

A STUDY OF INSTRUCTIONS GIVEN IN THE KEEPING OF  
RECORDS ON FARM TRAINING PROGRAMS IN SIXTEEN  
NORTHEAST OKLAHOMA VOCATIONAL  
AGRICULTURE DEPARTMENTS

By

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C. R. K.

## PREFACE

In all aspects of the current religious, social, economic, and educational areas, there are established criteria that regulate and direct the pertaining activities. Within the realm of this highly competitive society in which we live, "progress and improvement are impossible without measurement."<sup>1</sup> Society must have standards to carry on its social and economic life. "In the production of economic goods and the performance of vital social services, standards define the minimum degrees of excellence which society can accept."<sup>2</sup> There are innumerable standards, materialistic as well as spiritual, that motivate and sustain the individual in his social activities. Without standards and measurements, aims and objectives would be meaningless, and the purposes of human existence would be of no avail.

It is generally recognized that there is a perpetual progressive struggle within our society to formulate new standards, establish higher ideals, and obtain higher goals. In the field of education, one may utilize this natural

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<sup>1</sup>Ward P. Beard, Starting to Farm (Danville, Illinois, 1948), p. 181.

<sup>2</sup>H. H. Remmers and M. L. Gage, Educational Measurements and Evaluation (New York, 1943), p. 6.

inclination of an individual to excel in some endeavor to motivate learning experiences. "In the establishment of any ideal, it is necessary to arouse feeling or emotion, and to add this to the conviction already reached as to the worth, or value, of the proposed goal."<sup>3</sup> "One of the marks which separate good teachers from others is that so many of their pupils are pursuing ideals of mastery and high achievements."<sup>4</sup>

In order for one to clearly ascertain and evaluate the progress that he has made, there must be an accurate account or record kept of his procedure and results. "Records are of no value in themselves. We only require records for the information they possess that will help us in our future efforts."<sup>5</sup> The evaluation of the progress that the individual has made is very essential in that it aids in maintaining standards, in establishing future objectives, and in motivating one in his aspirations. The final results of the individual's endeavors are directly related to the completeness and accuracy that he exercises in tabulating his proceedings. Individual efforts would tend to be in vain unless some criterion was used in determining whether or not the ultimate goal was attained.

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<sup>3</sup>W. H. Lancelot, Permanent Learning (New York, 1945), p. 52.

<sup>4</sup>Ibid., p. 59.

<sup>5</sup>George P. Deyoe, Supervised Farming in Vocational Agriculture (Danville, Illinois, 1953), p. 249.

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## CHAPTER I

### INTRODUCTION

The justification of the vocational agriculture program in the community, state, and nation in the final analysis is based upon the total results accomplished by each individual farm boy. Every degree of achievement that a boy obtains must be substantiated with an account of his program; consequently, in essence, the validity of the complete vocational agriculture program is based upon the degree of accuracy in which individual records are maintained.

In fulfilling the primary aim of vocational agriculture, "to train present and prospective farmers for proficiency in farming,"<sup>1</sup> it must be considered that the degree of proficiency cannot be determined without accurate accounts. The laxity in supervising and encouraging the keeping of accurate records is not only detrimental to the student's attitudes and learning experiences, but also is reflected in the vocational agriculture program as a whole.

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<sup>1</sup>Federal Board of Vocational Education Training Objectives in Vocational Education in Agriculture, Bulletin No. 153 (May, 1931), p. 1.

### Purpose of Study

The principal purpose of this study was to ascertain the effectiveness of methods and practices used by vocational agriculture teachers in providing instruction in keeping and using supervised farm training records. This involved two minor objectives which are as follows:

1. to determine the methods used by vocational agriculture teachers in teaching students how to keep supervised farm training records;
2. to determine the inaccuracies made by vocational agriculture students in keeping supervised farm training records.

### Methods of Procedure

To obtain data for this study, two questionnaires were formulated with the assistance of a seminar group and the faculty of the Agricultural Education Department of Oklahoma Agriculture and Mechanical College. Through personal interviews with agriculture teachers, one questionnaire was completed to secure information concerning methods used in giving instruction in record keeping. The other questionnaire, in check list form, was used to determine inaccuracies found in students' supervised farm training record books.

Under the advisement of the Agricultural Education Department, sixteen vocational agriculture departments in

Northeastern Oklahoma were chosen for this study. The departments were visited by the writer, and each agriculture teacher was personally interviewed. Due to the uncertainty of the itineraries of the agriculture teachers included in this study, all of the interviews were impromptu with the exception of four. As a result, the writer had varied activities--mowing hay, spraying cattle, etc.--while waiting to conduct these interviews.

In addition to securing information from each of the sixteen vocational agriculture teachers concerning the methods they used in giving instruction in record keeping, six record books were obtained from each department for study and analysis. An attempt was made to select six completed record books which were representative of the records kept by all of the students in each department.

In an effort to obtain a representative group of record books from each school included in this study, the following method was devised: The record books for each of the four classes were stacked in alphabetical order and numbered. From a corresponding group of numbers, one number was drawn for each class grouping, thus four record books were procured from each department by this unbiased method. The other two record books from each department were selected by each agriculture teacher, using his own discretion.

Each of the ninety-six record books was completely checked for inaccuracies.

### Delimitations

This problem was limited to the study of methods used by vocational agriculture teachers in giving instruction in keeping supervised farm training records and of inaccuracies found within these records. This study does not attempt to evaluate the supervised farming programs being conducted by the sixteen vocational agriculture departments. In determining the inaccuracies of entries in the students' farm training record books, only the mechanics of such entries were considered. In analyzing the inaccuracies of the supervised farm training records, no attempt was made to determine whether or not the student had made all the entries that were pertinent to his farming program; however, consideration was given to the entries of items that had no relationship to the student's farming program.

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## CHAPTER II

### PRESENTATION OF DATA

15 It is a purpose of this study that any correlation between the methods used by vocational agriculture teachers in the instruction of record keeping, and the degree of accuracy attained by students in keeping records will be reflected herein. In ascertaining the attributes that may create deviations from, or confirmations to, this supposition, data was secured from sixteen vocational agriculture teachers in schools of the northeast section of Oklahoma. The schools, as shown in Table I, are centered around the city of Tulsa, eight within Tulsa county and eight in surrounding counties.

The vocational agriculture departments are staffed by instructors with a teaching tenure ranging from four to twenty-eight years, with three-fourths of the teachers having taught under ten years. Three teachers included in the study have taught more than twenty years.

20 Fifty per cent of the departments have been established in the schools from eighteen to thirty years, whereas the majority of the remaining departments have been established under ten years.

TABLE I  
TENURE AND ENROLLMENT INFORMATION  
ABOUT THE TEACHERS AND SCHOOLS

Schools Studied	Years of Teacher Tenure in Vocational Agriculture	Years of Tenure of Department in the School	Enrollment for the School Year 1953-54
Bixby	6	6	42
Bristow	28	18	38
Broken Arrow	4	30	70
Checotah	23	23	95
Collinsville	6	24	40
Coweta	5	16	47
Fort Gibson	5	5	32
Haskell	7	8	36
Jenks	4	28	45
Muskogee	11	5	36
Owasso	4	24	40
Sand Springs	9	6	58
Sapulpa	9	11	40
Skiatook	6	7	30
Union Consolidated	23	30	52
Wagoner	8	26	42

The range in enrollment, as indicated in Table I, is from thirty to ninety-five students. Only one school showed the exceptionally large enrollment of ninety-five students.

The results from consultations with teachers concerning the attitudes of their students toward record keeping denoted a trend that did not quite conform to the theory that one's "needs" and "interests" coincide. In comparing the percentage of students realizing a "need" for record keeping and those expressing an "interest," as shown in Tables II and III, there is an indication that a small percentage more of the students realize a "need" than show an "interest."

TABLE II  
THE NEED FOR RECORD KEEPING AS  
REALIZED BY STUDENTS

Percentage Range of Students Realizing Need	Number of Schools Reporting	Per Cent of Schools Reporting
0 - 25	3	18.7
26 - 50	4	25.0
51 - 75	3	18.7
76 - 100	6	37.5

It is of interest to note that in both instances--the percentage of students realizing a "need" and those showing an "interest" in record keeping--approximately one-half of the schools reported within the range from zero to fifty per cent. This would seem to present evidence that proper motivation is not always being practiced by the teachers in giving instruction in record book keeping.



