Directory

Vocational Education In Agriculture

Section I

Directors, Supervisors, and Teacher Trainers

Key to Abbreviations Used

d—directors s—supervisors as—assistant supervisors
rs—regional supervisors ds—district supervisors FFA—specialist FFA
t—teacher trainers it—itinerant teacher trainers rt—research workers
Nt—Negro teacher trainers sms—subject matter specialists
fms—farm mechanics specialists As—area supervisor

ALABAMA

d—R. E. Cammack, Montgomery
s—J. C. Cannon, Montgomery
as—J. L. Dailey, Montgomery
as—L. L. Sellers, Auburn
as—H. F. Gibson, Auburn
as—T. L. Faulkner, Auburn
as—H. R. Culver, Auburn
as—B. P. Dilworth, Auburn
as—H. W. Green, Auburn
sms—E. L. McGraw, Auburn
t—R. W. Montgomery, Auburn
t—D. N. Bottoms, Auburn
t—H. T. Pruett, Auburn
t—T. W. Gandy, Auburn
Nt—Arthur Floyd, Tuskegee
Nt—F. T. McQueen, Tuskegee
Nt—E. L. Donald, Tuskegee

ARIZONA

s—J. R. Cullison, Phoenix
t—R. W. Cline, Tucson
t—Wallace A. Schafer, Tucson
sms—H. W. Miller, Phoenix

ARKANSAS

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s—C. R. Wilkey, Little Rock
as—S. D. Mitchell, Little Rock
it—J. R. Tucker, Little Rock
ds—T. A. White, Monticello
ds—O. J. Seymour, Arkadelphia
ds—J. B. Ewart, Russellville
ds—George Sullards, Jonesboro
Ns—L. R. Gaines, Little Rock
t—Roy W. Roberts, Fayetteville
t—LaVan N. Shoptaw, Fayetteville
t—Denver B. Hutson, Fayetteville
t—J. C. Atherton, Fayetteville
t—Frank R. Johnson, Fayetteville
Nt—A. G. Kirby, Pine Bluff

CALIFORNIA

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s—Byron J. McMahon, San Luis Obispo
as—Geo. P. Couper, San Luis Obispo
as—John D. Lawson, San Luis Obispo
as—J. I. Thompson, San Luis Obispo
rs—G. A. Hutchings, San Luis Obispo
rs—H. F. Chappell, Sacramento
as—Harmon B. Toone, Sacramento
rs—B. R. Denbigh, Los Angeles
rs—K. B. Cutler, Los Angeles
as—Max A. Kipf, Los Angeles
as—W. J. Maynard, San Jose
rs—M. K. Luther, San Jose
rs—A. G. Rinn, Fresno
rs—R. H. Pederson, Fresno
rs—J. Everett Walker, Chico
t—S. S. Sutherland, Davis
t—H. H. Burlingham, San Luis Obispo

COLORADO

d—E. C. Comstock, Denver
s—A. R. Bunger, Denver
as—Irwin C. Elliott, Denver
t—Ralph W. Canada, Ft. Collins
t—E. J. F. Early, Ft. Collins

CONNECTICUT

d—Emmett O'Brien, Hartford
s—R. L. Hahn, Hartford
t—W. Howard Martin, Storrs

DELAWARE

d—R. W. Heim, Newark
s—W. Lyle Mowlds, Dover
t—Paul M. Hodgson, Newark
Nt—Wm. R. Wynder, Dover

FLORIDA

d—T. D. Bailey, Tallahassee
s—H. E. Wood, Tallahassee
ds—T. L. Barrineau, Jr., Tallahassee
FFA—A. R. Cox, Tallahassee
ds—J. G. Smith, Gainesville
ds—F. L. Northrop, Gainesville
t—E. W. Garris, Gainesville
t—W. T. Lofton, Gainesville
Nt—L. A. Marshall, Tallahassee
Nt—G. W. Conoly, Tallahassee

GEORGIA

s—T. G. Walters, Atlanta
as—T. D. Brown, Jr., Atlanta
as—Albert Morris, Atlanta
ds—Lamar Branch, Tifton
ds—J. N. Baker, Swainsboro
ds—J. H. Mitchell, Athens
ds—C. M. Reed, Carrollton
t—Ralph H. Tolbert, Athens
t—A. O. Duncan, Athens
t—G. L. O'Kelley, Athens
t—H. W. Bryant, Athens
Nit—Alva Tabor, Fort Valley
Nt—Benjamin Anderson, Fort Valley
Nit—McKinley Wilson, Fort Valley
Nit—S. P. Fugate, Swainsboro

HAWAII

d—W. H. Coulter, Honolulu, T. H.
s—Clarence R. Ferdun, Honolulu, T. H.
as—Tamotsu Horii, Honolulu, T. H.
as—Takumi Kono, Hilo, T. H.
t—F. E. Armstrong, Honolulu, T. H.

IDAHO

d—William Kerr, Boise
s—Emory Howard, Boise
as—E. L. Lovell, Pocatello
t—H. A. Winner, Moscow
t—Dwight Kindschy, Moscow

ILLINOIS

d—J. E. Hill, Springfield
s—J. B. Adams, Springfield
s—C. F. Anderson, Springfield
s—A. J. Andrews, Springfield
s—H. Damisch, Springfield
s—George W. Doak, Springfield
s—H. F. Engelking, Springfield
s—P. W. Proctor, Springfield
s—H. M. Strubinger, Springfield
t—H. M. Hamlin, Urbana
t—G. P. Deyoe, Urbana
t—Alfred H. Krebs, Urbana
t—L. J. Phipps, Urbana
t—M. J. Scott, Urbana
t—J. N. Weiss, Urbana
t—Melvin Henderson, Urbana
t—H. J. Rucker, Urbana
t—W. H. Witt, Urbana
t—W. D. Buddemeier, Urbana
t—John W. Mathews, Urbana

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rt—R. R. Bentley, Lafayette
it—K. W. Kiltz, Lafayette
it—H. W. Leonard, Lafayette
it—E. E. Clanin, Lafayette
it—I. G. Morrison, Lafayette
it—J. K. Coster, Lafayette

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as—G. F. Barton, Des Moines
as—Mark Z. Hendren, Des Moines
as—R. A. Gilman, Des Moines
as—M. H. Goeldner, Des Moines
as—E. J. Mabon, Des Moines
as—D. W. Martens, Des Moines
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t—John B. McClelland, Ames
t—J. A. Starrak, Ames
t—T. E. Sexauer, Ames
t—C. E. Bundy, Ames

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s—Lester B. Pollom, Topeka
t—A. P. Davidson, Manhattan
t—L. F. Hall, Manhattan
t—Loren E. Whipps, Manhattan

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t—Harold Binkley, Lexington
t—John Stanford, Lexington
Nt—P. J. Manly, Frankfort

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s—W. J. Parent, Baton Rouge
as—I. N. Carpenter, Baton Rouge
as—Gordon Canterbury, Baton Rouge
as—A. Delmar Walker, Baton Rouge
fms—Curtis Jacobs, Baton Rouge
as—C. P. McVea, Franklinton
t—Roy L. Davenport, Baton Rouge
t—J. C. Floyd, Baton Rouge
t—Malcolm C. Gaar, Baton Rouge
t—Harry J. Braud, Baton Rouge
t—A. Larriviere, Lafayette
t—Allen A. LeBlanc, Lafayette,
Nt—C. H. Chapman, Baton Rouge
Nt—Matthew J. Clark, Baton Rouge

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ds—John A. Snell, Augusta
t—Wallace H. Elliott, Orono

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s—Luke H. Kelly, Lansing
s—Elmer A. Lightfoot, Lansing
s—Thomas H. Kerrey, Lansing
s—Burton K. Thorn, Lansing
t—H. M. Byram, East Lansing
t—Raymond M. Clark, East Lansing
t—Raymond Garner, East Lansing
t—H. Paul Sweany, East Lansing
t—Guy Timmons, East Lansing

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t—O. L. Snowden, State College
t—J. R. Hamilton, State College
sms—O. V. Clark, State College
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Nt—A. G. Gordon, Alcorn
Nt—Robert Derden, Alcorn

Note—Please report changes in personnel for this directory to Dr. W. T. Spanton, Chief, Agricultural Education, U. S. Office of Education.

THE AGRICULTURAL EDUCATION MAGAZINE

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State officers of the Utah Young Farmers Association.

This Issue Features... **Trends and Issues**

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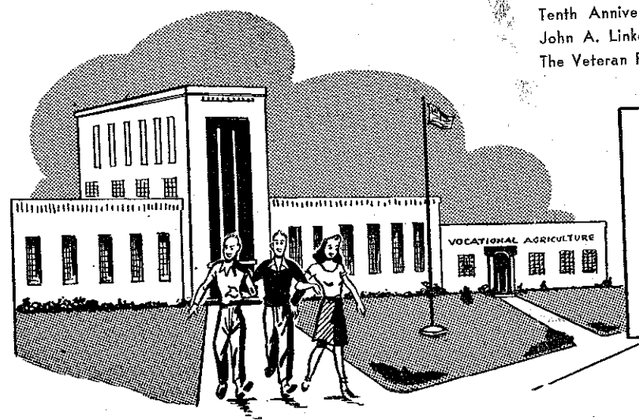
Contents



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Editorials

Hidden cost an issue in agricultural education

IN a number of states there is considerable alarm about the high total cost of many miscellaneous items high school pupils or their parents must buy. The costs in some cases have been so high that many children of secondary-school age have been kept out of or eliminated from school.

Extensive studies have shown that there is a close relationship between the economic status of a child's family and the amount of secondary education the child receives. Recognizing that there will always be differences in the economic status of families, schoolmen wish to eliminate, to the extent possible, practices which bear down intolerably upon the children of the lower economic classes.

Extra Costs

The issue of hidden costs in agricultural education is an especially complicated one. Some of the costs which must be paid by individual students or their parents in some or all schools are the costs of financing farming programs; shop materials; notebooks; texts; F.F.A. dues, jackets, and insignia; social events, trips, and camps; and contributions for charitable purposes. Some of these, such as the costs of farming programs and of shop materials, may be regarded as opportunities for investment. Others of them are usually paid from funds earned by F.F.A. chapters. The amounts which come from individuals vary widely from school to school.

There is no question that school and social pressures require the expenditure by agriculture pupils of considerable amounts for "extras." We should always be alert as to the effects of these expenditures upon our pupils and their families. Systematic studies of the amount and nature of hidden costs, and of the attitudes of pupils and parents toward them might lead us to find better ways of financing some of our undertakings.

Way of Keeping Costs Low

In many schools the situation is quite satisfactory. Credit agencies supply the finances required for farming programs if parents do not wish to provide them. Arrangements are made for boys whose parents cannot furnish shop materials to secure experience by working on projects for which others supply the materials. The school itself provides texts and references, or the cost of them is kept low by charging a rental fee rather than requiring their purchase. The F.F.A. chapter has good means of earning funds through agricultural activities, carried on in the boys' spare time, which are educational to the individual members and from which the costs of all F.F.A. dues, activities, and equipment can be paid and contributions to charitable ventures can be made. There is really not much excuse for burdensome hidden costs in agricultural education if the teacher is able to develop an active F.F.A. chapter.

Teachers who wish to make their own studies of hidden costs or join with their fellow-teachers in making school-wide studies will find help in a publication of the Illinois Secondary School Curriculum Program, *How to Conduct the Hidden Tuition Costs Study,* which is available from the Office of the State Superintendent of Public Instruction, Centennial Building, Springfield, Illinois.

H. M. HAMLIN AND HAROLD HAND
Teacher Education, University of Illinois

Sane selection policies

L. M. Sasman

WHAT do you think of our practices in selecting State and American Farmers or "Star Farmers?" How much emphasis should we give to the financial earnings of outstanding boys? Should we select boys who through some exceptional combination of circumstances are able to report earnings that are out of line with what may reasonably be expected or are entirely beyond those which could be credited to vocational agricultural teaching?

Vocational agricultural education is a program of systematic training "designed for those who have entered upon or are preparing to enter upon the occupations of the farm." We surely do need to keep the local, state and national public informed as to our purposes and procedures. Thousands of vocational agricultural students in all-day, young farmer and adult classes are carrying on farming programs and other F.F.A. activities to which vocational agriculture can justly point with pride.

