4	19.8	19.8
October	9	16	24	347	36.3	21.6	14.4
November	6	22	34	272	45.3	12.3	8.0
December	10	27	38	489	48.9	18.1	12.8
Total		372	479	6,638		17.8	13.8

Table 5 shows the number of teachers reporting in connection with the problem controlling diseases of livestock and poultry. The teachers re-

porting made 372 trips, 479 contacts and traveled 6,638 miles. The average miles per trip was 17.84, while the average miles per contact was 13.8. The months of greatest activity were January through June.

Approximately 28.9 per cent of the total travel was done outside of the school district for whatever purpose. A large number of these trips were made in order to secure teaching supplies and equipment, others were made in order to purchase livestock and poultry for students. Professional meetings, NFA activities, fairs and shows (local, county, and state), committee meetings and trips to secure information and service, Farm and Home Administration and the AAA were the agencies contacted.

Some trips of this nature were made in connection with the sale of farm commodities and in locating markets where farmers might dispose of their produce. The purpose of these trips ranged from, "locating markets for green peas," to "to get information".

A total of 48,372 miles were traveled in connection with activities which caused the teacher to leave the school district. The aver-

average miles traveled per year per teacher was 1,114.4 or approximately 20 per cent of the total. Average miles per trip was 89.2 in connection with official business outside of the school district.

SUMMARY AND CONCLUSIONS

RESULTS

The study shows that the majority of the teachers experienced some difficulty in accurately describing the object of the visits.

A general statement was used in most cases to state the purpose of the trip. The nature of the visits could be divided into four groups as follows:

1. A general statement as to the object of the visit.
2. A visit in connection with a specific project.
3. A visit in connection with a specific job.
4. A visit in connection with a specific job of a specific project.

The study further revealed that 23,225 miles were traveled in relation to supervised learning, 4,179

miles in relation to Farm Shop, 8,883 miles in relation to the problem of controlling insects and diseases of livestock and poultry, 3,384 miles in relation to the job of vaccinating livestock and poultry, and 1,484 miles in relation to the job of contracting farm animals, and 4,001 trips were made and 8,258 persons contacted.

Chapter III

SUMMARY AND CONCLUSION

Summary

The study shows that the majority of the teachers experienced some difficulty in accurately describing the object of the visits.

A general statement was used in most cases to state the purpose of the trip. The method of reporting could be divided into four groups as follows:

1. A general statement as to the object of the visit.
2. A visit in connection with a specific project.
3. A visit in connection with a specific job.
4. A visit in connection with a specific job of a specific project.

The study further revealed that 26,665 miles were traveled in relation to supervised farming, 4,170

In view of the facts revealed by the study

miles in relation to Farm Shop, 6,638 miles in relation to the problem of controlling insects and disease of livestock and poultry, 3,594 miles in relation to the job of vaccinating livestock and poultry, and 1,434 miles in relation to the job of castrating farm animals, and 4,601 trips were made and 6,258 persons contacted.

Conclusion

The method of reporting the objectives of home farm visits has presented some difficulty.

1. The total miles traveled on official business outside of the district was out of proportion to travel in connection with other phases of the program.
2. Not enough supervisory visits were made to home farms. If the visits were made they were not reported as such.
3. The desirable practice of contacting more than one person per home visit was followed, to some extent.
4. There is a need for additional work and study in order to develop a better method of reporting trips.

Recommendations

In view of the facts revealed by the study

the writer makes the following recommendations:

1. That a plan be developed for a more uniform and accurate method of reporting supervisory farm visits and trips.
2. That the practice of making more than one contact per trip be encouraged.
3. That trips outside of the district be limited to those essential to the conducting of an effective program, and that communication and commercial transportation be used wherever possible.

APPENDIX I

A P P E N D I X

APPENDIX OF RECORDS OF
THE AS RECORDED BY THE
RECORDS SECTION

Appendix A.--STATEMENTS OF PURPOSE OF
TRIP AS REPORTED BY TEACHERS---
SUPERVISED FARMING

Appendix A.---STATEMENTS OF PURPOSE OF TRIP AS RE-
PORTED BY TEACHERS---SUPERVISED FARMING

1. Supervised Farming Program
2. Supervision
3. See their project
4. Farm Visit
5. Project visiting
6. Check project
7. Supervisory visit
8. Visiting home farm
9. Visiting project
10. Farm supervision
11. Project visitation
12. Supervisory visit to project
13. Project supervision
14. Project
15. Student supervision
16. Visiting pig project
17. See parent on project
18. Check project pig
19. Help select land for crop project
20. Select breed of chicken to buy for project
21. Help set up project
22. Supervise hog project
23. Inspecting pig
24. Conference for supervision of farming program

Appendix A.--STATEMENTS OF PURPOSE OF TRIP AS RE-
PORTED BY TEACHERS---SUPERVISED FARMING. Con'd.