TABLE III  
STUDENT INTEREST IN RECORD KEEPING

Percentage Range of Students Interested	Number of Schools Reporting	Per Cent of Schools Reporting
0 - 25	4	25.0
26 - 50	4	25.0
51 - 75	3	18.7
76 - 100	5	31.2

It is of significance to observe the contrast in emphasis given to the importance of record keeping by the various teachers in formulating their teaching plans. All indicated that they allotted time in their plans for teaching record keeping; however, they differ greatly in number of allocated periods. In order to obtain a broader concept of the allocation of the periods devoted to teaching of record keeping in the four classes of agriculture, Tables IV, V, VI, and VII are used on a comparative basis.

In giving instruction to the freshman class, as shown in Table IV, thirty-seven per cent of the teachers allotted time within the range of sixteen to twenty periods. It is of interest to note that twenty-five per cent of the teachers allotted time within the range of twenty-six to thirty periods. In comparing Table IV with the other three, one may observe that the number of periods taught are in

higher range groupings than those shown in Tables V, VI, and VII. This is attributed to the extra periods used in orientating the freshman class when the students are confronted with the record book for the first time.

TABLE IV  
INSTRUCTION GIVEN FRESHMEN IN RECORD KEEPING

Range in Periods of Instruction	Number of Teachers Indicating	Per Cent of Teachers Indicating
5 - 10	2	12.5
11 - 15	1	6.2
16 - 20	6	37.5
21 - 25	2	12.5
26 - 30	4	25.0
31 - above	1*	6.2

\* Teacher indicated teaching a total of 46 periods.

Table V shows that the greater number of teachers reporting within any one range taught record keeping a total of eleven to fifteen periods to the sophomore class. However, all but three out of the sixteen indicated they taught within the range from six to twenty periods. There is a sharp decrease in the number of periods that record keeping is taught sophomores compared to the number of periods taught freshmen, as shown in Table IV.

TABLE V  
INSTRUCTION GIVEN SOPHOMORES IN RECORD KEEPING

Range in Periods of Instruction	Number of Teachers Indicating	Per Cent of Teachers Indicating
0 - 5	1	6.2
6 - 10	4	25.0
11 - 15	5	31.2
16 - 20	4	25.0
21 - 25	0	0.0
26 - 30	1	6.2
31 - above	1*	6.2

\* Teacher indicated teaching a total of 41 periods.

In all instances the periods allotted to giving instruction to junior and senior classes, as shown in Tables VI and VII, were identical. This is explained in that, in most schools, agriculture three and four are alternated. As shown in comparing Tables VI and VII to Table V, there is a difference of only a small number of periods allocated to junior and senior classes with that allocated sophomores.

The one teacher who remains within the range of twenty-six to thirty periods of instruction throughout the four classes justified his actions on the principle that, as the scope of the student's farming program enlarged, greater was the need for increased time to be devoted to the keeping of records. The one teacher who remains in the range of

thirty-one and above in number of periods of instruction given all classes explained that, when he came into the department at the beginning of the previous year, the students' record books were in a somewhat questionable condition. The result was that he put an increasing amount of emphasis on instruction in record keeping.

TABLE VI  
INSTRUCTION GIVEN JUNIORS IN RECORD KEEPING

Range in Periods of Instruction	Number of Teachers Indicating	Per Cent of Teachers Indicating
0 - 5	1	6.2
6 - 10	4	25.0
11 - 15	6	37.5
16 - 20	3	18.7
21 - 25	0	0.0
26 - 30	1	6.2
31 - above	1*	6.2

\* Teacher indicated teaching a total of 41 periods.

There is a great variation as to the frequency that teachers allow class time for students to make entries in their supervised farm training record book, as indicated in Table VIII. The frequency varies from the making of entries once daily to only once per month, with fifty per cent of

the teachers following the procedure of permitting students to make entries once each two weeks. The most common range for the amount of time allowed appears to be from thirty to sixty minutes.

TABLE VII  
INSTRUCTION GIVEN SENIORS IN RECORD KEEPING

Range in Periods of Instruction	Number of Teachers Indicating	Per Cent of Teachers Indicating
0 - 5	1	6.2
6 - 10	4	25.0
11 - 15	6	37.5
16 - 20	3	18.7
21 - 25	0	0.0
26 - 30	1	6.2
31 - above	1*	6.2

\*Teacher indicated teaching a total of 41 periods.

In giving instruction in record keeping, the teachers, as a group, indicated that there were only four sections which the students had extreme difficulty in understanding. Considering these four sections, some teachers indicated that more than one section was difficult for the student, as shown in Table IX.

TABLE VIII

CLASS TIME ALLOWED FOR STUDENTS TO MAKE ENTRIES  
IN THEIR SUPERVISED FARM TRAINING RECORD BOOK

Frequency of Entries	Amount of Time Allowed For Making	Number of Schools Indicating	Per Cent of Schools Indicating
Daily		<u>2</u>	<u>12.5</u>
	5 minutes	2	12.5
Once per week		<u>4</u>	<u>25.0</u>
	5 minutes	1	6.2
	15 minutes	1	6.2
	60 minutes	2	12.5
Once each two weeks		<u>8</u>	<u>50.0</u>
	30 minutes	3	18.7
	60 minutes	5	31.2
Once each month		<u>2</u>	<u>12.5</u>
	60 minutes	2	12.5

TABLE IX

SECTIONS OF THE RECORD BOOK MOST  
DIFFICULT TO UNDERSTAND

Difficult Section for Students	Number of Teachers Indicating	Per Cent of Teachers Indicating
Beginning Inventory	4	25.0
Closing Inventory	9	56.2
Labor Record	4	25.0
Summary	9	56.2

The most difficulty appears to involve comprehension of the closing inventory and the summary of the student's records. In both instances fifty-six per cent of the teachers indicated that the students had such difficulties. Twenty-five per cent of the teachers implied that the beginning inventory and labor record ranked equally difficult for students to understand.

In determining the charge for student labor, indicated in Table X, approximately sixty-two per cent of the teachers indicated that the class as a group decided the amount. It is of some interest to note that twelve and one-half per cent of the teachers decided the amount for the students.

TABLE X

INDICATIONS OF TEACHERS REGARDING METHODS USED IN  
DETERMINING CHARGE FOR STUDENT LABOR

Method	Number of Teachers Indicating	Per Cent of Teachers Indicating
Class as a group decides	10	62.5
Individual student decides	4	25.0
Teacher decides	2	12.5

In determining the extent of the teacher's ability to give adequate instruction in record keeping, data in Table XI indicates that approximately forty-four per cent of

teachers have had a specific college course that included the keeping of supervised farm training records. Those teachers who expressed self-confidence in the knowledge of how the record should be kept numbered slightly above eighty-one per cent of the group in the survey.

TABLE XI  
TEACHERS COMPLETING A SPECIFIC COURSE IN  
SUPERVISED FARM TRAINING

Course was Taken	Number of Teachers Indicating	Per Cent of Teachers Indicating
Yes	7	43.7
No	9	56.2

In view of these findings, as shown in Table XII, it is interesting to relate an experience which happened during one of the interviews. The teacher stated positively that he knew how to use the record book and then shortly afterwards asked questions which clearly indicated that he was still in doubt. There were similar indications that a few of the other teachers may not have been as confident as they had previously stated.



TABLE XII

TEACHERS OF VOCATIONAL AGRICULTURE INDICATING THAT  
THEY ARE CONFIDENT THEY KNOW HOW TO USE THE  
SUPERVISED FARM TRAINING RECORD BOOK

Indicating	Number of Teachers Indicating	Per Cent of Teachers Indicating
Yes	13	81.2
No	3	18.7

Since Table XIII is concerned with methods used in giving instruction in making entries in the beginning inventory and Table XIV is concerned with the inaccuracies found therein, the two tables will be considered in unison. One may observe in Table XIII that all of the teachers indicated that they worked individually with the student if he needed help. It is also of interest to note that nearly ninety-four per cent of the teachers illustrated the section on the blackboard, explaining by the use of a hypothetical case. Twenty-five per cent of the teachers handed out old completed record books. This appears to be a good means to illustrate the method of entries; however, it could be detrimental in that it may develop practices of poor record keeping by students, especially if examples are inaccurate. In considering the inaccuracies found in the beginning inventory, as shown in Table XIV, attention is called to the fact that forty-four per cent of the books, represented by fourteen schools reporting, failed to have the date entered.

TABLE XIII  
INSTRUCTIONAL METHODS USED FOR MAKING ENTRIES  
IN THE BEGINNING INVENTORY

Method Used	Number of Teachers Indicating	Per Cent of Teachers Indicating
Draw on blackboard and explain with hypothetical case	15	93.7
Work individually with students that have difficulty	16	100.0
Have student enter own record at time example is drawn on blackboard	1	6.2
Explain method of entry only	1	6.2
Hand out old completed record books	4	25.0
Have student fill out sample copy at the same time that example is drawn on board	1	6.2
Hand out mimeographed sample of a completed record book	2	12.5

Table XIV further indicated that twenty-six per cent of the books, represented by ten schools reporting, did not have the value of the total training program and individual enterprises properly totaled. Perhaps the most serious inaccuracy found in the beginning inventory was that sixteen per cent of the books, represented by seven schools reporting, did not have the beginning inventory added correctly.