True Representation

The American Farmer degree is supposed to represent the pinnacle of achievement in the national organization of Future Farmers of America. The "Star Farmer" for each region and for the nation represents the top achievement among those elected to the American Farmer degree. It is highly important that those selected for these high honors, and given national publicity as being highly representative of the achievement of vocational agricultural training, should really represent the results of such training.

Everyone who has had the responsibility of aiding in the selection of American Farmers knows that the $500 earning requirement for American Farmer candidates results frequently in manipulations of records to show earnings which oftentimes evaporate immediately after the award is received. At other times earnings will be reported and confirmed which have been due to circumstances far beyond the control of the instructor in agriculture.

Community Acceptance

Under any system of selection, the ambitions of boys, parents, instructors, and state officials being as they are, there are bound to be injustices in the oversight of worthy candidates and the selection of unworthy ones. Inasmuch, however, as these selections are the show window of vocational agriculture, all of us must take pains to see that they represent goals which honest farmers in our communities will accept as being worthy of our reputation. When we accept a record not of $500 but of $5,000 or $50,000 and say that such earnings are because of vocational agricultural training, we are apt to lose the respect of those who know what a young man of 20 or 21 can hope to accumulate and we add to the confusion of those who are not acquainted with the lifetime of labor and tillage of the soil which is necessary to achieve financial independence.

The American Farmers and the Star Farmers should be selected from representative farm boys whose achievements are the result of vocational training in agriculture.

LOUIS M. SASMAN
Chief, Agricultural Education
Madison, Wisconsin

Looking ahead . Trends . . .

WALTER SCHRODER, Teacher, Olivet, Michigan

Walter Schroder

THE 1950 Summer School at the University of Illinois provided an opportunity for 130 teachers of vocational agriculture from fifteen (15) states and two foreign countries to meet and exchange ideas. The teachers were from the North Central, Western and Southern regions, Israel and the Philippine Islands. It was from this group of teachers that the information for this article was secured. A person from each state informally presented what he considered to be trends in agricultural education in his state. As there was no set pattern for listing the trends, a wide variety of responses was given. In summarizing the data, the responses were placed in eleven categories.

The categories and significant trends under each are listed below:

A. *Clientele being served*
1. More emphasis is being given to pre-vocational agriculture in the Junior and Senior High School.
2. Increasing attention is being given to part-time farmers.

B. *Community relationships*
1. Greater cooperation is being shown between vocational agriculture and related agricultural agencies.
2. Advisory councils are coming into wider use.
3. There is more consolidation of school districts.

C. *Facilities*
1. Building programs are in progress in most of the states.
2. Larger sites are being used.

D. *Teaching personnel*
1. Many departments are using more than one teacher.
2. Teachers are spending part of the school day on students' farms.
3. Professional training of teachers is improving.

E. *The all-day program*
1. There is a re-emphasis on farming program or supervised farm practice.
2. F.F.A. is receiving greater emphasis.
3. The number of departments is increasing.

F. *Young farmers education*
1. Young farmer classes are increasing.
2. Young farmer organizations are increasing.

G. *Adult farmer education*
1. Adult farmer classes are increasing.
2. More beginning teachers are teaching adult farmer classes.
3. There is a trend toward year around activities.

H. *Farm mechanics*
1. Farm mechanics is receiving greater emphasis.

I. *Veterans education*
1. More veterans teachers are being certified.

J. *Agriculture*
1. Forestry and wild life education are being emphasized.
2. The trend to grassland farming with more livestock is evidenced in many states, especially in the south.

K. *Other*
1. The trend continues strong for canneries in the south.
2. Newly organized programs of vocational agriculture receive more reimbursement than established programs in some states.

Teachers from southern states seemed to be working very effectively in a personal way with people in their communities to develop changes in the people and in agriculture. The "New Look" in the south involves a great change from cash crop farming to grassland farming and livestock farming.

In both the north and south there is a liberalizing of the use of the teacher's time. He is receiving scheduled time to do necessary instruction outside the school building.

Many of the men present at the Illinois summer school were supervisors of student teachers in high school training centers. In this phase of agricultural education there is evidence of a trend toward a longer term of student teaching.

The men reporting from the various states listed a total of 123 developments within the states. Only those items that were listed by several men were listed as trends in this article. ●

Some issues and problems
as seen by the National Association

Selected from—Minutes of the N.V.A.T.A., Inc., Miami, Florida, 1951
L. E. CROSS, Chairman and LEROY BUNNELL

IT is suggested that state associations or committees be chosen, elected, or assigned to survey, study, outline, and make recommendations on a chosen number of problems vital to the teacher of vocational agriculture. Problems listed below are suggestive. Others may be added. As many problems should be considered each year as is feasible and should be starred for the year's consideration. Others should await consideration until they can receive due attention.

State associations could profitably discuss problems in their respective association meetings and the president or delegate from each state could then report the conclusions to the N.V.A.T.A. in their annual meeting.

Some suggested problems are:

1. How can we increase the attendance of delegates to the N.V.A.T.A. convention, in order that we might enjoy the maximum benefit in public relations with state associations, as well as have the full benefit of selectivity in selecting vice-presidents and committee members?
2. What should be the relationship of state association presidents and the N.V.A.T.A. in making the program of work?
3. What should standards of certification be from the vo-ag teachers' point of view?
4. What should our working relationship be with the F.F.A. on a national level?
5. Should we develop a set of standards for teacher load in respect to All-Day, Young Farmer, and the Adult Program?
6. What recommendations would the front line teacher make which would improve the agricultural education program in the nation?
   a. The instruction program
   b. The activities of the Future Farmer program
7. What suggestions could we make for the improvement of F.F.A. contest work?
   a. Public Speaking
   b. Chapter Contest
   c. Selection of Star Farmer
   d. Livestock Judging
   e. Dairy Judging
   f. Dairy Products
   g. Poultry Judging
   h. Meat Judging
8. Have equipment and processes in farm mechanics been standardized to justify a national contest?
9. Could we justify a National Crop Judging Contest?
10. How far should we go in contest work?
11. Is the Future Farmer Foundation functioning to its best advantage for agricultural education, from the standpoint of the vo-ag teacher?
12. How can we keep "vocational agriculture," "vocational?" Academic methods do creep in.
13. What are some of the needs of our local departments in terms of:
    a. Visual Education
       (1) Making pictures
       (2) Exchange of pictures
       (3) Securing Visual Aids
    b. Teaching Equipment
    c. Farm Shop Equipment
    d. Farm Bulletins
    e. Illustrative Materials
14. What standards should be established in connection with summer outings for Future Farmers?
15. What is the agriculture teacher's job?
16. Is vocational agriculture an integral part of the secondary school, or is it a program separate and apart from the rest of the school?
17. What is the relationship of the vo-ag teacher to the Young Farmer program?
18. What is the relationship of the vo-ag teacher to the adult program?
19. What should be the standards in regard to vo-ag teacher vacation?
20. Is there an opportunity to exchange successful agricultural teachers in neighboring vo-ag teacher conferences?
21. Should every annual vo-ag teacher conference be allotted a certain amount of time to discuss local, state, and N.V.A.T.A. matters? Is this being done?
22. Is it feasible to hold occasional "regional," conferences which the agricultural teachers may attend?
23. What time of the year would the A.V.A. convention attract the most agriculture teachers? ●

Fifteen major issues in education before Congress are—

1. What should be the place of the Office of Education in the federal structure?
2. Should we launch a federal aid program for elementary and secondary schools?
3. Shall we adopt a permanent system of universal military training?
4. Should we enact general aid to colleges and universities?
5. Should we establish a national scholarship and fellowship program?
6. How should the ROTC be reorganized and expanded?
7. Should we establish a long-range plan for federal help for public school construction?
8. Should we establish a labor education extension service?
9. What policy should govern future plans for veterans education?
10. Should the federal government aid medical education?
11. Should federal funds support public library service?
12. What are the best ways to help in the support of vocational rehabilitation?
13. What should be the role of the federal government in helping public school districts affected by federal activities?
14. What changes should be made in the school lunch program?
15. Should Congress approve interstate compacts for regional education?

These issues are reviewed in the 135 page pamphlet, "Federal Educational Activities and Educational Issues Before Congress," by Charles A. Quattlebaum, available free while the supply lasts from the House Committee on Education and Labor, Washington 25, D. C.

The Phi Delta Kappan

A vision for vocational agriculture

CHARLES E. KING, Teacher, Cross Plains, Tennessee

FOR the want of a vision vocational agriculture may be lost. Why is a vision necessary? Because no individual can succeed unless he sets up goals which can be reached by systematic progress. This goal or vision should be something conceived in the mind of the vocational agriculture teacher as to what can be accomplished through his department over a period of years.

This vision will, perhaps, vary from one community to another because of different needs. However, I would like to enumerate some general possibilities which will hold true for all situations. The overall goal of the teacher of agriculture should be to win the respect of the community for his department and his school. Along with this, the community should be cognizant of the purposes, role, and aim of the agriculture department. Certainly, people in a community must know what the department is trying to do before it can entertain any meaningful respect and support.

Share Success

The question naturally arises as to how the teacher of agriculture may cause the community to give the department the respect which it deserves. Certainly, telling and asking is not the answer. Instead the department must seek to successfully perform the job that it is set up to do. The teacher should use every available opportunity to let the people know what the department is doing without being egotistical or boring. I recall one teacher who never fails to casually mention the program of his department. Yet he does it in such a way that his enthusiasm is contagious.

Build Broad Program

What vision do you as teacher of agriculture have as to the job of the department? Of course, we all know that teaching our all-day students and working with them on their supervised farming program is one of our duties. Too often this constitutes the whole program of some teachers. If this be the case, how can we continue to justify the extra salary the vocational teachers are paid? We should see that the F.F.A. members set up a challenging program of work and that these boys are given an opportunity to carry out the primary aims of the F.F.A.—the development of agricultural leadership, cooperation, and citizenship.

The second job is that of adult farmer classes. I honestly believe that a teacher can do more to sell himself and his program to the community by means of good adult farmer classes than by any other means. We might as well face facts. Very little is going to be accomplished on the boy's home farm until his father is sold on what we are trying to do.

What are we doing with those students who quit school or have graduated? Did we not start out to establish them in farming? Even though they may have finished school the chances are they are not established. What can we do to keep in touch with these men and to help complete their establishment in farming? Young farmer classes offer our best means to do this.

For the present and likely for some time in the future we will have veteran teachers and veteran trainees to supervise. How well these trainees are taught will determine their feelings for and future relations with the agriculture department. What are we doing about veterans who are completing their entitlement? Are they being dropped or are they being worked into some type of organized instruction?

To make his program complete, the agriculture teacher must belong to and take an active part in the civic and community organizations. These organizations can offer a great assistance in carrying out worthwhile activities.

Use Local Talent

Perhaps I have given the idea that the teacher's program of work is his own, planned by him. Certainly, this should not be so. The program should be worked out with the help of students and an advisory council or community planning committee—call it what you may. Periodically, the program should be restudied, revised, and evaluated, keeping in mind that the ultimate goal is to improve the agriculture of his community, make better citizens out of the people, and raise the standards of living of farm families. The best means of keeping the teacher's program balanced and on the right track is to use the help of some group, such as the one mentioned above.

And when will the teacher find the time to do all this? Any successful teacher must take some time each day to plan his work. Each year as he enlarges his program and as he gains in experience, he learns how to utilize individuals, committees, and organizations. Compare the first year that the superior teacher taught and his fifteenth year.

As I see it, the above should be the vision of the vocational agriculture teacher. It means that he must spend long hours and hard work to accomplish it. However, great will be his reward. Show me an individual who is respected more in a community than the good teacher of agriculture! Then we can say, *"With a vision the cause of vocational agriculture was not lost,* but it has filled its place well in the community." ●

F. F. A. objectives . . . Is revision in order?

H. P. SWEANY, Teacher Education, Michigan State College

H. P. Sweany

THE objectives of the Future Farmer organization as stated in the National F.F.A. Constitution have remained unchanged over the past ten years. These objectives are stated in general terms and they are subject to different interpretations by local chapters and their advisers. As a matter of practice the objectives as listed in the manual are probably not referred to as often as they might be in planning programs. More likely chapters consider the eight areas commonly used in planning programs such as supervised practice, cooperation and community service.