25. Inspect pig project
26. Planning program
27. Setting plans for farm
28. Supervising tomato project
29. Supervise farming practice
30. Checking project plots
31. Feed for project hog
32. Assist boys with project
33. Paint for project
34. Pig project
35. Supervising
36. Follow up supervise farming program
37. Setting up S F P's
38. Selecting plots for program
39. Planning crop location supervise program
40. Follow up pig project
41. Help him select his project
42. Help select land for project
43. Make suggestion on way to improve project
44. Help to select a place to place project
45. Supervise hog project
46. Select place for project
47. Take project photos
48. Supervise B program
49. For project pig

Appendix A.--STATEMENTS OF PURPOSE OF TRIP AS RE-
PORTED BY TEACHERS---SUPERVISED FARMING. Con'd.

50. B. C. Project
51. To show project pig
52. NFA baby chick project
53. Garden project
54. Planning garden project
55. NFA Project
56. Sick project pigs
57. Discussed project
58. Secure project pigs
59. Poultry pigs
60. Check home job
61. Observe boys project
62. Project work
63. Project tour
64. Corn project
65. Potato project
66. Pea project
67. Turkey project
68. Tomato project
69. Improve cotton project
70. Swine project
71. Check record book
72. Club project
73. Peanut project

Appendix A.--STATEMENTS OF PURPOSE OF TRIP AS RE-
PORTED BY TEACHERS---SUPERVISED FARMING. Con'd.

74. Arranging for project
75. Measuring land
76. Help with project
77. Project activities
78. To look at chickens
79. To look at peas
80. To look at pigs
81. To supervise and to supervise practice
82. To look at crops

Appendix B.---TRIPS OUTSIDE DISTRICT

- 1. ...
- 2. ...
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Appendix C.--TRIPS OUTSIDE DISTRICT

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Appendix C.--TRIPS OUTSIDE DISTRICT

1. Purchase supplies
2. Material for feeder
3. Purchase pig
4. Purchase P.B. pig
5. Virus and serum
6. Get mineral for pigs
7. Deposit NFA funds
8. County 4H program
9. Conference about gym
10. See about lost ball
11. Arrangement for area basketball
12. Supplies
13. Official visit
14. Lumber for class
15. Tember for class
16. Official business
17. Purchase vaccine
18. Approving Improved Farmer application
19. Feed for project hog
20. Cement for foundry
21. Pipe for foundry
22. Recreation of NFA
23. Purchase worm capsules
24. Purchase hammer mill
25. Purchase tractor

Appendix C.--TRIPS OUTSIDE DISTRICT. Continued

-
26. Material for NFA contest
 27. Purchase medicine
 28. Purchase breeding stock
 29. Secure farmers bulletin
 30. Purchase drugs
 31. Purchase locket for NFA sweetheart
 32. Supplies NFA picnic
 33. Electric welding
 34. NFA equipment
 35. To get trailer
 36. Take down pins
 37. To get trailer
 38. County fair
 39. Purchase vaccine
 40. Sell chapter pigs
 41. To secure transcrip-NFA material
 42. Purchase seed for chapter
 43. Purchase chapter pigs
 44. Secure poultry for judging
 45. Secure judging material
 46. To get information
 47. Collect seed and material for judging
 48. Collect seed for judging
 49. Collect tools
 50. Balance bank account

Appendix C.--TRIPS OUTSIDE DISTRICT. Continued

51. Area supervisor
52. Seed for NFA judging
53. Bought 200 chicks for project
54. Arranging for auditorium
55. Making plans for pig feeding contest
56. Secure seed samples
57. Secure equipment for department
58. Securing swine for NFA
59. Purchase nails for farm shop
60. Purchase seed for instruction
61. Loans and seed
62. Group meat for NFA
63. Soil conservation meeting
64. Seed for meadow
65. NFA pigs bought
66. Schedule district work
67. Judging
68. Basketball
69. Fertilizer for pastures
70. Reference book
71. Pig show
72. Check modern farmer application
73. Check NFA Bank account
74. Sign for soil conservation
75. Purchase food for NFA picnic