TABLE XIV  
INACCURACIES IN THE BEGINNING INVENTORY  
OF THE STUDENTS' RECORDS

Inaccuracy Found	Number of Schools Reporting	Number of Individual Books Showing	Per Cent of Individual Books Showing
Failed to make a needed beginning inventory	2	2	2.1*
Failed to enter date	14	43	43.7
Failed to enter items of description on beginning inventory	2	2	2.1
Failed to record the total training program	4	6	6.2
Failed to enter items of description under proper enterprise	6	10	10.4
Failed to properly total the value of the total training program and individual enterprises	10	25	26.0
Items entered that have no relation to the farming program	2	4	4.2
Failed to use conservative market values throughout the beginning inventory	6	14	14.6
Failed to add the beginning inventory correctly	7	15	15.6

\* The figures are based on the total of 96 record books, whereas the remaining figures are based on 94 record books in which entries were made.

In observing the various methods used by agriculture teachers when giving instruction in making entries in the closing inventory, as shown in Table XV, it will be noted that they are the exact methods which were used in the beginning inventory, as shown in Table XIII. An additional notation may be made in that the practice of handing out a mimeographed sample of a completed record book should be effective in the illustration of the proper procedure in making entries.

TABLE XV  
INSTRUCTIONAL METHODS USED FOR MAKING ENTRIES  
IN THE CLOSING INVENTORY

Method Used	Number of Teachers Indicating	Per Cent of Teachers Indicating
Draw on blackboard and explain with hypothetical case	15	93.7
Work individually with students that have difficulty	16	100.0
Have student enter own record at time example is drawn on blackboard	1	6.2
Explain method of entry only	1	6.2
Hand out old completed record books	4	25.0
Have student fill out sample copy at the same time that example is drawn on board	1	6.2
Hand out mimeographed sample of a completed record book	2	12.5

Not considering that sixty-eight per cent of the record books, from all schools included in the survey, did not have dates entered, as shown in Table XVI, the most prominent inaccuracy found in the closing inventory was that thirty-four per cent of the books, represented by fourteen schools reporting, failed to have a needed difference in beginning and closing inventory recorded. There were relatively few items entered which had no relation to the farming program. Table XVI further indicates that there were fourteen per cent of the books, represented by eight schools reporting, that had failures in adding the closing inventory correctly. Failing to add correctly is a serious error in that it perpetuates inaccuracies throughout the remainder of the records.

The most popular methods indicated by agriculture teachers in giving instruction in making entries in the students' sales and other farm income records, as shown in Table XVII, were drawing the section on the blackboard and working individually with the student. There were twelve per cent of the teachers who indicated that the only thing they did, in addition to working with the students individually, was to explain the method of entry to the group.

The inaccuracies found in the sales and other farm income of the students' records, Table XVIII, which are most significant are that approximately thirty-four per cent of the books, represented by thirteen schools reporting, failed to total the value of the total training program and individual enterprises.

TABLE XVI  
INACCURACIES IN THE CLOSING INVENTORY  
OF THE STUDENTS' RECORDS

Inaccuracy Found	Number of Schools Reporting	Number of Individual Books Showing	Per Cent of Individual Books Showing
Needs no closing inventory*	4	6	6.2**
Failed to make a needed closing inventory	7	12	12.5**
Failed to enter date	16	53	67.8
Failed to enter items of description	1	1	1.3
Failed to record the total farming program	4	5	6.4
Failed to enter items of description under the proper enterprise	7	14	17.9
Failed to enter added equipment and livestock	1	1	1.3
Failed to enter equipment depreciation	1	1	1.3
Failed to properly total the value of the total training program and individual enterprises	9	20	25.6
Items entered that have no relation to the farming program	2	2	2.6

\* Although this item is not necessarily considered an inaccuracy in record keeping, it contributes to the clarification as to the number of record books included in this study.

\*\* The figures are based on the total of 96 record books, whereas the remaining figures are based on 78 record books in which entries were made.

TABLE XVI--(Continued)

Inaccuracy Found	Number of Schools Reporting	Number of Individual Books Showing	Per Cent of Individual Books Showing
Failed to use conservative market values	5	10	12.8
Failed to record needed difference in beginning and closing inventory	14	27	34.5
Failed to add the closing inventory correctly	8	11	14.1

TABLE XVII

INSTRUCTIONAL METHODS USED FOR MAKING ENTRIES IN  
THE STUDENTS' SALES AND OTHER  
FARM INCOME RECORDS

Method Used	Number of Teachers Indicating	Per Cent of Teachers Indicating
Draw on blackboard and explain with hypothetical case	14	87.5
Work individually with students that have difficulty	16	100.0
Explain method of entry only	2	12.5
Hand out old completed record books	4	25.0
Have student fill out sample copy at the same time that example is drawn on board	1	6.2
Hand out mimeographed sample of a completed record book	2	12.5

Thirty-one per cent of the record books, represented by fifteen schools reporting, had failures of adding correctly. Table XVIII further showed that twelve per cent did not have needed increase in inventory entered on the sales record.

TABLE XVIII  
INACCURACIES IN THE SALES AND OTHER FARM INCOME  
OF THE STUDENTS' RECORDS

Inaccuracy Found	Number of Schools Reporting	Number of Individual Books Showing	Per Cent of Individual Books Showing
Failed to make needed record	5	9	9.4*
Failed to enter date	11	24	27.6
Failed to enter items of sales and description correctly	10	18	20.7
Failed to record the total training program	4	5	5.7
Failed to enter items of sale under proper enterprise	8	16	18.4
Failed to total the value of the total training program and individual enterprises	13	30	34.5
Failed to enter needed increase in inventory	8	11	12.6
Items entered that have no relation to the farming program	1	1	1.1
Failed to add correctly	15	27	31.0
Failed to bring totals forward	2	2	2.3

\* The figures are based on the total of 96 record books, whereas the remaining figures are based on 87 record books in which entries were made.



There is a possible implication that the teachers may be lax in emphasizing the importance of dates, since there were twenty-seven per cent of the record books, represented by eleven schools reporting, that had no dates recorded in the sales and other farm income. Table XVIII also indicated improper supervision in entering items of sales and description correctly, as shown by the ten schools which reported a total of twenty per cent of books showing the inaccuracy.

The methods used by vocational agriculture teachers in giving instruction in making entries in the students' expense records, as indicated in Table XIX, are identical to those used in giving instruction in making entries in the students' sales and other farm income records, indicated in Table XVII. Perhaps an effective method of teaching students the mechanics of entering expense records may be exemplified by the one teacher who required the student to fill out a sample record at the same time that an example was drawn on the blackboard. It may be re-emphasized that twelve per cent of the teachers, in giving group instruction, only explained the methods of entry. There is reason to believe that it would require an excessive amount of individual supervision in using this method.

TABLE XIX  
INSTRUCTIONAL METHODS USED FOR MAKING ENTRIES  
IN THE STUDENTS' EXPENSE RECORDS

Method Used	Number of Teachers Indicating	Per Cent of Teachers Indicating
Draw on blackboard and explain with hypothetical case	14	87.5
Work individually with students that have difficulty	16	100.0
Explain method of entry only	2	12.5
Hand out old completed record books	4	25.0
Have student fill out sample copy at the same time that example is drawn on board	1	6.2
Hand out mimeographed sample of a completed record book	2	12.5

In noting the inaccuracies found in the records of the students' expenses, indicated in Table XX, one may readily observe that fourteen schools reported thirty-eight per cent of the total number of record books in the study showed the expenses incorrectly added. A common error of failing to enter the total expense of the total training program and individual enterprise is indicated by twenty-seven per cent of the books, represented by fourteen schools reporting. Eleven per cent of the books, as indicated by six schools reporting, failed to show an entry of a needed decrease in inventory.

TABLE XX  
INACCURACIES IN THE RECORDS OF  
THE STUDENTS' EXPENSES

Inaccuracy Found	Number of Schools Reporting	Number of Individual Books Showing	Per Cent of Individual Books Showing
Failed to make needed record	4	5	5.2*
Failed to enter dates	8	15	16.5
Failed to enter items of expense and description correctly	9	16	17.6
Failed to enter the expense in the total training program	7	7	7.7
Failed to enter the items of expense under the proper enterprise	7	16	17.6
Failed to total the expense of the total training program and individual enterprises	12	25	27.5
Failed to enter needed decrease in inventory	6	10	11.0
Items entered that have no relation to farming program	5	6	6.6
Failed to add expenses correctly	14	35	38.5
Failed to bring totals forward	7	10	11.0

\* The figures are based on the total of 96 record books, whereas the remaining figures are based on 91 record books in which entries were made.

