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COURSES OF STUDY IN VOCATIONAL  
AGRICULTURE  
FOR  
TIPPECANOE COUNTY, INDIANA



Division of Education and Applied Psychology  
Purdue University

*In Cooperation With*

Indiana State Board for Vocational Education  
Division of Agricultural Education

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COURSES OF STUDY IN VOCATIONAL  
AGRICULTURE

*for*

TIPPECANOE COUNTY, INDIANA

REPORT

*of the*

TIPPECANOE COUNTY CURRICULUM  
COMMITTEE

1938

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## FOREWORD

This publication is made available to teachers of vocational agriculture in Indiana for guidance in improving instruction. It is not the intention that these outlines and suggestions be followed blindly. In fact, they are to be used as guides only. They should prove helpful to teachers in the development of lesson plans and in the preparation of lists of references and teaching materials. They should not be considered as a final product, but merely as points of departure for improvement of curricula and lesson plans.

For this contribution we are indebted deeply to teachers of vocational agriculture in Tippecanoe County. Special recognition is due Mr. L. A. Wood, critic teacher, for the thought and time he gave to the preparation of the manuscript. Acknowledgment is due also to Mr. S. B. Pershing, county agricultural agent, and to Vocational Teachers Lloyd Powell and A. A. Dull, who served with Mr. Wood on the central unit of the committee. Other deserved acknowledgments are made elsewhere in this report.

Z. M. Smith

State Supervisor of Agricultural Education

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### ACKNOWLEDGMENTS

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For many helpful suggestions, acknowledgment is also due the township trustees, the high-school principals, and interested farmers of Tippecanoe County.

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PART I  
Introduction

The Nature of the Report. For some time there has been a growing dissatisfaction, among leaders in agricultural education, with the content and organization of courses of study in vocational agriculture. As a consequence of such dissatisfaction, there has developed in Indiana, a state-wide movement for the improvement of the agricultural part of the curriculum in the rural high schools. This report, which deals with courses of study in vocational agriculture, is an outgrowth of this movement as it has developed in Tippecanoe County. The material for the report was prepared by a county curriculum committee for the guidance of teachers of vocational agriculture in Tippecanoe County. It is believed, however, that teachers of agriculture who work elsewhere may find helpful suggestions in the material when they undertake to develop and organize courses of study. (1)

A teacher should not, of course, merely copy and follow

(1) The State Board for Vocational Education in Indiana requires that each teacher of vocational agriculture in the state develop courses of study adapted to the agricultural conditions of the patronage area of the school in which he teaches. These courses of study must be approved by the State Supervisor of Vocational Education in Agriculture.

in detail the courses of study presented here, regardless of where he may be working. All courses of study should be developed and varied according to the instructional conditions under which they are to be used. Consequently, the courses of study described here cannot be other than suggestive illustrations for teachers of agriculture who are working under conditions different from those which exist in Tippecanoe County.

Procedures Followed in Developing the Content of the Report.

The agricultural part of the high-school curriculum and the detailed courses of study described here are the result of both objective investigations and subjective judgment. The development of these courses of study has been based on three assumptions: (a) the primary aim of vocational education in agriculture is to prepare the vocational pupil for proficiency in the production and marketing of farm products; (b) highly effective teaching for proficiency in farming requires directed participation in the activities involved in farming; (c) the possible range of effective teaching depends upon the kinds of farming activities which are accessible to the pupils.

The committee interpreted these assumptions to mean that the agricultural conditions of the areas in which the pupils live and study are suggestive of both objectives and content for vocational education in agriculture<sup>(2)</sup>. Consequently, in order to secure an adequate basis for develop-

<sup>(2)</sup> A teacher working in a given school should take into consideration not only the agricultural conditions of the area, but also other factors, such as the capacities of his pupils, the time allotted to the course of study, and the teaching materials available.



ing courses of study for the schools in Tippecanoe County, a careful study was made of the agricultural conditions in the county.

Data were secured in regard to such conditions as the number and size of farms, types of soils, percentage of land in cultivation, types of farm enterprises, the frequency of each enterprise, and the amount of production in respect to each enterprise. (3) Information in regard to profitable farm enterprises was also secured from farm account summaries prepared by Purdue University. Furthermore, consideration was given to the conclusions and recommendations of the Tippecanoe County Agricultural Planning Committee. Finally, the data gathered from the sources just mentioned were supplemented by information secured by interviewing people in the county who were interested in vocational education in agriculture and who were connected with either agricultural or educational activities. Among those interviewed were progressive farmers and high-school principals.

All the available information was organized and summarized in order to determine such factors as the important types of farming, their component enterprises, and the probable future trends in farming in Tippecanoe County. Since effective courses of study must give special consideration to the major enterprises of farming, the committee tried to determine the more significant or major enterprises in the farm-

(3) Types of data desirable as a basis for constructing courses of study in vocational agriculture, and procedures for collecting these data, are described and illustrated in the publication, "A Study in Curriculum and Course of Study Building in Vocational Agriculture," Indiana State Board for Vocational Education, Purdue University co-operating.