In an effort to discover what are the educational objectives of F.F.A. chapters as interpreted by the chapter advisers, a study was initiated at the 1949 research conference of the North Central Region. Five per cent of the teachers of vocational agriculture in Illinois, Michigan, Minnesota and Missouri were sampled. These teachers were asked to list educational objectives which they were trying to develop in F.F.A. members through the chapter program. A summary of their replies is the basis of this article.

It is impossible to include all of the specific objectives listed by all of these teachers in a single article. If this were done, several pages of this issue would be needed. This article will be devoted to pointing out what objectives do not seem to be covered by the twelve objectives found in the F.F.A. manual. There seem to be five general objectives which are not covered by the twelve objectives. They are:

1. To improve family relationships.
2. To improve family living.
3. To participate in worthy activities for community betterment.
4. To develop leisure-time activities.
5. To develop activities that will maintain one's health.

To Improve Family Relationships

Teachers have been educated in the understanding that a person's education should help him to make the social adjustments that are needed to fit into a social group. The family, although small in size, is the most important social group in which a person lives. The family problems of persons have not usually been subjected to study or consideration outside the home. Often family problems have not been resolved and these have contributed to an unhappy home life. It is not surprising that the teacher should use the chapter to develop a positive program to improve family relationships.

The specific objectives in this area are related to the development of abilities to make sound business agreements with parents, to plan farming programs consistent with the total farm business, to get along better with all members of the family and to share the responsibilities on the farm. One ideal mentioned was for closer cooperation among the parents, the student and the teacher.

Several attitudes were mentioned by teachers which they were trying to develop. One was to develop a feeling of honor, love and obedience toward one's parents. Another was to develop an attitude of tolerance toward the convictions of others. A third was to develop a pride in one's family and to have ambitions for it.

Teachers were concerned with the development of appreciations of: (1) careful use of property, (2) problems of parents and families, (3) family life in general, and (4) the need for cooperation in the home.

To Improve Family Living

One of the objectives which teachers were trying to develop was to improve the standard of farm living. Teachers did not specifically indicate what abilities a future farmer should have to improve family living. They did suggest one attitude and several appreciations which they were developing as well as some ideals.

An ideal which was stressed was to establish a concept "that a home is more than just a house or a place in which to live." Another was to find one's place in the family and in the community pattern. One attitude which teachers sought to develop was that the "golden rule" should be used to guide the conduct in the family.

Teachers were striving to develop appreciation of the family as a unit which is particularly important on the farm as well as in the urban environment. They were also striving to develop an appreciation of the need for more home life because of its influence in molding character and personality and because it sets a standard for conduct in other social institutions.

To Participate In Worthy Activities For Community Betterment

The objectives of the Future Farmers as stated in the manual contain one which is similar to the one listed above. It is "to participate in worthy undertakings for the improvement of agriculture." The area in the program of work entitled "community service" often contains many activities which are for the improvement of the total community.

Some of the abilities which teachers are trying to develop through the chapter organization are to conduct community meetings, and to plan and evaluate programs of activities which an organization seeks to carry out.

Advisers are trying to get F.F.A. members to become interested in community activities and also to help promote community activities which youth groups can do. These community activities benefit people in towns and cities as well as rural people. Through these activities an attitude of civic consciousness which will continue into adult life is being developed.

To Develop Leisure-Time Activities

One of the areas which teachers apparently emphasize a great deal through the F.F.A. Chapter is the development of abilities to use leisure time effectively. This differs from organized recreation in that it consists of activities which a person can do alone. Its purpose is to develop other phases of a person's life and activity than that of earning a living. Such activity will teach how to live and will also give members worthwhile purposes for living.

In this connection the development of hobbies is emphasized. A member is encouraged to analyze himself to determine what he seems to be fitted for. In addition, members are encouraged to develop other interests to occupy their leisure time. In particular a number of teachers mentioned interests related to reading. One teacher mentioned that he strived to develop an ideal of training the mind as well as the body in leisure time. The development of appreciation of the need of planning for the use of leisure time was emphasized. In this regard teachers are striving to broaden the concepts of leisure-time activities that should be experienced. An attitude that recreation is necessary for the mental health of a person was stressed by teachers.

To Develop Activities That Will Maintain One's Health

The importance of health to future farmers has never been challenged. That future farmers have not emphasized objectives relating to health seems strange. It has been stressed by 4-H Clubs since the beginning of their organization. Teachers probably have not emphasized objectives in this area as much as they should if we base our opinions on the number of rejections of farm youth for military service.

Abilities which are being developed are those to minimize health hazards, to promote safety, to build better health in weaker individuals and to increase the use of health habits.

In an effort to have future farmers with stronger, healthier bodies teachers are stressing the importance of nutrition. They are also discouraging the use of tobacco and intoxicating drinks.

In carrying out activities in the areas of physical health teachers are making future farmers conscious of the causes of poor health, of the kinds of activities that are beneficial to good health, of the relation between nutrition and good health and of the value to the community of the health of its citizens.

Implications

It seems evident from the findings in our study to date that teachers have objectives that cannot be logically classified under the twelve objectives stated in the F.F.A. constitution. It does not seem necessary to revise the objectives in order to introduce new objectives in many chapters. However, since the list in the National F.F.A. Constitution does influence chapters and advisers as they plan programs and carry out activities, it would seem that the list should reflect the best thinking possible on the subject. That thinking is likely to come from advisers of local chapters.

The additional objectives which are listed in this article are not proposed for outright adoption by the national organization. They do suggest that the F.F.A. objectives might be reviewed for possible revision. Information of a type found in this article could be studied by a group responsible for studying the need for a revision.

The simple addition of the five objectives to the present twelve would tend to make a list so long that each one would become relatively less important. At the present time the areas in the program of work have been reduced to eight and the relationship between the objectives and the areas is not clear. If the number of objectives could be less than ten, each one would be more outstanding and more easily recalled. ●

Educational objectives of the F.F.A.

LEO L. KNUTI, Teacher Education, University of Montana

A five per cent random sample of the teachers of agriculture in Illinois was asked in the fall of 1949 to indicate the educational objectives which they sought to achieve through their F.F.A. chapter programs. The purpose of this study was to determine the educational objectives which teachers of agriculture believe can be accomplished in part or in whole through Future Farmers of American chapter programs. The term "educational objectives" as here used refers to the changes in the behavior patterns of students sought through education. These behavior patterns include the development of knowledges and understandings, skills and abilities, interests, attitudes, and appreciations on the part of individual students.

The educational objectives suggested by the respondents were grouped within the following major areas:

1. The achievement of personal and social adjustment.
2. The development of vocational efficiency.
3. The development of American citizenship.
4. The cultivation of a spirit of cooperation.
5. The cultivation of wholesome leisure time activities.

Educational Objectives of F.F.A. Chapters

A. *The Achievement of Personal and Social Adjustment.*

1. To develop self-confidence.
2. To develop an appreciation of the need for change in the light of changing conditions and experiences.
3. To establish a place in one's family, home, and community.
4. To develop an appreciation of farm life and rural living.
5. To develop habits of courtesy, responsibility, dependability, honesty, industry, thrift, scholarship, resourcefulness, cooperation, and respect for others.
6. To take pride in one's personal appearance.
7. To develop an appreciation of good workmanship.
8. To work to the best of one's ability at all times.
9. To develop one's ability for self-expression—both written and oral.
10. To maintain one's mental and physical health.
11. To acquire social and economic status.
12. To acquire qualities of good citizenship.
13. To develop an appreciation of the Christian and democratic way of life.
14. To acquire an appreciation of an interest in farming and country life.

B. *The Development of Vocational Efficiency.*

1. To develop an appreciation and desire for good programs of supervised farming.
2. To develop an interest in attaining advancement in F.F.A. degrees.
3. To develop an interest in exhibiting at F.F.A. and community fairs.
4. To strive for greater efficiency in farming.
5. To carry out broad programs of supervised farming.
6. To develop a wholesome attitude toward vocational agriculture.
7. To maintain accurate records on programs of supervised farming.
8. To make intelligent use of approved practices in farming.
9. To develop an interest in improving the farm home and its surroundings.
10. To maintain or improve the productivity of our soils and other natural resources.
11. To make intelligent decisions with regard to one's future occupation.

C. *The Development of American Citizenship.*

1. To develop a civic consciousness and interest in community service activities.
2. To acquire an appreciation of the "wider community" as the state, nation, and world community.
3. To develop a wholesome relationship between the home, school, and other community institutions.
4. To acquire the ability to conduct organization meetings and to be an intelligent participator in organization activities.
5. To develop qualities of leadership.
6. To acquire an appreciation and understanding of the American system of democratic values.
7. To develop an interest in assuming positions of leadership in school and community activities.

D. *The Cultivation of a Spirit of Cooperation.*

1. To develop abilities to cooperate with others in home, school, and community activities.
2. To participate in programs of cooperate buying and selling.
3. To develop the ability to understand the problems and interest of our fellow men.
4. To develop the ideals and values essential to world peace and community betterment.
5. To develop abilities to establish and carry on desirable parent-son relationships and cooperative agreements.
6. To develop the ability to get along with members of the family, classmates, F.F.A. members, and other persons of the community.
7. To develop abilities in democratic procedures and practices.
8. To develop an interest in school and community organizations and businesses.
9. To develop an appreciation of the place of agriculture in American industry.

E. *The Cultivation of Wholesome Leisure Time Activities.*

1. To appreciate wholesome leisure time activities.
2. To learn to play together as well as work together.
3. To develop interests in good literature.
4. To appreciate the need for recreation.
5. To learn to make the best use of leisure time.
6. To appreciate the need for a clean mind and sound body.

Implications of the Study

A study of the educational objectives to which F.F.A. chapter activities can and do contribute involves the following kinds of considerations:

1. F.F.A. chapter programs of work should be based upon statements of

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The fundamentals of educational method

J. A. STARRAK, Teacher Education, Iowa State College

J. A. Starrak

THE basic problems in education are two: (1) What should we teach? and (2) How should we teach it? All other questions and problems, and they are legion, are subordinate to these two. With these two problems properly solved and implemented, the effectiveness of our instruction would be guaranteed.

In this paper it is proposed that we should consider the second question, "How should we teach?" And since it may be correctly assumed that our instructional methods at present are not 100 per cent effective, the question may well become for each one of us, "How can I increase the effectiveness of my instruction?"

Defining Effective Instruction

Sometimes the best way of arriving at the answer to a question is to ask other questions, and for the present let us adopt this plan. Our first question is: What do we mean by effective instruction? or, When is our teaching effective?

Among the various tentative answers which, I trust, are coming into your respective minds, may I inject the following: *Our teaching may be regarded as effective when, and only when, it has produced in our students the changes which we desire to make and when those changes are relatively permanent.*

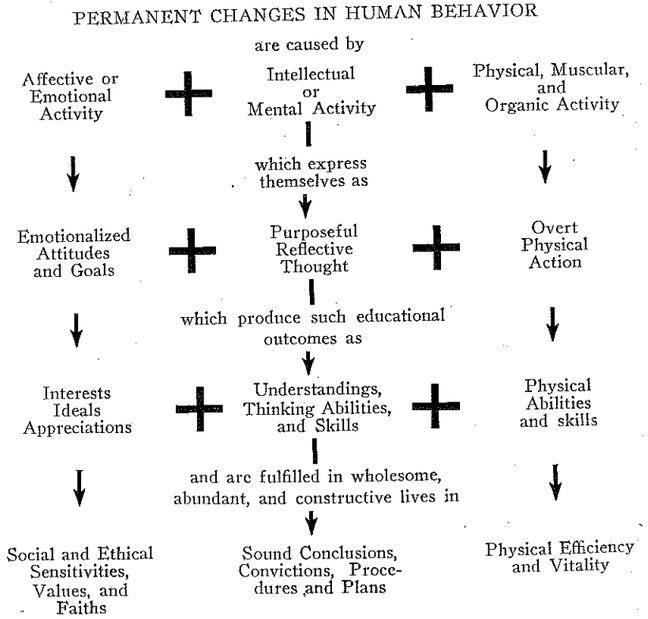
It is freely admitted that this is a rather high standard and one which we have not employed in the past, for we have been pretty well satisfied if our students learned some facts out of a book or acquired some ability or technique and retained the same until the end of the course, regardless of whether or not they had applied what they had learned in the everyday conduct of their lives. It is, however, a defensible standard or goal, and if accepted leads to our next question: *How are permanent changes in human behavior brought about?* What are the basic elements or factors which normally are instrumental in producting change in human behavior and in making such changes permanent?