Seven schools indicated that approximately eighteen per cent of the total number of record books in this study showed failures of having items of expense entered under the proper enterprise.

The vocational agriculture teachers included in this study indicated, as shown in Table XXI, that the methods of instruction given in making entries in the students' labor records are similar to those methods used in making entries in the students' sales and expense records.

TABLE XXI  
INSTRUCTIONAL METHODS USED FOR MAKING ENTRIES  
IN THE STUDENTS' LABOR RECORDS

Method Used	Number of Teachers Indicating	Per Cent of Teachers Indicating
Draw on blackboard and explain with hypothetical case	14	87.5
Work individually with students that have difficulty	16	100.0
Explain method of entry only	2	12.5
Hand out old completed record books	4	25.0
Have student fill out sample copy at the same time that example is drawn on board	1	6.2
Hand out mimeographed sample of a completed record book	2	12.5

All of the teachers indicated that they worked individually with the students when difficulties arose. Most of the teachers further indicated that they preferred to illustrate the section on the blackboard and explain with a hypothetical case.

The most serious inaccuracy found in the students' labor records, as indicated in Table XXII, is that approximately twenty-nine per cent of the books showed the labor costs incorrectly added. Twenty-six per cent of the books, represented by eight schools reporting, showed failures to charge labor to the proper enterprise. Table XXII further indicated that twenty-four per cent of the books, represented by ten schools reporting, did not have entered the kind of work done by the student. Most of the books had the enterprise entered where there should have been the kind of work done by the student. It is possibly of interest to note that approximately nine per cent of the record books, from seven schools reporting, failed to show a needed labor record. Over-all, more inaccuracies have appeared in the labor record than any of the previous sections, with the exception of the beginning and closing inventories. This indicates that errors which students make are consistent with the difficulties which arise, as shown in Table IX.

Table XXIII shows the methods used by vocational agriculture teachers in giving instruction in making entries in the students' exhibition records.

TABLE XXII  
INACCURACIES IN THE STUDENTS' LABOR RECORD

Inaccuracy Found	Number of Schools Reporting	Number of Individual Books Showing	Per Cent of Individual Books Showing
Failed to make needed record	7	9	9.4*
Failed to enter dates	4	14	16.1
Failed to enter kind of work done by student	10	21	24.1
Failed to enter number of hours worked	3	5	5.7
Failed to enter charge per hour for labor	3	6	6.9
Failed to enter total labor cost	5	7	7.0
Failed to charge labor to proper enterprise	8	23	26.4
Failed to total the expense of the total training program and individual enterprises	13	31	35.6
Failed to total the number of hours of labor	9	18	20.7
Failed to add labor costs correctly	11	25	28.7
Failed to multiply labor correctly	6	6	6.9
Failed to bring totals forward	3	4	4.6

\* The figures are based on the total of 96 record books, whereas the remaining figures are based on 87 record books in which entries were made.

Seventy-five per cent of the teachers used the blackboard in explaining a hypothetical case. To facilitate the method of illustrating on the blackboard, twenty-five per cent of the teachers handed out old completed record books. Table XXIII further indicates that all of the teachers worked individually with the students who had difficulty; however, one teacher gave no other type of explanation or instruction. Approximately nineteen per cent of the teachers only explained the method of entry.

TABLE XXIII

INSTRUCTIONAL METHODS USED FOR MAKING ENTRIES  
IN THE STUDENTS' EXHIBITION RECORDS

Method Used	Number of Teachers Indicating	Per Cent of Teachers Indicating
Draw on blackboard and explain with hypothetical case	12	75.0
Work individually with students that have difficulty	16	100.0
Gives no group instruction	1	6.2
Explain method of entry only	3	18.7
Hand out old completed record books	4	25.0
Have student fill out sample copy at the same time that example is drawn on board	1	6.2
Hand out mimeographed sample of a completed record book	2	12.5

Among the inaccuracies found in the students' exhibition records, Table XXIV, the most prevalent is that eight per cent of the books did not show entries of dates; however, the most serious inaccuracy appears to be that approximately seven per cent did not show a "needed" record.

TABLE XXIV  
INACCURACIES IN THE STUDENTS' EXHIBITION RECORDS

Inaccuracy Found	Number of Schools Reporting	Number of Individual Books Showing	Per Cent of Individual Books Showing
Has no exhibition record*	13	43	44.8**
Failed to make needed record	3	7	7.8**
Failed to enter date	4	4	8.7
Failed to enter kind of exhibition	1	1	2.2
Failed to enter placings	2	2	4.3

\* Although this item is not considered an inaccuracy in record keeping, the total number that failed to make needed record in this group could not be ascertained.

\*\* The figures are based on the total of 96 record books, whereas the remaining figures are based on 46 record books in which entries were made.

In the summarization of the students' farm training records, all of the vocational agriculture teachers indicated, as shown in Table XXV, that they worked individually



with the students. Table XXV further indicates that eighty-one per cent of the teachers illustrated the summary on the blackboard and explained it with a hypothetical case. It also may be interesting to note that approximately nineteen per cent of the teachers only explained the method of entry.

TABLE XXV  
INSTRUCTIONAL METHODS USED FOR MAKING ENTRIES  
IN THE SUMMARY OF STUDENTS' RECORDS

Method Used	Number of Teachers Indicating	Per Cent of Teachers Indicating
Draw on blackboard and explain with hypothetical case	13	81.2
Work individually with students that have difficulty	16	100.0
Explain method of entry only	3	18.7
Hand out old completed record books	4	25.0
Have student fill out sample copy at the same time that example is drawn on board	1	6.2
Hand out mimeographed sample of a completed record book	2	12.5

The inaccuracies found in the students' summary of records, as indicated in Table XXVI, are mostly due to previous errors made in the process of record keeping. There are several discrepancies, however, which indicate

possible negative attitudes on the part of the teachers as to the true values of keeping records. From six schools reporting, twelve per cent of the record books showed summarizations without previous substantiating records. Table XXVI also indicates that approximately thirty-five per cent of the record books, represented by ten schools reporting, did not show entries of yield. Twenty-nine per cent of the books, represented by eleven schools reporting, showed failures to enter total credits correctly due to previous errors in addition. Table XXVI indicates that approximately thirty-one per cent of the record books, from seven schools reporting, failed to have the total expenses entered correctly due to previous errors in addition. In noting the inaccuracies in the summarization of the self-labor record, one may observe that sixteen per cent of the record books, represented by eight schools reporting, had failures of entering the value of self-labor correctly due to previous errors in addition. Table XXVI further indicates an inaccuracy, which is most significant in this study, of approximately fifty per cent of the record books, represented by fourteen schools reporting, failing to total the values of net profit or loss correctly due to previous errors in keeping records. It may be of interest to note that less than three per cent of the books had summaries which showed failures to add and subtract correctly.

TABLE XXVI  
INACCURACIES IN THE STUDENTS' SUMMARY OF RECORDS

Inaccuracy Found	Number of Schools Reporting	Number of Individual Books Showing	Per Cent of Individual Books Showing
Failed to make a needed summary	3	6	6.2*
Filled in without having completed previous records to substantiate the summary	6	12	12.5*
Failed to enter enterprise	3	6	7.7
Failed to enter size in number of head or acres at beginning	6	9	11.5
Failed to enter size in number of head or acres at ending	5	8	10.2
Failed to enter yield	10	27	34.6
Failed to enter total credits correctly due to improper transfer	4	9	11.5
Failed to enter total credits correctly due to previous error in addition	11	23	29.4
Failed to enter total credits correctly due to errors in inventories	6	12	15.4
Failed to enter total expense correctly due to improper transfer	6	9	11.5

\*The figures are based on the total of 96 record books, whereas the remaining figures are based on 78 record books in which entries were made.

