

COOPERATIVE COURSE PLANNING IN AGRICULTURE

Joe P. Bail, Cornell University

A departure from the usual procedure of requiring each teacher of agriculture to prepare his own course of study and teaching plans has been made in New York State. Starting with a Suggested Core Course of Study in Agriculture, the work has been expanded to include a series of Suggested Teaching Plans for each job or unit in the Course of Study.

These materials have been prepared as guides for the teacher of agriculture. He is still expected to modify, delete, or add to these basic materials depending on the agriculture of his community, the farming programs of students, and such other factors as should be considered.

Most teachers of agriculture are limited in the time they have available to develop teaching plans and related materials. However, being professionally trained, they are in a position to take prepared materials and adapt them to their situation in a minimum amount of time. In addition, comprehensive and well planned guides are likely to result in more systematic teaching, less repetition, and more interest on the part of the students.

Representative teachers of agriculture, in cooperation with members of the teacher training and supervisory staffs, develop the materials in committee. A larger group of teachers then reviewed the materials before statewide distribution was made.

This forward step in program development has received much favorable comment from school administrators, teachers of agriculture, and others connected with the program.