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ing of the county. Farm enterprises were classified as major enterprises if they met one or more of the following criteria:

1. The enterprise is an important source of income.
2. The enterprise is necessary in carrying out some other profitable enterprise.
3. The enterprise is valuable in maintaining or building soil fertility.
4. Farm account summaries indicate that the enterprise is important in successful farming.

All other enterprises were classified as minor.

In accordance with the agricultural data available and the criteria cited in the foregoing paragraph, the farming enterprises in Tippecanoe County were classified as follows:

Major enterprises - farm management, marketing, farm shop, soils, swine, beef cattle, dairy cattle, poultry, corn, wheat, oats, legume hays, grasses, soy beans.

Minor enterprises - sheep, horses, rye, Irish potatoes, tomatoes, tree fruits, small fruits, gardening.

Each enterprise was analyzed into the jobs or activities which seemed to be essential in the successful carrying out of the enterprise. These jobs, or activities, became the bases of the various units of instruction which were included in the curriculum<sup>(4)</sup> and courses of study. The agricultural conditions of Tippecanoe County are not entirely uni-

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(4) The term 'curriculum' is used to refer to several courses of study which, taken together, make up the agricultural part of the high-school curriculum.

form. Therefore, an attempt was made to designate those job-units which are important throughout the entire county.

When the farm enterprises and jobs were distributed among the various courses of study, consideration was given to the following factors: (a) the vital significance of the enterprise or job for successful farming, (b) the unifying and co-ordinating character of the enterprise or job, (c) the complexity or difficulty of the enterprise or job.<sup>(5)</sup> In general, those farm activities which are of vital significance for successful farming and are neither highly complex nor difficult, were placed in the first part of the curriculum. Those activities of minor importance, or of a co-ordinating character and relatively complex, were placed in the last part of the curriculum.

It is a common practice in the township high schools in Tippecanoe County to group boys who elect agriculture in the ninth and tenth grades into one class; while boys who elect agriculture in the eleventh and twelfth grades are grouped into a second class. Courses I and II in vocational agriculture are offered to boys in the ninth and tenth grades in alternate years; and Courses III and IV are offered in the eleventh and twelfth grades in alternate years. Therefore, in the distribution of farm enterprises and jobs among the courses

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(5) In making adjustments to any particular teaching situation, consideration should also be given to the immediate needs or interests of pupils; for example, the needs and interests which arise in connection with supervised farm practice.

of study, no distinction was made between Courses I and II or between Courses III and IV. As a rule, the distribution of enterprises and jobs was made as follows: (a) major enterprises, with the exception of the managerial aspects, were placed in Courses I and II; (b) minor enterprises and management aspects of enterprises were placed in Courses III and IV; (c) operative jobs and jobs of vital significance were placed in Courses I and II; (d) managerial jobs and jobs of minor importance were placed in Courses III and IV. Some exceptions were made to these procedures when a managerial job was thought to be relatively simple, or a course of study was thought to have too many jobs in it. For example, "Deciding the Type and Scope of the Corn Enterprise on our Farm" was placed in Course I and the "Oat Enterprise" was placed in Course IV.

Organization of the Report. A summary of the agricultural part of the curriculum is presented in Part II. This curriculum outline includes a list of enterprises to be studied, a list of the related jobs, the number of the course of study to which each job is assigned, and the time allotment for each job. The time allotment for each job represents an estimate made by the teachers of agriculture. The farm-shop enterprise was omitted from the curriculum outline. This was done primarily because there was a lack of appropriate instructional facilities in the schools of the county. However, a suggested distribution of farm-shop jobs may be found in the appendix.



In Part III, the four courses of study into which the curriculum is divided are described in some detail, and the farm jobs to be considered in each course are listed. The time of the year when each job is to be studied and a time allotment for each job are also given. In addition, teaching plans are provided for each job-unit of instruction.

These teaching plans are not developed in detail. They are only suggestive of the content and methods appropriate for each job-unit of instruction.

Each teaching plan consists of five sections, which are labeled A, B, C, D, and E, respectively.

Section A, Key Questions, is intended both to indicate the content and to limit the scope of the job-unit of instruction. The questions listed should be of service to the teacher in helping him to avoid needless repetition of subject matter. They are for the teacher's use only, and they do not represent a complete or a detailed analysis.

Section B, References, includes a list of reading materials which seem to be useful in the study of the unit.

Section C, Teaching Materials, provides suggestions in regard to materials which the teacher may find helpful. Any teacher, no doubt, will need to make additions to these lists.

Section D, Laboratory and Field Activities, is intended to give examples of activities which the teacher may take up with the class as a group, when he wishes to add concreteness to the job-unit of instruction. However, neither a laboratory period in the classroom nor a field trip should

be undertaken until the teacher has determined his objectives, has carefully outlined the procedures to be followed, and has provided the necessary materials and equipment. Laboratory and field work should not be merely time-consuming activities.

Section E, Supervised Farm Practice Activities, is perhaps the most important section of the teaching plans. Some of the suggestions given may seem impracticable, but they are made with the understanding that supervised farm practice activities should be carried out on the home farm and with the full cooperation of the pupil's father. Supervised farm practice for each boy should be developed in accordance with the needs of the boy and with the principles of good farm management.

The appendix contains a list of farm-shop jobs and suggestions for the distribution of these jobs to the various years of work.