TABLE XXVI--(Continued)

Inaccuracy Found	Number of Schools Reporting	Number of Individual Books Showing	Per Cent of Individual Books Showing
Failed to enter total expense correctly due to previous error in addition	7	24	30.7
Failed to enter total expenses correctly due to errors in inventories	5	10	12.8
Failed to enter total income correctly due to previous error	13	37	47.4
Failed to enter value of self-labor	2	2	2.6
Failed to enter value of self-labor correctly due to previous error in multiplication	4	4	5.1
Failed to enter value of self-labor correctly due to previous error in addition	8	13	16.6
Failed to enter value of self-labor correctly due to improper transfer	4	6	7.7
Failed to enter net profit or loss correctly due to a previous error	13	38	48.4
Failed to enter hours of student labor correctly due to previous errors in addition	4	8	10.2
Failed to enter hours of student labor correctly due to improper transfer	2	6	7.7

TABLE XXVI--(Continued)

Inaccuracy Found	Number of Schools Reporting	Number of Individual Books Showing	Per Cent of Individual Books Showing
Failed to enter the number of teacher's visits	8	20	25.6
Failed to total the value of the be- ginning inventories correctly**	14	47	60.2
Failed to total the value of the be- ginning inventories correctly due to previous error	2	2	2.6
Failed to total the value of the closing inventories correctly**	14	45	57.6
Failed to total the value of total credits	6	11	14.1
Failed to total the value of total credits correctly due to previous errors	12	37	47.4
Failed to total the value of total expense	6	11	14.1
Failed to total the value of total expense correctly due to previous errors	10	33	42.2
Failed to total the value of total income	6	11	14.1

\*\* Although this is not necessarily an inaccuracy, it is considered essential to facilitate the making out of final reports.

TABLE XXVI--(Continued)

Inaccuracy Found	Number of Schools Reporting	Number of Individual Books Showing	Per Cent of Individual Books Showing
Failed to total the value of total income correctly due to previous error	14	39	49.9
Failed to total the value of self-labor	6	11	14.1
Failed to total the value of self-labor correctly due to previous error	6	14	17.9
Failed to total the value of net profit or loss	6	11	14.1
Failed to total the value of net profit or loss correctly due to previous error	14	39	49.9
Failed to total hours of student labor	7	13	16.6
Failed to total hours of student labor correctly due to previous error	6	14	17.9
Failed to total the number of visits made by teacher	11	28	35.8
Failed to add and subtract correctly	2	2	2.6

In consideration of this small amount of inaccuracies, the deduction may be drawn that the teachers are quite concerned since it facilitates the completion of the required final reports.

Table XXVII indicates the methods used by vocational agriculture teachers in giving instruction in making entries in the students' records of crop yields.

TABLE XXVII

INSTRUCTIONAL METHODS USED FOR MAKING ENTRIES  
IN THE STUDENTS' RECORDS OF CROP YIELDS

Method Used	Number of Teachers Indicating	Per Cent of Teachers Indicating
Draw on blackboard and explain with hypothetical case	3	18.7
Work individually with students that have difficulty	16	100.0
Explain method of entry only	10	60.2
Hand out old completed record books	4	25.0
Have student fill out sample copy at the same time that example is drawn on board	1	6.2
Hand out mimeographed sample of a completed record book	2	12.5

Not considering that all of the teachers worked with the students individually, the most prevalent method, as indicated by sixty per cent of the teachers, is to only explain the making of entries in the students' records of crop yields. One may observe that only eighteen per cent of the teachers illustrated the section on the blackboard and explained with a hypothetical case.

Data, as presented in Table XXVIII, bring out the fact that in all schools reporting approximately eighty-four per cent of the students engaged in no crop enterprises.

TABLE XXVIII  
INACCURACIES IN THE STUDENTS'  
RECORDS OF CROP YIELDS

Inaccuracy Found	Number of Schools Reporting	Number of Individual Books Showing	Per Cent of Individual Books Showing
Needs no record of crop yield*	16	81	84.4**
Failed to enter needed record	1	1	6.7
Failed to enter yield per acre	1	1	6.7
Failed to enter total yield	1	1	6.7
Failed to enter student's share	1	1	6.7

\* Although this item is not necessarily considered an inaccuracy in record keeping, it should be noted that based on 96 record books, 81 carried no crop projects.

\*\* The figures are based on a total of 96 record books, whereas the remaining figures are based on 15 record books in which entries were made.



This is, perhaps, the reason that most of the teachers only explained the method of entry, as shown in Table XXVII. It may be observed further that there were very few inaccuracies found in the records of those books that contained a record of crop yields.

Methods used by teachers concerning instruction given in making entries in the students' records of livestock yields are the same as those given in making entries in the records of students' crop yields, as is shown by a comparison of Tables XXVII and XXIX.

TABLE XXIX

INSTRUCTIONAL METHODS USED FOR MAKING ENTRIES IN  
THE STUDENTS' RECORDS OF LIVESTOCK YIELDS

Method Used	Number of Teachers Indicating	Per Cent of Teachers Indicating
Draw on blackboard and explain with hypothetical case	3	18.7
Work individually with students that have difficulty	16	100.0
Explain method of entry only	10	60.2
Hand out old completed record books	4	25.0
Have student fill out sample copy at the same time that example is drawn on board	1	6.2
Hand out mimeographed sample of a completed record book	2	12.5

Similarity between these two tables, indicating approximately same information pertinent to the enterprise, would seem to lead to the assumption that similar instruction would be given in each case.

It is significant to note in Table XXX that forty-six per cent of the record books, as represented by thirteen schools reporting, did not have a "needed" record of students' livestock yields.

TABLE XXX  
INACCURACIES IN THE STUDENTS' RECORDS  
OF LIVESTOCK YIELDS

Inaccuracy Found	Number of Schools Reporting	Number of Individual Books Showing	Per Cent of Individual Books Showing
Failed to enter needed record	13	45	46.9*
Failed to enter enterprise	3	3	5.9
Failed to enter number of animals in production	2	2	3.9
Failed to enter total production	8	12	23.5
Failed to enter average production per animal	9	14	27.4
Failed to enter student's share	6	8	15.7

\* The figures are based on a total of 96 record books, whereas the remaining figures are based on 51 record books in which entries were made.

This possibly may imply that most teachers do not consider this section a necessity for good record keeping. It may be of further interest to note that all of the ninety-six record books contained records of some kind of animal enterprises. Table XXX further indicates that, of those students who made entries, there was a laxity in entering all of the required information. The majority of the inaccuracies were in failing to enter the total production and average production of the animals.

The methods used by vocational agriculture teachers in giving instruction in making entries in the students' records of improvement projects, as shown in Table XXXI, deviate from the methods used in the previous sections. One of the variations used is the practice of permitting the students to choose from a suggested list of improvement projects. One may observe that approximately forty-four per cent of the teachers do use this practice. Table XXXI further indicates that most of the teachers consider that illustrating the section on the blackboard and explaining with a hypothetical case is a desirable method of giving instruction in making entries in the students' records of improvement projects. It may be of interest to note that twelve per cent of the teachers only explain the method of entry. As in all previous sections, all of the teachers indicated that they worked individually with the students who had difficulty.

TABLE XXXI  
INSTRUCTIONAL METHODS USED FOR MAKING ENTRIES IN  
THE STUDENTS' RECORDS OF IMPROVEMENT PROJECTS

Method Used	Number of Teachers Indicating	Per Cent of Teachers Indicating
Draw on blackboard and explain with hypothetical case	10	62.5
Work individually with students that have difficulty	16	100.0
Students choose from suggested list	7	43.7
Explain method of entry only	2	12.5
Hand out old completed record books	4	25.0
Have student fill out sample copy at the same time that example is drawn on board	1	6.2
Hand out mimeographed sample of a completed record book	2	12.5

The inaccuracies found in the students' records of improvement projects (Table XXXII) are accentuated by the fact that nearly forty-nine per cent of the students failed to enter dates when jobs were completed. This data was obtained from fifteen schools reporting the inaccuracy. Many of the inaccuracies of failing to list the date when jobs were completed possible can be attributed to the method of permitting the student to choose from a suggested list, as shown in Table XXXI, and then not following up to

ascertain whether or not the student has completed the anticipated practices. The most prominent, but not the most serious, error occurs in that approximately ninety-one per cent of the books, as represented from fifteen schools, did not show the size of the improvement projects.

TABLE XXXII  
INACCURACIES IN THE STUDENTS' RECORDS  
OF IMPROVEMENT PROJECTS

Inaccuracy Found	Number of Schools Reporting	Number of Individual Books Showing	Per Cent of Individual Books Showing
Has no record*	9	31	32.3**
Failed to enter kind of improvement project	9	13	21.2
Failed to enter jobs completed	3	4	6.5
Failed to enter size of project	15	56	91.3
Failed to enter dates completed	13	30	48.9
Jobs entered on improvement project that should be in production project	1	1	1.6

\* Although this item is not necessarily considered an inaccuracy in record keeping, it should be noted that based on a total of 96 record books, 31 carried no improvement projects.

\*\* The figures are based on a total of 96 record books, whereas the remaining figures are based on 65 record books in which entries were made.

It is gratifying to observe that only one record book had an entry in the improvement project that was repetitious to the jobs completed in a previous productive project.

It is readily noted in Table XXXIII that there is only a small variation in the methods used by agriculture teachers in giving instruction in making entries in the students' records of supplementary farm practices and those methods used in giving instruction in making entries in the students' records of improvement projects, as shown in Table XXXI.