Resolving Conflicting Theories of Psychology

The search for the answer to this question takes us, of course, into the field of human psychology, where, sad to relate, the numerous exponents of the various schools of thought have succeeded, by their energetic advocation of their respective conflicting theories, in bringing about a condition of almost hopeless confusion. One reason is, of course, the extreme complexity of the human being, but another undoubtedly is exemplified in the story of the three blind men who went to see the elephant. The exponents of each school of psychology have enthusiastically seized upon some theory or concept which may serve to explain quite well a single phase of human behavior and have thereafter tried to stretch it to explain all other phases, refusing to recognize other and perhaps equally well supported theories which might explain more adequately certain other phases or areas of human reaction.

Some years ago I decided that, in view of the existence of these conflicting schools, and believing that probably each of them had something to contribute toward my understanding of human behavior, the smart thing to do was to select from each those ideas which seemed to be quite well supported by experimental data which were not in disharmony with one another and which seemed to be supported, or at least not contradicted, by personal experience and observation.

From the theories and concepts thus selected, I tried to formulate what would seem to be a tenable and practicable "system" of psychological thought. This system is quite inadequately expressed in the following chart or diagram:



I am not very proud of this chart since it obviously possesses many deficiencies. In it one looks in vain for many of the so-called laws of learning which we have been taught. I am hopeful that some readers may be challenged enough by it to suggest needed revisions and send them along to me. In the meantime, some interpretation of the chart may be in order.

First: The plus signs are important for they are intended to emphasize the unitary character of the human organism. The very numerous elements involved in human behavior are grouped into the three categories along the top level of the chart. These three groups of factors must be regarded as being very intimately related, so much so that no one reaction or activity can occur in any one of them without affecting the other two. Therefore, any stimulus which makes an impression on a person affects all three areas in a greater or less degree. When the child comes to school, he does not come as a cold white intellectual mechanism, having left behind him at home his emotional apparatus and his physical organism. Instead, he brings along with him his fears and hopes, his loves and his hates, his tummy-aches, his nutrition deficiencies, and his malfunctioning glands, and they all operate to influence the effectiveness of his learning.

This close relationship, of course, carries throughout the other levels of the chart. Our emotional attitudes affect the quality of our thinking and the operation and tone of our physical mechanism. Conversely, the quality of our thinking determines quite largely the extent and character of our emotional responses as well as the efficiency of our muscular reactions. And in like fashion the condition of our physical mechanism influences strongly our emotional and our intellectual activity.

Translated in terms of educational method, all this implies that the learning situations we devise for our students must stimulate and give direction simultaneously to the proper emotional re-

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Use of time for class instruction . . . Too much or too little

C. W. HILL, Teacher Education, University of West Virginia

ONE of the important jobs the vocational agriculture teacher has is to plan his program of work and the course of study. Past experiences aid us in planning for the future. In general we know the activities engaged in by the vocational agriculture classes and the amount of time given to them. While the general idea is good yet specific facts and figures would aid new teachers entering the profession and possibly the experienced men in planning their course of study.

During 1947-48 a study was conducted to determine the amount of the class time used for: (1) Teaching agricultural jobs or units in the classroom. This included study, discussion and working up job plans, field trips, laboratory work, tests and all work pertaining to teaching agriculture; (2) Directing Vo-Ag Record Book activities which included working out and recording data and information about the supervised farming program, agreements, budget, enterprise summaries, recording labor, costs and returns for enterprises; (3) Teaching farm mechanics in the classroom, farm shop and on field trips; (4) F.F.A. activities directly associated with conducting the chapter meetings and carrying out the program of activities; (5) Miscellaneous activities which could not be classified under any of the four headings above; and (6) No class in session during the regular scheduled periods because of assembly programs, athletic contests, school closed because of weather and contagious diseases, teacher's meetings, etc. The class period was shortened or cancelled so that the full time was not available.

Teachers in single teacher departments were selected by chance and they were asked to cooperate in the study. Thirty-four teachers completed the tabulation and summarization of the data for the full school year. The day-by-day record was kept for all the vo-ag classes in the school.

The number of hours used for class activities were classified and tabulated according to the number and length of periods for each class of Vo-Ag I, II and III-IV as can be seen in Table I. The schedule plan for seven one-hour periods per week was the most common.

TABLE I. Plans Used to Schedule Vo-Ag Classes for 34 Departments in West Virginia, 1947-48.

Length and Number of Periods Per Week	*No. of Vo-Ag Classes*		
	I	*II*	*III-IV*
Seven one-hour periods	21	17	16
Five one-hour periods		7	6
Five two-hour periods	8		
Other schedule plans	10	9	8
Total	39	33	30

One group of data selected to present here is the group of classes scheduled for seven one-hour periods per week, since this group contained the largest number of classes. These data presented in Table II bring out several pertinent facts in regard to the use made of the class period for teaching. The Vo-Ag I classes use 52 per cent of their time or a median of 133 hours for teaching agricultural jobs. The Vo-Ag III-IV classes spent 45 per cent or 107 hours studying agricultural jobs. The Vo-Ag I classes used 9.1 per cent for Vo-Ag Record Book work and the Vo-Ag III-IV spent slightly more time, 10.1 per cent or a median of 28 hours per year.

TABLE II. Percentage of Time and Hours Used for Vo-Ag Class Scheduled Seven One-Hour Periods Per Week.

Activities	*No. Using Time*	*Percentage*	*Hours*	
			Median	*Range*
Vo-Ag I—21 Classes				
Agricultural class jobs	21	52.0	133	72-183
Record book	21	9.1	24	7- 35
Farm Mechanics	17	18.6	50	0-134
F.F.A.	21	9.3	24	2- 42
Miscellaneous	18	4.2	10	0- 22
No class	21	6.8	20	7- 25
Vo-Ag II—17 Classes				
Agricultural class jobs	17	48.8	122	83-177
Record book	17	9.3	24	11- 35
Farm Mechanics	17	23.3	59	1-130
F.F.A.	17	6.3	15	1- 40
Miscellaneous	17	5.3	13	1- 24
No class	17	7.0	20	5- 26
Vo-Ag III-IV—16 Classes				
Agricultural class jobs	16	45.0	107	72-162
Record book	16	10.1	28	11- 39
Farm Mechanics	16	22.6	59	2- 95
F.F.A.	16	9.5	20	4- 49
Miscellaneous	15	5.1	12	0- 29
No class	16	7.6	18	3- 48

The teachers gave a little more time for teaching farm mechanics to Vo-Ag III-IV classes. Vo-Ag I classes used a median of 24 hours for F.F.A. activities which was more than the advanced classes used. It was suprising to see the amount of time that is not available for teaching which was 20, 20 and 18 hours for Vo-Ag, I, II and III-IV respectively.

A summary of all the data for the activities in Vo-Ag I, II, and III-IV classes, giving the percentage of time and median hours used by semesters and for the whole year is presented in Table III. An analysis of the data shows that Vo-Ag I classes receive the same amount of instruction in agriculture jobs each semester while Vo-Ag II and III-IV classes receive less the second semester, especially Vo-Ag III-IV, which received 49.3 per cent the first semester as compared to 41.0 per cent the second semester.

The Vo-Ag Record Book work receives more attention the first semester, approximately 12 per cent as compared to 7 per cent the second semester. The advanced classes use more time than the beginning vo-ag class.

The Vo-Ag I classes used a relatively small amount of time for farm mechanics. Time given to farm mechanics increased with each year in vo-ag. More instruction is given the second semester than the first.

Time Used for F.F.A.

The teachers gave the most time to F.F.A. activities in Vo-Ag I and the least to Vo-Ag II classes. Miscellaneous activities take up more time the first semester and less the second but a comparatively small amount.

A look at the data for the school year shows that Vo-Ag I used 52.9 per cent or a median of 134 hours for agricultural jobs or units and Vo-Ag III-IV used 42.5 per cent or a median of 97 hours per year. Vo-Ag II and III-IV classes used less than one-half of the class time studying agricultural jobs or units. Nine to ten per cent of the class periods were used for Vo-Ag Record Book work, or a median of 22-26 hours. Less time was given to farm mechanics in Vo-Ag I, 16.1 per cent and a median of 50 hours, with Vo-Ag III-IV being given 23.8 per cent or a median of 54 hours. Approximately 8 per cent of class periods were used for F.F.A. activities with a low median of 11 hours in Vo-Ag II and a high median of 24 hours in Vo-Ag III-IV. Miscellaneous activities used a median of 9, 10 and 11 hours for Vo-Ag I, II, and III-IV respectively. The amount of time lost for teaching appears quite high, which was a median of 22, 21 and 21 hours respectively for Vo-Ag I, II and III-IV.

Thus, we see that one-half or less of the class time is used for teaching agricultural jobs or units. Sixteen to twenty-four per cent of the class time

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Leaving or staying?

Factors Associated with Decisions of Michigan Teachers to Remain in or to Leave the Field of Teaching Vocational Agriculture

RAYMOND M. CLARK, Teacher Education, Michigan State College

R. M. Clark

A study of factors associated with decisions of teachers of vocational agriculture to leave or to remain in the profession is desirable for the purpose of assisting teacher-educators in the selection of candidates likely to remain in the profession. Such a study should also assist administrators, teacher-educators and students to review factors which are associated with decisions of teachers to remain in or to leave the field of teaching vocational agriculture. Discovery of some of these factors should assist candidates for student teaching in vocational agriculture to reach a decision as to whether or not to enter the profession; it should assist teacher-educators in adjusting training programs to better meet the needs of students; and it should assist state supervisors and local school administrators to adjust situations in local schools so that they will be more attractive to desirable teachers.

Several writers have presented statements regarding loss to the individual and to society when persons change from occupations for which they were well trained, to other occupations.[1] It is important to retain good teachers in the profession so that the needs of people for agricultural education can be more adequately met. We have scarcely "scratched the surface" of young-farmer work in the country and there are still many areas needing complete programs of agricultural education where no program exists today.

Procedure

Data were secured for all the teachers who began teaching vocational agriculture in Michigan between July 1, 1936 and June 30, 1941, except those who began as combination superintendents and those who were teaching on June 30, 1949, but who had not taught continuously in the interim. Teachers who had time out for military service were not considered as having left if they returned to teaching. Those who did not return to teaching after military service were considered as having left the profession at the time they entered military service. This selection provided 105 teachers to study, 78 of whom had left and 27 of whom had remained in teaching.

Data were secured from:

1. Records on file at Michigan State College. These included records from the office of the Registrar, from the Office of Alumni Relations and from the Office of the Board of Examiners.
2. Records on file in the State Board of Control for Vocational Education. These consisted of names of departments in which each teacher had taught, salaries, enrollments, kinds of classes taught, tenure in each school, number of State Farmers, and related facts.
3. Questionnaires were sent to each of the present and former teachers. The questionnaire asked for information regarding the activities of the teacher after graduation from college.

Comparison was made of the teachers who had left and of those who remained in teaching of vocational agriculture. The significance of each difference was determined by computing the significance of the difference of means, the significance of the difference of percentages, or by use of the chi-square technique. Differences were considered significant at the 5 per cent level.

College Records of Teachers

Figure 1 shows the percentage of teachers who remained and of those who left who presented three or more high-school units in science, social science and agriculture for admission to college. These differences are not significant at the 5 per cent level. They are of interest, however, when related to other data in the study which indicate that the teachers who remained entered other institutions, such as Teachers Colleges prior to enrolling at Michigan State College in greater proportion than those who later left teaching of vocational agriculture.

Those who remained scored somewhat higher than those who left on the Cooperative English test at the time of enrollment at Michigan State College. On the American Council on Education Psychological Test given at the same time, 44.5 per cent of those who remained ranked in deciles 1-3 as compared with 34.0 per cent of those who remained. The differences described for the Cooperative English Test and the American Council on Education Psychological Test are not significant at the 5 per cent level.