Appendix C.--TRIPS OUTSIDE DISTRICT. Continued

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76. Green pea markets
 77. Sell hogs
 78. Educational tour
 79. NFA equipment
 80. Observe pasture improvement
 81. Observe campus landscaping
 82. Material for class work
 83. Get some pigs
 84. Register pigs
 84. Get boar
 85. Traded for chicks
 86. Traded for chicks
 87. Supt's. office
 88. Plants
 89. Meeting
 90. To get a fan
 91. Bangs
 92. Marketing tomatoes
 93. Breeding animals
 94. Cleaning
 95. Farmer club
 96. Conservation work
 97. Reservation
 98. Beef calves
 99. To see about swine

Appendix C.--TRIPS OUTSIDE DISTRICT. Continued.

100. Demonstration

1. Feeding demonstration
2. Pig show
3. Tractor parts
4. Market melons
5. AAA
6. Pig sole
7. Shop
8. Chicks

Appendix B.--FARM SHOP

1. Siding
2. Fin boiler
3. Feeding house (construction)
4. Feeding house repair
5. Build calf feeder
6. Scaffolding
7. Build steps
8. Farm shop work
9. Repair farm implement

10. Repair screen

11. Repair screen

Appendix D.--FARM SHOP

12. Repair screen
13. Repair engineering
14. Repair farm building
15. Flag pole
16. Construction and repair
17. Field shop work
18. Fix tank repair
19. Constructing hog crates
20. Working lead
21. Painting
22. Siding
23. Refrigerator repair
24. Build hog lot
25. Repair wagon wheel

Appendix D.--FARM SHOP

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-
1. Brooder
 2. Pit toilet
 3. Poultry house (construction)
 4. Poultry house repair
 5. Build self feeder
 6. Terracing
 7. Build steps
 8. Farm shop work
 9. Repair farm implement
 10. Repair screen
 11. Repair screen
 12. Fencing
 13. Rural engineering
 14. Repair farm building
 15. Flag pole
 16. Construction and repair
 17. Field shop work
 18. Plan tool repair
 19. Constructing hog crates
 20. Draining land
 21. Painting
 22. Welding
 23. Refrigerator repair
 24. Build hog lot
 25. Repair wagon wheel

Appendix D.--FARM SHOP. Continued

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26. Concrete work
 27. Fixed well
 28. Constructing hog pasture
 29. Repair dwelling
 30. Repair windmill
 31. Swine equipment
 32. Poultry yard equipment
 33. Hog house
 34. Electric wiring
 35. Measuring land
 36. Baling hay
 37. Window panes
 38. Renovating seats in church
 39. Ringed hog
 40. Paper house

Appendix E.--INSECT AND DISEASES OF PLANTS

1. Spraying equipment

2. Controlling diseases of plants

3. Spraying plants

4. Killing down cuts

5. Spraying fruit trees

6. Spraying garden

7. Spraying insects

8. Collecting insects

9. Controlling insects

Appendix E.--INSECT AND DISEASES
OF PLANTS

10. Spraying

11. Treating peach trees for insects

12. Garden pest control

13. Insect control

14. Treat garden insects

15. Garden insects

16. Insect control

17. Insect control

18. Check bell weevil in garden

19. Check insects in garden

20. Treating insects

21. Private garden

22. Check pests for insects

23. Spraying garden

24. Insect and insect control

25. Treating garden work

Appendix E.---INSECTS AND DISEASES OF PLANTS

1. Spray equipment
2. Controlling diseases of plants
3. Spray plants
4. Killing town ants
5. Spraying fruit trees
6. Sprayed garden
7. Spraying insects
8. Collecting insects
9. Controlling insects
10. Spray pecan trees
11. Treating peach trees for leaves
12. Garden pest control
13. Insect control
14. Treat garden insects
15. Garden insects
16. Treat melons
17. Dust Irish potatoes
18. Check boll weevil in cotton
19. Check insects in cotton
20. Treating potatoes
21. Poison cotton
22. Check peas for insects
23. Spraying cotton
24. Rodent and insect control
25. Treating stored corn

Appendix E.--INSECTS AND DISEASES OF PLANTS. Con'd.

26. Treating corn for weevils
27. Recommend storage and treatment for corn
28. Controlling weevils
29. Treating corn

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