TABLE XXXIII

INSTRUCTIONAL METHODS USED FOR MAKING ENTRIES IN THE STUDENTS' RECORDS OF SUPPLEMENTARY FARM PRACTICES

Method Used	Number of Teachers Indicating	Per Cent of Teachers Indicating
Draw on blackboard and explain with hypothetical case	14	87.5
Work individually with students that have difficulty	16	100.0
Students choose from suggested list	7	43.7
Explain method of entry only	2	12.5
Hand out old completed record books	4	25.0
Have student fill out sample copy at the same time that example is drawn on board	1	6.2
Hand out mimeographed sample of a completed record book	2	12.5

Eighty-seven per cent of the teachers indicated that illustrating the section on the blackboard and explaining with a hypothetical case was a desirable way of giving instruction in making entries in the students' records of supplementary farm practices. Approximately forty-four per cent of the teachers provided a suggested list of supplementary farm practices from which the students could choose anticipated practices.

Although it has been emphasized previously in a footnote following Table XXXIV, it may be of interest to review the fact that nearly twenty-three per cent of the record books, represented by eight schools reporting, showed no record of supplementary farm practices. Although this is not necessarily an inaccuracy, it does carry implications as to possible attitudes on the part of teachers relative to the importance of this area of the students' supervised farming programs. The method of making initial entries of anticipated practices by use of a suggested list, as shown in Table XXXIII, has tended to encourage carelessness on the part of the students in that they failed to enter the dates when jobs were completed.

The most prevalent method, besides working with the students individually, that agriculture teachers use in giving instruction in making entries in the students' records of leadership activities, as indicated in Table XXXV, is illustrating the section on the blackboard and

explaining with a hypothetical case. Thirty-one per cent of the teachers only explain the method of entry. One teacher indicated that he gave no group instructions in making entries in the students' records of leadership activities.

TABLE XXXIV  
INACCURACIES IN THE STUDENTS' RECORDS  
OF SUPPLEMENTARY FARM SKILLS

Inaccuracy Found	Number of Schools Reporting	Number of Individual Books Showing	Per Cent of Individual Books Showing
Has no record*	8	22	22.9**
Failed to enter date	10	22	29.7
Failed to enter skill	2	2	2.7
Failed to enter size	9	21	28.3

\* Although this item is not necessarily considered an inaccuracy in record keeping, it should be noted that based on a total of 96 record books, 22 carried no record of supplementary farm skills.

\*\* The figures are based on the total of 96 record books, whereas the remaining figures are based on 74 record books in which entries were made.

Although it is not considered as an inaccuracy, it may be noted in Table XXXVI that sixty per cent of the books, from fourteen schools reporting, had no record of leadership activities. Many teachers, in not emphasizing the importance of the leadership records, are possibly causing some



students to have difficulty in applying for higher degrees in the Future Farmers of America organization. Table XXXVI further indicates that of those who have leadership activities entered, twenty-one per cent have failed to list date of activity.

TABLE XXXV

INSTRUCTIONAL METHODS USED FOR MAKING ENTRIES IN THE STUDENTS' RECORDS OF LEADERSHIP ACTIVITIES

Method Used	Number of Teachers Indicating	Per Cent of Teachers Indicating
Draw on blackboard and explain with hypothetical case	7	43.7
Work individually with students that have difficulty	16	100.0
Gives no instruction	1	6.2
Explain method of entry only	5	31.2
Hand out old completed record books	4	25.0
Have student fill out sample copy at the same time that example is drawn on board	1	6.2
Hand out mimeographed sample of a completed record book	2	12.5

TABLE XXXVI  
INACCURACIES IN THE STUDENTS' RECORDS  
OF LEADERSHIP ACTIVITIES

Inaccuracy Found	Number of Schools Reporting	Number of Individual Books Showing	Per Cent of Individual Books Showing
Has no record*	14	58	60.4**
Failed to enter date	6	8	21.0
Failed to enter student's part or position	4	5	10.5

\* Although this item is not necessarily considered an inaccuracy in record keeping, it should be noted that based on a total of 96 record books, 58 carried no record of leadership activities.

\*\* The figures are based on a total of 96 record books, whereas the remaining figures are based on 38 record books in which entries were made.

In observing the supervised practices used by teachers in giving instruction in record keeping, Table XXXVII, one may note that all of the teachers indicated that they not only work with the students in class and during conference periods, but also encourage students to keep supplementary records at home. However, during the three months of summer vacation, very little emphasis is placed on supervising the keeping of records. Only fifty per cent of the teachers allowed the students to take record books home in the summer. They justified this practice in stating that sometimes books were misplaced, consequently causing difficulty

in making out the final report. Fifty-six per cent of the teachers, however, stated that they assisted the students in record keeping during the summer.

TABLE XXXVII

SUPERVISION PRACTICES OF TEACHERS GIVING  
INSTRUCTION IN RECORD KEEPING

Type of Supervision	Number of Teachers Indicating	Per Cent of Teachers Indicating
Work with student in class	16	100.0
Work with student during conference period	16	100.0
Assist student in estimating his receipts and expense	5	31.2
Analyze records with student at the end of year	11	68.7
Allow student to take record book home during school term	3	18.7
Allow student to take record book home during summer	8	50.0
Encourage student to keep supple- mental records at home	16	100.0
Assist student to keep records during summer	9	56.2
Explain value of record keeping to student's parents	12	75.0
Explain to student's parents how the records should be kept	4	25.0

Table XXXVII further indicates that seventy-five per cent of the teachers explained the value of record keeping to the parents of the students. Approximately sixty-nine per cent of the teachers indicated that they analyzed the records with the students at the end of the year; however, they all specified that the records were not analyzed as intensively as they should have been.

Placing emphasis on grades appears to be the most popular method with the agriculture teachers in motivating students to keep good records, as shown in Table XXXVIII. Although nearly sixty-nine per cent of the teachers put emphasis on grades, there were several more specific methods which were proved effective. Thirty-seven and one-half per cent of the teachers emphasized the value of good record keeping to the student by stressing the importance of such records in determining whether or not a profit or loss was made on the project. Approximately thirty-one per cent of the teachers emphasized the necessity of good records as a basis for the student to attain higher degrees in the F. F. A. organization. Two other effective methods of motivation used by a small number of the teachers were stressing the importance of good records in securing loans and stressing the fact that successful farmers and businessmen consider records as imperative in their operations.

TABLE XXXVIII  
 SPECIFIC METHODS FOUND SUCCESSFUL IN MOTIVATING  
 STUDENTS TO KEEP GOOD RECORDS

Methods Found	Number of Teachers Indicating	Per Cent of Teachers Indicating
Emphasizing grades	11	68.7
Emphasizing the value so as to enable the student to know whether he made profit or loss	6	37.5
Emphasizing the necessity of records to attain higher degrees in F. F. A.	5	31.2
Emphasizing that the practice is used by successful farmers and business men	2	12.5
Emphasizing the importance of records in securing loans	2	12.5
Emphasizing the records of out- standing F. F. A. boys	2	12.5
Emphasizing chapter awards for outstanding record books	1	6.2

In noting the frequency with which vocational agriculture teachers completely check each student's supervised farm training record book, as shown in Table XXXIX, one may observe that thirty-one per cent of the teachers indicated that they checked record books four times during the school year. Twenty-five per cent of the teachers indicated that they completely checked the books twice each school year.

TABLE XXXIX

FREQUENCY WITH WHICH EACH SUPERVISED FARM TRAINING  
RECORD BOOK IS COMPLETELY CHECKED

Frequency per School Year	Number of Teachers Indicating	Per Cent of Teachers Indicating
One	1	6.2
Two	4	25.0
Three	2	12.5
Four	5	31.2
Six	2	12.5
Nine	1	6.2
Eighteen	1	6.2

Two extremes are shown by one teacher indicating that he completely checked the record books only once a year and another teacher indicating that he completely checked the record books as many as eighteen times each school year. Although some teachers may not check record books often enough, completely checking record books eighteen times each year would necessitate an excessive amount of time which could possibly be utilized at a greater advantage in some other phase of teaching.

Table XL shows where the emphasis was placed by teachers when grading supervised farm training record books.

TABLE XL  
EMPHASIS INDICATED IN GRADING SUPERVISED  
FARM TRAINING RECORD BOOKS

Emphasis	Number of Teachers Indicating	Per Cent of Teachers Indicating
Accuracy	11	68.7
Completeness	11	68.7
Neatness	4	25.0
Scope	1	6.2

Sixty-eight per cent of the teachers indicated that the degree of accuracy and completeness were major factors in determining the grade given the student in record keeping. Perhaps emphasis was placed on these criteria in that accuracy and completeness facilitates the making out of the final report. Only four teachers stressed neatness and only one placed any emphasis on the scope of the student's projects.