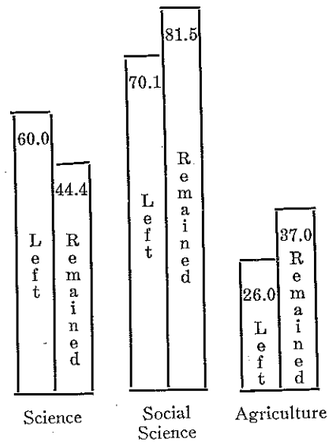

FIGURE 1. Percentage of teachers presenting three or more units in certain subjects for admission to Michigan State college.

Grade-Point Ratios

At the time these men were enrolled at Michigan State College, grade-point ratios were determined by allowing one point per credit for a mark of "C," two points per credit for a mark of "B," and three points per credit for a mark of "A." A mark of "D" allowed zero points and an "F" resulted in minus—one point per credit.

There was no significant difference in the all-college grade-point ratio between the two groups. Of the teachers who remained, 51.9 per cent had grade-point ratios of 1.00-1.49 as compared with 47.4 per cent of those who left. Grade-point ratios of 2.00 or above were made by 11.5 per cent of those who left and by 14.8 per cent of those who remained.

Grade-point ratios in technical agriculture were computed in the same way as for the all-college grade-point ratios. Of the teachers who left, 52.6 per cent had ratios below 1.99 as compared with 59.3 per cent of those who remained. Of those who left, 47.4 per cent had ratios of 2.00 or above as compared with 40.7 per cent of those who remained.

Similarly, the grade-point ratios earned in professional education courses indicated that those who left ranked somewhat lower than those who remained. A larger percentage of teachers who left had lower marks in student teaching.

None of the differences in grade-point ratios are significant at the 5 per cent level. However, these differences seem to point toward a trend which should be investigated further as a possible means of helping students to decide for or against teaching of vocational agriculture as a career.

Affiliations

The membership of teachers in college clubs, fraternities and service organizations was studied. A significantly larger percentage of those who left teaching of vocational agriculture belonged to college fraternities while in college. There were 42.3 per cent of those who left who belonged to fraternities as compared with 18.5 per cent of those who remained. There was practically no difference between those who left and those who remained in the membership in college clubs and other college organizations. The differences in ages at the time of matriculation and at the time of

(Continued on Page 284)

*Based on Doctoral Dissertation.

[1]See for example: George E. Myers, *The Problem of Vocational Guidance* (New York: The MacMillian Co., 1929) pp. 23-25.

Multiple teacher departments

HARRY W. KITTS, Teacher Education, University of Minnesota

Harry Kitts

A department of vocational agriculture in a school whose program is designed to serve the community has activities for guiding the learning experiences of: (1) the all-day student and F.F.A. member (2) the young man not in school and not yet established in farming (3) the adult engaged in farming and (4) community organizations and activities such as garden clubs, community cannery, and county fairs. There have been continuously expanding demands upon the time and services of the teacher of vocational agriculture since the inception of the program in the secondary schools under the Smith-Hughes Law in 1917.

Two Teachers Required for Comprehensive Program

As demands for these services have increased, there has developed a need for additional manpower to achieve desirable results. Some school boards have hired two or more teachers to develop and carry on the type of programs they deemed desirable for their particular community. There is, however, the problem of determining when the additional teacher should be employed. The vocational program, by its nature, cannot be treated statistically as in an elementary grade when the class is divided and an additional teacher employed if the grade enrollment exceeds forty or some other determined number.

Enrollment in all-day classes is only one criteria which should determine whether to have multiple-teacher departments. In general, when all-day enrollment approaches sixty students, Minnesota administrators are advised to consider seriously the employment of an additional teacher if their objective is to follow the Minnesota plan for agricultural education offering an enriched total program to serve the community. Two schools in Minnesota, each with less than fifty all-day students, but with active adult and young farmer programs, already employ two teachers. These communities realized that one teacher of vocational agriculture could not organize and direct the type of program and offer the services they desired. The only solutions were curtailment of services or employment of another vocational agriculture teacher.

The Program

When school administrators inquire, "Should we hire a second teacher?" our response is also in question form. "What type of an agricultural program do you now have in your school community? Is it adequate? If not, do you have physical facilities for expansion?"

A department of vocational agriculture in a community school should develop a program:

1. to serve adults and youth of the school patronage area
2. based on the needs and interests of people whom it serves
3. using instructional material related to the community
4. to meet immediate and long-range needs of the community
5. which provides for flexible planning
6. dealing with all resources of the community—human and natural
7. coordinated with other agencies serving the community
8. which creates a favorable educational, social and recreational atmosphere.
9. designed for the community by a council or advisory group working with the faculty and school administration.
10. which creates harmonious relationships within the faculty and between the faculty and other citizens of the community.

This program is comprehensive. It requires considerable time for preparation and arrangements. Much of the program is outside the confines of the classroom, and certainly at a time of day beyond the normally thought-of 9:00 to 4:00 daily schedule five days a week for 9 months of the year. To develop this comprehensive, year-around program requires the services of more than one teacher of vocational agriculture in the community school.

Physical Facilities

Each school system is an individual in itself. Therefore, no specific recommendations can be made which will fit all situations. Few departments can be efficiently organized with two or more teachers unless they have a classroom, a laboratory, a conference room or office, and a shop. Normally, there will be many times when both teachers are in the school building. Both may have classes scheduled the same hour. It should be possible for one teacher to give farm mechanics instruction in the shop, or to conduct individual or committee conferences, and not interfere with the second teacher in the classroom. Some schools have scheduled classes for one teacher in the morning and the other in the afternoon leaving the unscheduled portion of the day free for visits to young farmers or adults and for the preparation for instruction or F.F.A. work. Such an arrangement requires an excellent public relations program or some member of the faculty will point to this individual as "teaching" only half a day. Another reaction to this arrangement might come from townspeople upon seeing the teacher out in the community during customary "school hours." They may wonder what type of a program they are supporting with their tax dollars which allows the agriculture teacher to drive around the countryside in the middle of the day.

With the expansion of the program for young farmers and adults in a multiple-teacher department, members of these groups are constantly coming to the school for assistance. It is imperative that a suitable conference room or office is available to the teacher of vocational agriculture so he can discuss with these men their farm problems in private, yet at close proximity to resource materials of the department library and laboratory.

Chain of Command

Better working relationships can be gained if one teacher is given the responsibility and authority as head of the department. He should coordinate departmental activities, establish the necessary administrative relationships and develop a balanced program. Personalities play an important part in this relationship. School administrators should employ individuals whose personalities do not clash; individuals whose abilities complement each other. Failure to consider the individuals can cause considerable grief to the school administrator and ruin what could develop into a program which could contribute much to a community.

Classes Taught

A study of multiple-teacher department organization in Minnesota does not indicate any consistent policy of distribution of teaching load. It is the belief of the author that the arrangement of class teaching should be determined largely on the basis of the individual teachers concerned. It may be to the advantage of both teachers if they teach at least one high school class. Some departments prefer to have one teacher in charge of the incoming freshman class and the young farmer and adult groups. He tends to "get the boys off on the right foot." Others prefer to have one teacher responsible for students up through the junior year. This organization has the advantage of a carry-over for the other teacher from the last year in high school into the young farmer group. However, it does not give this teacher contact with the high school students until many may have already dropped out of school. It is not desirable for each teacher to be responsible for separate sections of large classes. Unless there is close coordination, the two groups will not receive the same instruction and supervision. Largely for this reason, if the group is so large as to require division, one teacher should be responsible for both sections.

One department was organized with one teacher responsible for the all-day F.F.A. activities and the other teacher handling only the out-of-school program. The administration and the teachers involved felt that the teacher handling the young farmer and adult program lacked contact with other faculty members. Citizens of the community failed to identify and associate the instructor as closely with the school as they did other teachers. Since many of the meetings for these older groups were held

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Official relationships

Of agricultural advisory groups to their school systems

H. M. HAMLIN, Teacher Education, University of Illinois

The Problem

H. M. Hamlin

MANY agriculture departments do not have advisory groups and many agricultural advisory groups have unnecessary difficulties because their schools have no official policies regarding advisory groups.

Some teachers feel that their school administrations do not want lay advisers to be used. Administrators and board members sometimes express objections and prejudices. In many of these cases, neither the administrators nor the boards of education have ever given serious and thoughtful consideration to the use of citizens' committees. Often they are almost entirely uninformed regarding their use in other schools. If they can be induced to spend one or two board meetings considering the use of advisory groups, preferably with the help of an informed consultant, their objections commonly melt away.

Other teachers have set up their own advisory groups, usually after consulting their administrators, and sometimes with formal approval by their boards of education, but without an official policy being established which has been carefully discussed by administrators and board members. Some of these advisory groups operate quite independently of boards and administrators. Some of them which have official status venture into fields not approved by their boards and the administrators of their schools, or submit recommendations to boards which board members consider presumptuous. The possibility of open conflict in a community between a board and an advisory council is greatly increased when there is no formal understanding between them.

Recently, the wider use of advisory groups in various parts of our schools, and particularly the use of groups advisory to boards of education, has led some boards to develop statements of general policy governing the use of any advisory groups which may be established. Recent statements by the boards at Champaign and Effingham, Illinois are available from the Division of Agricultural Education, College of Education, University of Illinois.

Boards Should Establish Policies

The author would strongly urge that no lay advisory group of any kind, however, unimportant, be established until there is a statement of policy about the use of advisory groups. Recently, he has had the opportunity of working with a number of boards in establishing policies. He finds board members generally favorable to the use of councils, but admittedly uninformed about them and largely unaware of the possibilities and the dangers in their use. They have been most appreciative of council based on the experiences other schools have had with lay groups.

The general policy, when adopted, should be made widely known in the community to give the public a chance to object to it and the board a chance to revise it in line with legitimate objections, and also to develop as full understanding as possible in the community regarding the place, functions, and relationships of any advisory group which may be established.

A policy regarding agricultural advisory groups should really be a part of a general policy regarding an agriculture department indicating also:

1. The purposes and functions of the department.
2. The territory and the clientele it is to serve.
3. How its work is to be evaluated.
4. Its relationships to the rest of the school.
5. Its relationships to out-of-school agricultural and agricultural education agencies.

In all too many departments, these matters are as vague as the status of advisory groups.

Nature of a Policy Statement

A statement of policies governing advisory councils and committees should apparently cover at least the following items:

1. An indication that these are a part of the official machinery of the school.
2. Their functions.
   It is well to indicate that these groups are free to advise regarding any matters directly related to the agriculture department and that any other functions they perform are to be agreed upon by the board and the advisory group concerned.
3. Their field.
   A council for an agriculture department is ordinarily free to consider any matters directly related to the work of the department. Usually committees for special purposes, such as committees for adult classes, the F.F.A., or supervised farming derive their authority from a departmental council, which defines their fields. In some cases special committees are set up where there is no departmental council, hence these committees get their authority by direct authorization by a board of education.
4. Their membership.
   A board of education should specify the number of members in a departmental council; indicate their terms of office; set up a plan for rotating the terms of members so that a portion retire each year; and prescribe a method of selecting the members. It should also approve a method for filling vacancies and for replacing members when their terms expire which includes board approval of all new appointees. Similar provisions should be made by departmental councils in setting up its continuing committees.
5. Communication with the board of education.
   A board's policy should provide for easy and frequent communications between the board and the agricultural advisory council. The avenues include:
   a. Routing council recommendations to the board and receiving reactions to them.
   b. Routing questions and suggestions from the board to the council and securing reactions.
   c. Attendance by board members at council meetings and, at least occasionally, attendance by council members at board meetings.
   d. Provision of minutes of each council meeting for members of the board.
   e. At least annual, joint meetings of the council and the board.
6. Relationships of the council to the agriculture teacher, other teachers, and administrators.
   It should be made clear that a council is not to trespass upon the prerogatives of the professional educators. Provision be made that administrators shall meet with the council as frequently as they desire and that all council recommendations will go to the board via administrative channels. Councils should be free to consult with teachers in related fields if these teachers are willing to consult regarding matters which require their cooperation.
7. Publicity.
   An agricultural advisory group introduces no exception to the general rule that school publicity is authorized by the board or its representatives. A board may properly ask that a council hold certain matters "privileged" and that a council discuss other matters as widely as possible in the community. The board, administrator, and teacher should protect council members against premature publicity regarding their deliberations, Members cannot be expected to talk in council meetings if they know that anything they say may appear the next day in the newspapers.
8. Provisions for councils in various parts of a school system.
   It should be made clear that other teachers and administrators may have advisory groups on the same terms as those on which the teacher of agriculture got his. The best policy would provide for a network

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Veterans can help

plan their own educational program

RAEBURN REHN, Teacher, Monmouth, Illinois

OUR program of veterans' instruction in agriculture started the evening of April 18, 1946. Since then 111 veterans have entered and withdrawn from our program. Many of these have completed the two- or four-year course for which they were eligible. At present we have 40 enrolled. This makes a total of 151 who have, or now are, receiving the benefits of an educational program.