## CHAPTER III

### SUMMARY AND CONCLUSIONS

#### Summary

The methods used by vocational agriculture teachers in giving instruction in keeping supervised farm training records were:

1. Illustrating each section on the blackboard and explaining with a hypothetical case.
2. Working individually with students.
3. Handing out a mimeographed sample of a completed record book to students.
4. Explaining the procedure of entry to the students.
5. Handing out old completed record books to students.
6. Requiring students to fill out sample copies of section at the same time an example was illustrated on the blackboard.
7. Permitting students to choose anticipated jobs and practices from a suggested list and enter them in the record book.
8. Permitting students to make entries without previous explanation.



There is a direct correlation between the methods used by vocational agriculture teachers in giving instruction in record keeping and the degree of accuracy attained by the students in keeping records.

The most prominent inaccuracies made by vocational agriculture students in keeping supervised farm training records were:

1. Failing to enter dates in records.
2. Failing to enter items and description correctly.
3. Failing to enter items in the total training program column.
4. Failing to add the total training program and individual enterprises.
5. Failing to multiply correctly.
6. Failing to add correctly.

The most effective methods and practices used by vocational agriculture teachers in giving instruction in keeping records were:

1. Working with students individually in class and conference periods.
2. Illustrating each section of the record book on the blackboard and using a hypothetical case.
3. Handing out mimeographed sample of completed record books to the students.
4. Permitting students to take record books home during school term.

5. Permitting students to take record books home during the summer months and assisting them in keeping records.
6. Encouraging students to keep supplementary records.
7. Explaining the value of record keeping to the student's parents so that they may encourage the student to keep records up to date.

### Conclusions

Nothing creates interest and stimulates motivation in students as much as sincere portrayals of enthusiasm by the teacher in the presentation of problems. There were many indications, as revealed in this study, which suggest that the teachers themselves expressed negative attitudes toward the value of keeping good records. Criteria do not exist which may be used to specifically evaluate the effect that the teachers' attitudes have on the students' efficiency in keeping records. Possibly the reason that teachers obtained various results when the same methods of instruction were used was due to their having different attitudes toward the value of record keeping.

It cannot be ascertained which of the specific methods, indicated by teachers as being successful in motivating students to keep good records, are the most effective. However, the popular methods of motivation are emphasizing grades,

emphasizing the importance in determining profit or loss,  
and emphasizing the necessity of records to attain higher  
degrees in the Future Farmers of America organization.

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APPENDIX

CHECK LIST FOR DETERMINING INACCURACIES IN  
SUPERVISED FARM TRAINING RECORD BOOKS

COVER PAGE

1. Failed to give complete information on cover page.\_\_\_\_\_

BEGINNING INVENTORY

1. Failed to make a needed beginning inventory.\_\_\_\_\_
2. Failed to enter date on beginning inventory.\_\_\_\_\_
3. Failed to enter items of description on beginning inventory.\_\_\_\_\_
4. Failed to record the total training program.\_\_\_\_\_
5. Failed to enter items of description under the proper enterprise.\_\_\_\_\_
6. Failed to properly total the value of the total training program and individual enterprises.\_\_\_\_\_
7. Items entered that have no relation to the farming program.\_\_\_\_\_
8. Failed to use conservative market values throughout the beginning inventory.\_\_\_\_\_
9. Failed to add the beginning inventory correctly.\_\_\_\_\_

CLOSING INVENTORY

1. Needs no closing inventory.\_\_\_\_\_
2. Failed to make a needed closing inventory.\_\_\_\_\_
3. Failed to enter date on closing inventory.\_\_\_\_\_

4. Failed to enter items of description on closing inventory.\_\_\_\_\_
5. Failed to record the total farming program.\_\_\_\_\_
6. Failed to enter items of description under the proper enterprise.\_\_\_\_\_
7. Failed to enter added equipment and livestock on the closing inventory.\_\_\_\_\_
8. Failed to enter equipment depreciation on closing inventory.\_\_\_\_\_
9. The listing of item on inventory that has been listed on sales record.\_\_\_\_\_
10. Failed to properly total the value of the total training program and individual enterprises.\_\_\_\_\_
11. Items entered that have no relation to the farming program.\_\_\_\_\_
12. Failed to use conservative market values throughout the closing inventory.\_\_\_\_\_
13. Failed to record needed difference in beginning and closing inventory.
14. Failed to add the closing inventory correctly.\_\_\_\_\_

SALES AND OTHER FARM INCOME

1. Needs no record of sales and other income.\_\_\_\_\_
2. Failed to make needed sales and other farm income record.\_\_\_\_\_
3. Failed to enter dates on the sales and other farm income.\_\_\_\_\_

4. Failed to enter items of sales and description correctly.\_\_\_\_\_
5. Failed to record the total training program.\_\_\_\_\_
6. Failed to enter items of sale under proper enterprise.\_\_\_\_\_
7. Failed to total the value of the total training program and individual enterprises.\_\_\_\_\_
8. Failed to enter needed increase in inventory on sales record.\_\_\_\_\_
9. Items entered on sales record that have no relation to the farming program.\_\_\_\_\_
10. Failed to add the sales and other farm income correctly.\_\_\_\_\_
11. Failed to bring totals forward.\_\_\_\_\_

#### EXPENSE RECORD

1. Needs no record of sales and other income.\_\_\_\_\_
2. Failed to make needed expense record.\_\_\_\_\_
3. Failed to enter dates on expense record.\_\_\_\_\_
4. Failed to enter items of expense and description correctly.\_\_\_\_\_
5. Failed to enter the expense in the total training program.\_\_\_\_\_
6. Failed to enter the items of expense under the proper enterprise.\_\_\_\_\_
7. Failed to total the expense of the total training program and individual enterprises.\_\_\_\_\_



8. Failed to enter needed decrease in inventory on expense record.\_\_\_\_\_
9. Items entered on expense record that have no relation to farming program.\_\_\_\_\_
10. Failed to add expenses correctly.\_\_\_\_\_
11. Failed to bring totals forward.\_\_\_\_\_

LABOR RECORD

1. Needs no labor record.\_\_\_\_\_
2. Failed to make needed labor record.\_\_\_\_\_
3. Failed to enter dates on labor record.\_\_\_\_\_
4. Failed to enter kind of work done by student.\_\_\_\_\_
5. Failed to enter number of hours worked.\_\_\_\_\_
6. Failed to enter charge per hour for labor.\_\_\_\_\_
7. Failed to enter total labor cost.\_\_\_\_\_
8. Failed to charge labor to proper enterprise.\_\_\_\_\_
9. Labor recorded that has no relation to the training program.\_\_\_\_\_
10. Failed to total the expense of the total training program and individual enterprises.
11. Failed to total number of hours of labor.\_\_\_\_\_
12. Failed to add labor costs correctly.\_\_\_\_\_
13. Failed to multiply labor correctly.\_\_\_\_\_
14. Failed to bring totals forward.\_\_\_\_\_

EXHIBITION RECORD

1. Has no exhibition record.\_\_\_\_\_
2. Failed to make needed exhibition record.\_\_\_\_\_
3. Failed to enter date on exhibition record.\_\_\_\_\_
4. Failed to enter kind of exhibition.\_\_\_\_\_
5. Failed to enter place of exhibition.\_\_\_\_\_
6. Failed to enter placings.\_\_\_\_\_

SUMMARY OF STUDENT'S FARM TRAINING PROGRAM

1. Failed to make a needed summary.\_\_\_\_\_
2. Needs no summary.\_\_\_\_\_
3. Filled in without having completed previous records to substantiate the summary.\_\_\_\_\_
4. Failed to enter enterprise.\_\_\_\_\_
5. Failed to enter size in number of heads or acres at beginning.\_\_\_\_\_
6. Failed to enter size in number of head or acres at ending.\_\_\_\_\_
7. Failed to enter yield.\_\_\_\_\_
8. Failed to enter needed total credits.\_\_\_\_\_
9. Failed to enter total credits correctly due to improper transfer.\_\_\_\_\_
10. Failed to enter total credits correctly due to previous error in addition.\_\_\_\_\_
11. Failed to enter total credits correctly due to errors in inventories.\_\_\_\_\_
12. Failed to enter needed total expense.\_\_\_\_\_