From the beginning we have had a committee of the veterans to assist the instructors in planning and operating the program. They have been very useful in pointing out the problems veterans were facing.

During the January meeting of this year, this committee was asked the question, "Why are you in this veterans' program?" The two reasons advanced were: Subsistence and education. Without the subsistence it was felt that many could not have spent as much time with the program. One man made the comment that some veterans would never have been able to start farming as they had no relatives or friends who would have been able to finance them. Others felt that the subsistence has now put them on their feet so that they will be able to carry their share of the load in community and national affairs.

The group listed the following as some of the items they liked in our program:

1. Study of livestock management.
2. Farm visits (very important). (One veteran remarked the instructor certainly saved him money on corn borer spraying.)
3. Electric wiring.
4. Keeps us up on latest information.
5. Outside talks by specialists.
6. Bull sessions at intermission—comment: (We learn how others have whipped the problem that bothers us now.)
7. Corn planter and similar meetings.
8. Conducted tours on home farms and other farms.

Their dislikes were the following:

1. Class sessions are too long (three hours).
2. Program has been regimented too much.

It seems only proper that sometimes in our labors we stop and ask ourselves "What have we accomplished?" and "Where are we going?"

To partially answer the first question, I would like to make some observations of specific veterans.

One veteran made the comment when he entered our program that he hoped we wouldn't spend too much time on soil erosion. Last fall it was my pleasure to visit this veteran and to notice that he is refencing his farm on the contour and has planted some multiflora rose fence. Somewhere along the line he had had a change of heart.

Another employed veteran—who was unable to read or write—has made some remarkable changes on the farm where he works. His employer is crippled and has let the veteran do much as he pleased. This fall he had as fine a group of fall pigs as one would care to see. Also, these hogs were on clean red clover pasture. The legume seeding was excellent. His progress is remarkable when one realizes that all of his ideas were gleaned from listening to class discussions.

The third veteran I would like to mention purchased a small farm and rents additional land. The veteran's instructor reports this man has made tremendous changes in the farm. He has increased the soil productivity and is currently arranging his farm to enable him to increase his livestock program with a minimum of labor. Water will soon be piped to every field.

Many more instances could be cited—Not all of them successful.

Where are we going? A number of these young men have indicated that they would like to have additional education along lines similar to the veterans' program with class work to be intensified during the winter season. It appears that we have built up a demand for additional education. ●

Facilities improving... Trainees appreciate good equipment

A. E. Ritchie, Teacher Education
Ohio State University

IT is believed that one characteristic of a successful department of vocational agriculture is to have adequate, practical, and pleasant facilities. The teacher of vocational agriculture has a definite responsibility in seeing that these conditions exist. Administrators, boards of education, and people in the community appreciate seeing a department which exhibits these characteristics. Such appreciation serves as a foothold in a public relations program; therefore, this is an added reason for having excellent physical facilities.

During one of the quarters of student teaching in Ohio, time is taken during one of the concurrent course sessions to develop competency and appreciation in this area.

A trainee observes and discusses physical facilities for a department of vocational agriculture in a local community, thus, become cognizant of desirable physical facilities. Then when he is employed as a teacher, he will continue to develop and improve these facilities.

Inspiration and motivation are partially a result of pleasant physical surroundings. Students develop an appreciation and take pride in maintaining a classroom and farm shop which portrays an atmosphere of pleasantness. They soon learn that everything has a place and there is a place for everything which results in good housekeeping.

The picture shows the storage of farming program record books and notebooks in the Jeromesville department of vocational agriculture. Since the record books and notebooks are used regularly in the classes, one would probably conclude that this is one desirable means of storage.

Some of the other facilities which are discussed in this session for the classroom are film strips, slides, bulletins, books, magazines, teaching aids, apparatus, and supplies storage. ●

H. D. Brum, Teacher of Vocational Agriculture of Frankfort, Ohio with Marion Dawson, president of Frankfort Y.F.A., examining newly designed emblems for officers.

Do we need - - - -

Symbols and ceremonies for young farmer groups?

WILLIAM MONTGOMERY, Student in Agricultural Education, Ohio State University

THE Frankfort, Ohio, Young Farmers Association, which was organized in 1950, has developed an initiation ceremony for their members and has also developed symbols for each officer in the local association. President Marion Dawson reports that both of these devices have added to the interest of members in their association.

The officers' symbols are used at each officers' station during each regular meeting. The gavel is the symbol of the president's station since the gavel is a necessary tool of the presiding officer in conducting a meeting. As a symbol of the vice president's station, the symbol of a tractor was adopted. It was decided by the group that this symbol would be appropriate for this office since the general purpose tractor is one of the greatest helps to the farmer and the vice president's duties are to help the president in carrying out his duties. For the secretary's position, the Ohio farm account book has been adopted as a symbol since the secretary's duties include keeping records of the organization and since the farm account book is a record which is used by most of these young farmers in keeping accounts of their own businesses. At the treasurer's station the symbol is a 10-inch plywood disc painted silver with a black dollar sign in the middle. Crossed miniature baseball bats are the symbol of the athletic director's station.

The Frankfort Young Farmers Association is the first association to be organized in Ross County. Officers of the group include: President, Marion Dawson; Vice President, Gene Action; Secretary, John Garrison; Treasurer, Joe Clarke; and Athletic Director, Reginald Sitez. H. D. Brum is advisor to the group.

Mr. Brum is also a supervising teacher for the Department of Agricultural Education at Ohio State University and he gives a part of the credit for the development of the initiation ceremony and the officers' symbols to William S. Montgomery and Robert E. Wilson, who were student teachers in this school at the time the association was formed. ●

Young Farmers leadership conference

MARK NICHOLS, Director
Salt Lake City, Utah

TRAINED leaders are essential to a successful young farmer program. Young farmer chapter officers who know the hows, wheres and whys of leadership are a great asset in making the program a success.

The need for a young farmer training conference has been felt in Utah for some time. There is a young farmer program in about 80% of the vocational agriculture departments in the state. The vocational agriculture teacher, of course, has done considerable training in leadership with the chapter officers when these were future farmers. He is continuing this leadership training in the young farmer program. It was believed, however, that a state-wide training course or conference would be beneficial. The state young farmer officers promoted the idea and the local advisers and officers gave their support.

Accordingly, arrangements were made with authorities at the Utah State Agricultural College for a two weeks' leadership conference—known as the First Annual Utah Young Farmer "Bell Wether" Leadership Conference. Fifty-two young farmers from approximately half of the chapters in the state were in attendance for the two weeks.

Items concerning the development of personal qualities of leadership, parliamentary procedure, conduct of meetings, cooperative activities, community service, planning yearly programs, use of special speakers at meetings, methods of collaboration with the chapter adviser as well as new developments in agricultural production and marketing were among the important features discussed at the conference.

The pattern of presentation was a thirty-minute address by specialists followed by a panel discussion participated in by approximately six young farmers and a discussion leader. Here, methods of applying the suggestions in the addresses were discussed. Everything was beamed back to desirable activity within the local chapter. ●

Young Farmer enrollees and State Vocational Agriculture Supervisory Staff at First Annual Young Farmer Leadership Training Conference, Utah State Agricultural College, Logan, Utah, January 15-26, 1951.

Huntley Project refers to a Bureau of Reclamation irrigation project which includes several small community centers. The high school serving the area is at Worden, Montana. The local chapter has received the national Gold Emblem award for the past three years. The department has an advisory council and a chapter farm. Mr. Pence, the instructor, teaches young farmer and adult farmer classes as well as the high school classes.

The Little international *by the* Huntley Project F.F.A. Chapter

DEAN S. PENCE, Teacher, Worden, Montana

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THE LITTLE International Livestock show sponsored by the Huntley Project of Future Farmers of America was founded on the idea that a short, colorful preview of our chapter activities in the line of livestock improvement work would be of interest to the people in our community. We felt that not only would this be a show window of much interest to our parents and the people on Huntley Project but also it would serve as a good means of advertisement for our members interested in selling breeding stock. We also felt it would be good training for our members in fitting various types of livestock for show purposes. They would also get an opportunity to learn more about type and grades of stock.

With this trend of thinking being dominant in our chapter we organized to produce the following type of show. The Little International is a night show sponsored in our Junior High School Gymnasium. We prepare a space about 40x80 for the showing of livestock. This is on a hardwood floor which we protect by first covering with waterproof tarps and then about 6 inches of clean wood shavings. The rest of the Gym is prepared for seating accommodations. Our classes of livestock consist of breeding classes and fat classes for beef, dairy and swine. In addition to this we also show poultry. We limit our classes to about 17 animals in a ring as that is about all we can handle at one time in our limited space.

These classes of livestock are graded and judged for fitting and the owner is judged for showmanship qualities. Generally, we base this about half and half on the fitting of the animal and the way the member can show the animal. Dress and appearance of the showman also counts.

We add incentive to this show by offering prizes to the high three showmen in each class of livestock and then we have a grand champion showman, reserve champion and 3rd. place in the final showmanship contest for all classes. The prizes consist of offerings amounting to about $3.00 for first, $2.00 for second and $1.00 for third in the classes and then in the finals we offer a prize worth about $25.00 for grand champion, $15.00 for reserve champion and about $10.00 for third place.

These prizes are contributed by the businessmen on Huntley Project. Each offers a prize to his choosing. We have had very good cooperation on this and there are always plenty of prizes to go around.

Realizing the need for a little entertainment with this show we have members prepare clown acts. They work with the narrator of our show who does all of the announcing over a P.A. system. The clowns add a lot of interest and help in the dull moments when the judges are taking time with hard-to-make decisions. We also have our high school band play a few numbers. We raffle off a door prize courtesy of the Chapter and often raffle off other items donated by businessmen and farmers. Our home economics department or F.H.A. club sell hot dogs and pop and often present a short skit on home making.

All in all this has proven to be a great

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NFA Officers Visit Ewing

National officers of the New Farmers of America took time out from their recent Leadership Training Conference in Washington, D. C., to visit Oscar R. Ewing, Federal Security Administrator. Mr. Ewing, who owns a farm in Indiana, swapped farming stories with the N.F.A.

Livestock cooperatives

D. M. CLARK, Teacher, Montrose, Colorado

A good many of the chapters throughout our state, as well as the nation, have been developing cooperative farming programs. Probably one of the most common cooperatives is the swine chain litter program. My experience in cooperative farming programs has led me to believe that for most chapters, success in these programs will be found through livestock cooperatives. This program is one that cannot be developed in a short teacher tenure. Our program here in Montrose was started five years ago and is just now bearing fruit. I would suggest that a vocational agriculture teacher planning a program of this nature arrange the program as a continuing long range type.

Improved stock is secured through the F.F.A. cooperative.

There are a few essentials that we have found are importnat in the success of the program. 1. The livestock should be registered. 2. The boy or boys caring for the animals must have a share in the increase or the profits from the enterprise. 3. A contract between the chapter and the boy in charge should be inclusive and binding. 4. There should be careful and accurate study made of each boy and his home conditions by a chapter committee before he receives any of these animals on a share basis. 5. A definite improvement of the animals should be a continuous practice through chapter owned sires and a culling program. No doubt other factors are important in the success of a livestock cooperative, but every program should include the five above mentioned items.