13. Failed to enter total expense correctly due to improper transfer.\_\_\_\_\_
14. Failed to enter total expense correctly due to previous error in addition.\_\_\_\_\_
15. Failed to enter total expenses correctly due to errors in inventories.\_\_\_\_\_
16. Failed to enter total income correctly.\_\_\_\_\_
17. Failed to enter total income correctly due to previous error.\_\_\_\_\_
18. Failed to enter value of self-labor.\_\_\_\_\_
19. Failed to enter value of self-labor correctly due to previous error in multiplication.\_\_\_\_\_
20. Failed to enter value of self-labor correctly due to previous error in addition.\_\_\_\_\_
21. Failed to enter value of self-labor correctly due to improper transfer.\_\_\_\_\_
22. Failed to enter net profit or loss correctly.\_\_\_\_\_
23. Failed to enter net profit or loss correctly due to a previous error.\_\_\_\_\_
24. Failed to enter hours of student labor correctly.\_\_\_\_\_
25. Failed to enter hours of student labor correctly due to previous errors in addition.\_\_\_\_\_
26. Failed to enter hours of student labor correctly due to improper transfer.\_\_\_\_\_
27. Failed to enter other labor correctly.\_\_\_\_\_
28. Failed to enter the number of teacher's visits.\_\_\_\_\_

29. Failed to total the value of the beginning inventories correctly.\_\_\_\_\_
30. Failed to total the value of the beginning inventories correctly due to previous error.\_\_\_\_\_
31. Failed to total the value of the closing inventories correctly.\_\_\_\_\_
32. Failed to total the value of the closing inventories correctly due to previous error.\_\_\_\_\_
33. Failed to total the value of total credits correctly.\_\_\_\_\_
34. Failed to total the value of total credits correctly due to previous errors.\_\_\_\_\_
35. Failed to total the value of total expense correctly.\_\_\_\_\_
36. Failed to total the value of total expense correctly due to previous errors.\_\_\_\_\_
37. Failed to total the value of total income correctly.\_\_\_\_\_
38. Failed to total the value of total income correctly due to previous error.
39. Failed to total the value of self-labor correctly.\_\_\_\_\_
40. Failed to total the value of self-labor correctly due to previous error.\_\_\_\_\_
41. Failed to total the value of net profit or loss correctly.\_\_\_\_\_

42. Failed to total the value of net profit or loss correctly due to previous error. \_\_\_\_\_
43. Failed to total the hours of student labor correctly. \_\_\_\_\_
44. Failed to total the hours of student labor correctly due to previous error. \_\_\_\_\_
45. Failed to total the hours of other labor. \_\_\_\_\_
46. Failed to total the number of visits made by teacher. \_\_\_\_\_
47. Failed to add and subtract correctly. \_\_\_\_\_

RECORD OF CROP YIELDS IN THE STUDENT'S  
FARM TRAINING PROGRAM

1. Needs no record of crop yield. \_\_\_\_\_
2. Failed to enter needed record of crop yield. \_\_\_\_\_
3. Failed to enter enterprise. \_\_\_\_\_
4. Failed to enter number of acres. \_\_\_\_\_
5. Failed to enter yield per acre. \_\_\_\_\_
6. Failed to enter total yield. \_\_\_\_\_
7. Failed to enter student's share. \_\_\_\_\_
8. Failed to enter landlord's share. \_\_\_\_\_

RECORD OF LIVESTOCK YIELDS IN THE STUDENT'S  
FARM TRAINING PROGRAM

1. Needs no record of livestock yield. \_\_\_\_\_
2. Failed to enter needed record of livestock yield. \_\_\_\_\_
3. Failed to enter enterprise. \_\_\_\_\_
4. Failed to enter numbers of animals in production. \_\_\_\_\_

5. Failed to enter total production. \_\_\_\_\_
6. Failed to enter average production per animal. \_\_\_\_\_
7. Failed to enter student's share. \_\_\_\_\_
8. Failed to enter landlord's share. \_\_\_\_\_

RECORD OF IMPROVEMENT PROJECTS IN THE STUDENT'S  
FARM TRAINING PROGRAM

1. Has no record of improvement projects. \_\_\_\_\_
2. Failed to enter kind of improvement project. \_\_\_\_\_
3. Failed to enter jobs completed. \_\_\_\_\_
4. Failed to enter size of project. \_\_\_\_\_
5. Failed to enter dates completed. \_\_\_\_\_
6. Jobs entered on improvement project that should be in  
production project. \_\_\_\_\_

SUPPLEMENTARY FARM SKILLS

1. Has no record of supplementary farm skills. \_\_\_\_\_
2. Failed to enter date. \_\_\_\_\_
3. Failed to enter skill. \_\_\_\_\_
4. Failed to enter size. \_\_\_\_\_
5. Jobs entered as skills that should be entered on  
productive project. \_\_\_\_\_

RECORD OF STUDENT'S LEADERSHIP ACTIVITIES

1. Has no record of student's leadership activities. \_\_\_\_\_
2. Failed to enter date. \_\_\_\_\_
3. Failed to enter activity. \_\_\_\_\_

4. Failed to enter student's part or position. \_\_\_\_\_

BLANK PAGES IN RECORD BOOK

1. Failed to use the blank pages. \_\_\_\_\_

## QUESTIONNAIRE

School \_\_\_\_\_

1. How many years have you taught Vocational Agriculture? \_\_\_\_\_
2. How many years has Vocational Agriculture been taught in this school? \_\_\_\_\_
3. How many students do you have in Vocational Agriculture? \_\_\_\_\_
4. What per cent of your students see a need for keeping records of their Farm Training Program? \_\_\_\_\_%
5. What per cent of your students show an interest in record keeping? \_\_\_\_\_%
6. Do you attempt to teach the students how to use each section of the record book before having them attempt to keep records? \_\_\_\_\_
7. How do you attempt to give instructions in each of the following sections of the record book?
  - A. Beginning Inventory \_\_\_\_\_
  - B. Closing Inventory \_\_\_\_\_
  - C. Sales and Other Farm Income \_\_\_\_\_
  - D. Student's Farm Program Expense \_\_\_\_\_
  - E. Labor Record \_\_\_\_\_



- F. Exhibition Record \_\_\_\_\_
- G. Summary of the Farming Program \_\_\_\_\_
- H. Improvement Projects \_\_\_\_\_
- I. Supplementary Farm Skills \_\_\_\_\_
- J. Record of Leadership Activities \_\_\_\_\_
8. What section, or sections, of the record book seems to be the most difficult for the students to understand? \_\_\_\_\_
9. Are you confident that you know how to use each section of the record book? \_\_\_\_\_
10. How do you get a boy started in keeping feed records? \_\_\_\_\_
11. How do you get a boy started in keeping production records? \_\_\_\_\_
12. Do you allot any time in your annual teaching plan for the study of the students' individual supervised farm problems? \_\_\_\_\_
13. How many periods do you actually spend in teaching the students how to keep records?
- (A) Freshmen \_\_\_\_\_ (B) Sophomores \_\_\_\_\_
- (C) Juniors \_\_\_\_\_ (D) Seniors \_\_\_\_\_
14. Do you encourage the students to keep supplementary records at home? \_\_\_\_\_ In what form? \_\_\_\_\_
- What kind of records? \_\_\_\_\_
15. How often do you have the students enter records in the Supervised Farm Training Record Book? \_\_\_\_\_ How

- much time do you allow the students to make their entries? \_\_\_\_\_
16. Do you work individually with the students on their record books during class time? \_\_\_\_\_
17. Do you work individually with the students on their record books during conference periods? \_\_\_\_\_
18. Do you have students to estimate expenses and receipts before they undertake an enterprise? \_\_\_\_\_
19. Does the class, as a whole, decide upon what to charge for student's labor, machinery, etc., or does the individual student decide himself? \_\_\_\_\_
- \_\_\_\_\_
20. Do you analyze the records with the students at the end of the year to show the values of record keeping? \_\_\_\_\_
21. Do you have the students take their record books home with them during the school term? \_\_\_\_\_
22. Do the students take their record books home with them during the summer? \_\_\_\_\_
23. Do you help students at home during the summer to keep records? \_\_\_\_\_
24. How often do you visit the students to help with record keeping? \_\_\_\_\_
25. Do you explain the value of record keeping to the parents of the student? \_\_\_\_\_
26. Do you explain to the parents how the records should be kept? \_\_\_\_\_

27. Have you had a college course in which you have studied how to keep records in the Supervised Farm Training Record Book? \_\_\_\_\_
28. How often do you completely check each student's record book? \_\_\_\_\_
29. List specific methods that you have found to be successful in motivating students to keep good records. \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
30. What system of grading do you use in grading the record books? \_\_\_\_\_
31. What are some definite weaknesses that you find in the record book? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_
32. In your opinion, what definite changes should be made in the present record book? \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Clyde R. Kindell  
August 28, 1953

## VITA

Clyde Raymond Kindell  
candidate for the degree of  
Master of Science

Thesis: A STUDY OF INSTRUCTIONS GIVEN IN THE KEEPING OF  
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