Some years ago a chain litter program was started in the Montrose chapter. Due to teacher turn-over and lack of a binding contract the chapter lost all the initial investment in their first program. Five years ago a chain litter program was reactivated with the purchase of two registered Duroc gilts. A contract on these swine provided that the boy must return two registered gilts, either from the first litter or following litters providing the two gilts are not available from the first litter. The gilts must be twelve weeks of age. Other items in the contract provides for protection of the chapter and the boy with an improvement of the livestock and the program in mind.

Two years ago two Berkshire gilts were bought and put out to chapter members on the same basis. It was found that in order to carry the program properly the chapter would have to maintain good sires for these animals. As a result a Duroc boar and Berkshire boar were purchased and two different boys were designated to care for these animals with an agreement with the chapter as follows: The boy charges a three dollar service fee, fifty cents of which is returned to the chapter. At present this part of the program seems to be an essential step in the continued progress of our cooperative swine enterprise. Recently another breed was added to our program, two Minnesota No. 1 gilts and one Minnesota No. 1 boar were shipped in from South Dakota. It is the plan of the livestock committee in the Montrose chapter that the program will continue until ten gilts from each breed will go out to chapter members. Outstanding sires will be maintained for each breed for use of chapter members and where possible by farmers of the community.

In 1948 the livestock program was expanded to a cooperative sheep program. The decision was made by the chapter members to try a new breed of sheep being developed in Missouri. This new breed is known as the Montadale. Two chapter delegates to the chapter convention in Kansas City contacted the secretary of the Montadale breed association in St. Louis, inspected the sheep personally, and purchased twelve ewes and one ram. Like the swine a definite contract is drawn up between chapter and recipient. A definite number of ewes are allotted to a boy. He in turn receives half of the wool crop and half of the lamb crop, and wherever possible the recipient keeps the ewe lambs. In order to keep better breeding stock the chapter has followed a program of buying five outstanding ewe lambs and a ram lamb each year to further develop this breeding herd. At the present time the Montrose chapter has over three thousand dollars worth of livestock in this cooperative program.

The plans are to develop a black face breed of sheep, to maintain the swine program as is, with three popular breeds, and as soon as possible start a program to put registered beef and dairy animals out to the boys in the chapter. As has been stated this program has been going only five years and we have not had enough time to be sure of its continued success. Indications at the present indicate that livestock cooperatives will be the answer in our particular locality to a

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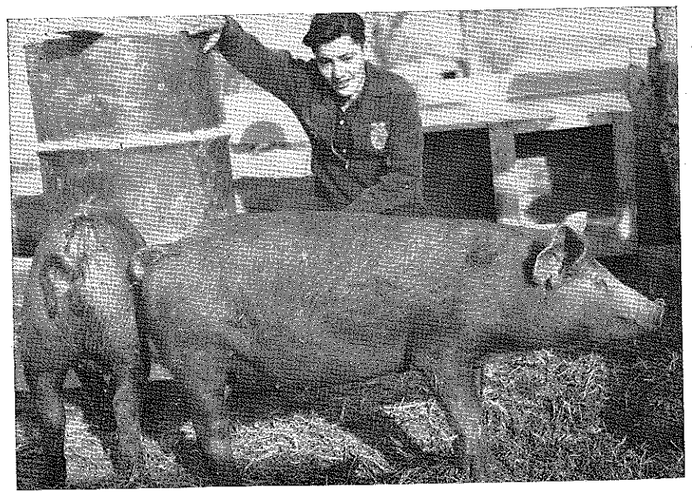

Improving our Techniques in Evaluation

Swine management practices

Used by participants of the institutional on-farm training program for veterans[1]

R. J. AGAN, Teacher, State College, Wayne, Nebraska

R. J. Agan

THE purpose of this study was to evaluate the effectiveness of the farm training program for veterans by examining the farming practices in swine management used by veterans enrolled in farm training programs as compared with the practices used by veterans who are farming but who are not receiving training under Public Law 377. One hundred eighty-eight veterans were included in the study.

The investigation included veterans enrolled in the farm training programs at Story City, Tipton, Stanhope, Iowa Falls, Collins, and Gilbert, all of which are located in central or east-central Iowa. Veterans not enrolled in farm training programs were selected as a control group from communities with types of farming and educational programs similar to the communities from which the classes for veterans were selected. Members of the control group were selected from the southern part of Hardin and Cedar counties of Iowa. Few, if any, veterans from these areas were enrolled in farm training programs at that time.

Method of Procedure

Two similar procedures were used to collect information pertaining to this study:

1. Questionnaires were administered to veterans enrolled in the farm training program during one part of a regular class period. They were asked to complete the questionnaires under the supervision of the investigator and each veteran was asked to check the improved practice that applied to his farming situation and the degree to which the practices were being used in his farming program.

Data pertaining to practices followed by veterans enrolled in the farm training program for less than one year were not used because it was believed that such veterans had not, as yet, had sufficient opportunity to incorporate the practices learned from their instruction into their farming programs.

2. The questionnaires were administered to the control group by individual interviews. In selection of members of the control group care was taken to interview veterans in type of farming areas similar to the areas used for the farm training program group. However, members of the control group lived in areas where the effect of the farm training program for veterans had been at a minimum.

The completed questionnaires were divided into four groups, depending upon whether the veteran had completed one or more years of vocational agriculture in high school and upon whether the veteran was in the farm training program.

In order to allow for the possibility that some items might have contributed more to the swine management program than others, the items were weighted from one to three by specialists in the field of swine management. The questionnaires were then scored by two methods, using the weighted values and the equal values.

A coefficient of correlation between the weighted and non-weighted scores resulted in a correlation of .99999, a value not significantly different from unity. Since it was evident that there was no useful advantage in the weighted score, the weighted procedure was eliminated from this study.

An analysis of variance was used to compare the average scores made by veterans in each group. Tests of significance were made using chi-square, t-tests for the difference between two means, and F-tests when dealing with more than two means.

Findings

A comparison between the scores of veterans who had taken vocational agriculture in high school and those who had not taken vocational agriculture in high school indicated that no significant difference existed between these two groups in this study.

A similar comparison between the veterans who had been enrolled in vocational agriculture adult classes and young farmer classes and those who had not, indicated a significant difference in favor of the former members of adult and young farmer classes. The analysis of variance with stratification on adult education is shown in Table I.

A comparison between the scores of the veterans in the training group and the scores of the veterans in the control group indicated a highly significant advantage in favor of the farm training group.

Comparisons were made between responses to the individual items made by veterans enrolled in the farm training program and those not in the program by computing a t value for the difference in the means of the scores. The type of table used to compare the responses made to the individual items is shown in Table II. Eight items of the twenty-eight showed a value of significance in favor of the farm training group. The eight swine management practices which showed a significant value were flushing sows before breeding, separating gilts from the fattening herd before breeding time, keeping written breeding dates for each sow, separating sows from breeding herd at least three days before farrowing, using a complete set of guard rails, castrating boar pigs before ten weeks, keeping written weight records

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TABLE I. Analysis of Variance with Stratification on Adult Education.

Source of variation	*Degrees of Freedom*	*Unadjusted sum of squares*	*[1]Adjusted sum of squares*	*Mean square*	*F*
Farm training for veterans	1	4640.19	4751.32	4751.32	18.43**
Adult education	3	2998.68	3109.81	1036.61	4.02**
Interaction	3	820.28	709.15	233.05	0.90
Within	180	46398.83		257.77	
Total	187	54857.98			

[1]Because of existing disproportional subgroups which would yield biased results for all sources of variation except the within subgroups, a method of adjustment was used based upon the assumption that the weighted sum of squares of the sub class means that are adjusted for the border mean effects is an efficient estimate of the mean square due to interaction. Five adjustments were required to correct for disproportionality.

TABLE II. Type of Table Used to Compare Responses Made to the Individual Items.

Flushing Sows Before Breeding

Degree to which practice is followed	*Code*	*Training group*	*Control group*	*Both N*	*Both %*
Always	4	32	20	52	27.7
Usually	3	23	21	44	23.4
Frequently	2	16	6	22	11.7
Seldom	1	6	6	12	6.4
Never	0	17	41	56	30.8
Mean		2.500	1.713		

t: Difference in means 3.41**

[1]Based on Master's thesis. Iowa State College, Ames, 1950.

A Special Section of local paper, *The Mountain Lake Observer,* devoted some 6 pages to the 10th anniversary celebration of the establishment of the Mountain Lake Chapter. Over 75 pictures were included. The program for the event, an editorial by the Superintendent of Schools and a bit about the teacher are included herewith. The Community Club sponsored this *appreciation event.* It demonstrates the first essential for a good public relations program: provide an effective program for the community.

Swine management practices

(Continued from Page 281)

at six months or when marketed, and separating the castration, the vaccination, and the weaning by at least two weeks. The t value for the remaining twenty-four items indicated a slight advantage for the training group but not enough to be significant. In no case did the t value show an advantage for the control group.

Although not many significant advantages were found for the farm training group when items were analyzed individually, the response to the items consistently showed a slight advantage for the training group. When these slight advantages on each item were combined and compared, a significant advantage was found in favor of the farm training for veterans group.

Satisfactory evidence has been found in this study to indicate that veterans enrolled in the farm training programs are in the process of incorporating increasingly more improved practices into their swine management programs than farmer veterans who are not enrolled in the institutional farm training program. ●

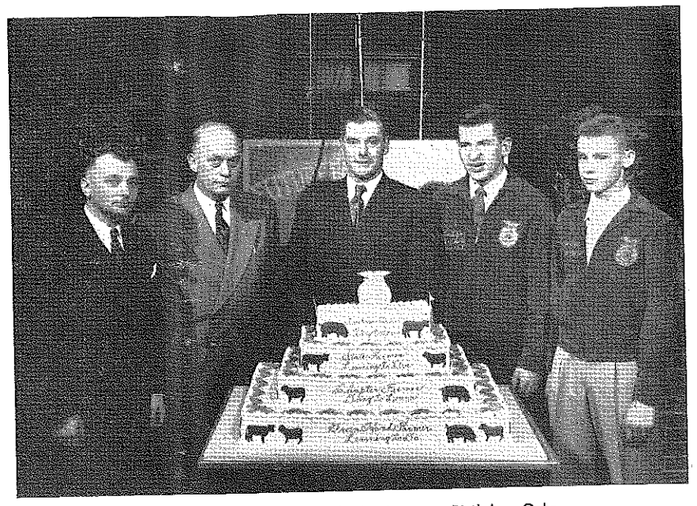
Livestock cooperatives

(Continued from Page 280)

sound cooperative program with our F.F.A. chapter.

Cooperatives are an excellent device for teaching since they give all the boys in the chapter as well as in the vocational agriculture classes actual experience in purchasing, managing, and breeding of livestock. The boys make the decisions. It has also had an effect in the community in selling the agricultural program. We have shown that through these cooperatives boys cannot only work together in financing and managing the program, but can be influential forces in developing more and better livestock in their community. It also shows possibilities of being an actual community service in providing more and better sires for farmers of the community.

This like many of the other programs developed throughout our country is a step toward putting classroom instruction and group procedure in our vocational agriculture programs out of the classroom, on to the farms; where people in the community can see that we are working with a very practical program. ●



Mountain Lake F.F.A. 10th Anniversary Birthday Cake.
Left to right—J. H. Tschetter, Teacher of Agriculture and F.F.A. Adviser; G. R. Cochran, State F.F.A. Adviser and Agricultural Education Supervisor; Myron W. Clark, Minnesota Commissioner of Agriculture; Don Gustafson, Minnesota F.F.A. President; and Menno Fast, Mountain Lake F.F.A. President.

Tenth Anniversary Celebration

MOUNTAIN LAKE, MINNESOTA
February 22, 1951

PROGRAM
F. F. A. 10th ANNIVERSARY PROGRAM
Mountain Lake, Minnesota
HIGH SCHOOL AUDITORIUM
Thursday, February 22, 1951
At 7:30 P.M.

OPENING CEREMONIES BY THE F.F.A. OFFICERS:
Menno Fast, President
James Lohrenz, Vice President
Wennis Franz, Secretary
Peter Franz, Treasurer
Erwin Heide, Reporter
J. H. Tschetter, Adviser

WELCOME—Supt. Grant Johnson, Mountain Lake Public Schools; Mr. W. J. Franz, Mountain Lake Community Club.

GREETINGS—From the State Department of Agricultural Education by Mr. G. R. Cochran, State Supervisor of Agricultural Education and Future Farmer Adviser.

THE MINNESOTA F.F.A.—Mr. Don Gustafson, State F.F.A. President.

THE F.F.A. MALE QUARTETTE—"Hail the F.F.A." by Allen Niessen, Erwin Heide, John Harder, and Clayton Linscheid.

THE F.F.A. TO ME AS A STUDENT AND NOW A YOUNG FARMER—Mr. Albert J. Wiens.

THE UNIVERSITY OF MINNESOTA AND THE F.F.A.—Dr. Milo J. Peterson, Head Department of Agriculture Education, University of Minnesota.

THE F.F.A. AND THE AGRICULTURAL PROGRAM FOR THE FARMER—Mr. George Franz.

ACKNOWLEDGEMENTS AND INTRODUCTION OF THE SPEAKER—Mr. J. H. Tschetter, Mountain Lake High School Instructor of Vocational Agriculture and Future Farmer Chapter Adviser.

ADDRESS, "Leadership In Agriculture"—Mr. Myron W. Clark, Commissioner of Agriculture, State of Minnesota.

CLOSING CEREMONIES—F.F.A. Officers.

FREE LUNCH—Served by the Mountain Lake Community Club.

J. H. Tschetter—Teacher

J. H. Tschetter, Mountain Lake High School F.F.A. advisor and vocational agriculture instructor, has just completed his studies for his advance degree of Master of Science, which was conferred on him Thursday evening, December 21, 1950, at the regular University of Minnesota fall quarter commencement.

Mr. Tschetter received his advance degree with a major in agriculture education and minors in crops, soils, animal husbandry and dairying. His final study and paper was a survey entitled, "A Balanced Program of Agriculture For The Mountain Lake Community."

He graduated from South Dakota State College with a Bachelor of Science degree in Agriculture Education. After spending six months with the U.S.D.A. he taught agriculture, farm shop and music at Chester, South Dakota, for three years. In 1937 he moved to Belgrade, Minnesota where he started a new department of vocational agriculture. On July 1, 1941 a new department of vocational agriculture and F.F.A. was started by him at Mountain Lake Public schools, which position he has held to this date.

Mr. Tschetter has been successful not only with his chapter activities, judging teams but has also been active in conducting yearly young farmers and adults agricultural classes and doing community service work.

In addition to his teaching duties he is a member of the Bethel Mennonite church, where he directs the mixed choir. He is a director of the Cottonwood Co. Fair Ass'n., past president and presently a director of the Minnesota Vocational Agriculture Teachers Ass'n and secretary of the Minnesota Jersey Cattle Club.

GUEST EDITORIAL
(by Grant Johnson)

Nothing gives an administrator greater pleasure than to see the immediate results of planned programs in his school. Too often, the realization of goals in teaching occurs many years after the student has graduated from the school system. Thus, administrators and teachers often become discouraged because they do not see the immediate results of their administrative and teaching efforts. That is why an organization like the F.F.A. is such a good tonic for all schools and all teachers regardless if they head up the F.F.A. program. ITS PROGRAM IS STEPPED UP TO BRING IMMEDIATE AND LASTING RESULTS.

Very few other subject fields or co-curricular activities in school can say it tops or is equivalent to the F.F.A. in the development of leadership, civic and community improvement, individual advancement, keen awareness of earnings and savings, constant self-improvement and enriched "functional" goals. It would have to be said with reservation and oftentimes with the aid of poor measuring devices. F.F.A. program, on the other hand, can stand the most rigid scientific, objective, or inductive analysis. It is not a sterilized artificial, or meaningless program—but rather an active, aggressive, and purposeful one. The children grow, prosper, and live in their daily association with the rich principles of the F.F.A. program.

The local F.F.A., under the direction of Mr. J. H. Tschetter, has grown and prospered in the past ten years. Numerous local, state, and national awards, honors and commendations have been received. It is only fitting, therefore, that on the tenth anniversary of this fine organization in the Mountain Lake Public Schools that it be fully recognized and given full credit for all its accomplishments. ●

Little international

(Continued from Page 279)

show. Our members get a real satisfaction out of sponsoring it from the educational benefits gained to say nothing of the good advertising they get. We make a little money from our admission charge of 35 cents per person. What is the reaction of the people? The attendance tells the story. At first we only had about 300 people attend, then it grew to 400 and last year we had an attendance of over 500. We are now confronted with the problem of getting a bigger building as we feel we will not be able to handle the crowd another year. The reaction from the other school groups is very good. They look forward to this event each year. We do have a very good time—everyone learns more about good livestock. Our members' sales for registered livestock has greatly increased and, last but not least, the organizing and planning of a project of this size is very good training in itself. We realize this show is far from perfect. However, we improve it a little each year and we have our committee working now for next year's show to make the November exhibition the best yet. ●

Active critics are usually lazy builders.

Official relationships

(Continued from Page 276)

of advisory groups, perhaps headed by a council advisory to the board, which is supplemented by committees for the various attendance units and the principal divisions of each school when those responsible are ready for them.

Gains From Clear, Official Relationships

All of this reads like a great deal of trouble, yet the practice of getting an official statement of policy is designed to prevent, rather than to cause trouble. With a clear policy, known to all concerned, we can avoid:

1. Independent, self-perpetuating, which may even become rivals to a board of education;
2. Having many lay groups of various designs, some good and some bad, cluttered about a school system;
3. Lack of articulation among a school's advisory groups;

Agricultural advisory councils are very safe and useful devices when they are properly organized. They are likely to be dangerous or useless if they are not properly and officially related to general school policy. No teacher of agriculture should take the chance of organizing an advisory group that is not fully understood and approved by school officials. ●

Multiple teacher departments

(Continued from Page 275)

away from the school or in the evening, because of the limited physical facilities at the school, townspeople unjustly criticized the teacher for not going to work at 9 in the morning like the other teachers and for being out in the community during school hours. This condition could have been avoided or remedied with the proper use of an advisory group or a good public relations program. A shift was made, perhaps for this or other reasons, when teacher personnel changed, with each teacher responsible for a part of the all-day program and joint responsibility for the F.F.A. Each teacher has charge of adult programs in a specific geographic section of the school district and one teacher has sole responsibility for the young farmers program which is organized to serve the entire district. Such a division of responsibility has several desirable characteristics: namely, each teacher has daily contact with the high school classes; each teacher has daily contact with other faculty members; each teacher works with the F.F.A. members and their program of work; each teacher has contact and associates with the farmers of the community; the teacher in charge of the program for young farmers makes his initial contact with future potential members while they are in high school. The biggest disadvantage of such a division of responsibility is that the teacher may put in long hours when he answers the school bell to teach his all-day classes early in the morning and then continue with evening classes until late in the night. There will also be a disadvantage in spreading a man too thin or failing to take full advantage of special abilities in F.F.A. or adult work.

Scheduling Classes

If two classrooms are not available, a suitable office or conference room is a necessity. But the best of conference facilities are useless if provision is not made for conference periods with students. Where only one classroom is available it has been the policy to schedule one teacher's classes in the morning giving him afternoons free for student conferences and home visitations. The other teacher schedules his conferences and visits in the morning and uses the classroom during the afternoon. Such arrangement requires cooperation with the scheduling authorities in the school to insure freedom of students for conferences when the instructors are available. From reports, vocational agriculture teachers are cooperating in the normal school "chores" of supervising halls, home rooms, taking tickets at athletic events or assisting with other school functions. As the contributions of the vo-ag program to the school and community becomes better understood, the teacher is being freed from many of those activities which handicap the operation of a program of agricultural education.

The Future

Teachers cannot expect expansion of their department staff merely by telling

(Continued on Page 285)

Leaving or staying?

(Continued from Page 274)

graduation shown in Table I were significant at 5 per cent level and were just short of significant at the time of beginning teaching of vocational agriculture.

TABLE I. Summary of Mean Ages of Teachers of Vocational Agriculture at Selected Points in Their Progress Toward Teaching of Vocational Agriculture.

Selected points in pre-service career	*Teachers who left* Mean age	*Teachers who remained* Mean age
Age at high school graduation	18.0	17.9
Age at matriculation, M. S. C.	20.5	22.0
Age at graduation from M. S. C.	24.4	26.9
Age at beginning teaching	25.4	27.3

Records and activities of teachers after beginning the teaching of vocational agriculture.

Teachers who remain belonged to the professional teachers' organizations in greater proportion than those who left. These included 82.6 per cent of those who remained as compared with 74.3 per cent of those who left who were members of the Michigan Education Association. Belonging to the Michigan Association of Teachers of Vocational Agriculture were 92 per cent of those who remained and 72.2 per cent of those who left. These differences did not prove to be significant at the 5 per cent level. However, they point a direction which should be recognized. It should also be understood that in Michigan teachers who belong to the Michigan Association of Teachers of Vocational Agriculture also belong to the Michigan Vocational Association and to the American Vocational Association.

A significantly greater percentage of teachers who remain have earned advanced credits in both professional education courses and in courses in technical agriculture at Michigan State College since graduation.

In schools with enrollments in vocational agriculture below thirty pupils, the percentage of teacher-years spent by teachers who left was significantly greater than for teachers who remained. In schools with enrollments in vocational agriculture of fifty or more pupils the percentage of teacher-years spent by teachers who remained was significantly greater than for teachers who left. Also, a significantly higher percentage of the teachers who left as compared with those who remained spent their teaching years in programs with less than three vocational agriculture classes.

Of those who had never taught young-farmer classes, the percentage of teachers who left was greater than of those who remained. Likewise, a greater percentage of teachers who left had never taught adult-farmer classes.

A comparison of the per cent of the two groups of teachers who had successful State-Farmer candidates by three-year periods was made. A larger percentage of teachers who remained had successful State-Farmer candidates in each of the three-year periods. The difference was significant during the second three-year period.

Teachers were asked to respond to questions in the questionnaire indicating their reasons for leaving their first position as a teacher of vocational agriculture. A comparison of the two groups is shown in Table II.

TABLE II. Reasons Given By Teachers of Vocational Agriculture for Leaving Their First Department.

Reason for leaving	*Teachers who left* Number	Per cent	*Teachers who remained* Number	Per cent
Administration	9	12.5	2	7.4
Salary	14	19.5	7	25.9
Interest in business or industry	3	4.2	0	
Graduate work	3	4.2	0	
Military service	9	12.5	1	3.7
Location in the state	7	9.7	5	18.5
Farm	7	9.7	0	
Opportunity to advance, position, etc.	7	9.7	4	14.8
Government service, Farm security, Soil Conservation, Extension, etc.	8	11.1	0	
Miscellaneous	5	6.9	1	3.7
Still in same position	0		7	26.0
Totals	72	100.0	27	100.0

None of the differences of percentage is significant

It will be noted that a larger percentage of those who were no longer in the profession, left their first position because of administration, military service and to enter various branches of government service, such as Soil Conservation Service or Farmers' Home Administration.

Teachers were also asked to indicate their own opinion of their program in local schools under the following headings:

1. Pupils made good use of their time.
2. Pupils were interested in classroom work.
3. Pupils were interested in Supervised Farming Programs.
4. Pupils were interested in F.F.A. work.
5. The department ranked well in the school.
6. The department ranked well with teachers.
7. The department ranked well with administrators.

They were asked to rank their department "good," "medium," or "poor" for each of the items. A significantly higher percentage of the rankings were "good" for the programs of the teachers who remained.

Teachers were asked to respond to a number of items indicating those which were "major," "minor," or "had no bearing" on their decisions to remain in or to leave the teaching of vocational agriculture. Table III lists the items which were significantly different for the two groups of teachers.

A significantly greater proportion of the teachers who remained in teaching were members of service clubs such as Exchange, Kiwanis, Lions or Rotary.

Interest in another business or profes-

TABLE III. Major Items Which Had A Significant Difference of Percentage Associated with Decisions of Teachers to Remain in or to Leave Teaching of Vocational Agriculture.

	Teachers who left Per cent listing item as major factor	*Teachers who remained* Per cent listing item as major factor
Interest in teaching	11.8	88.9
Salary	50.0	77.8
Project supervision	1.3	55.6
Security	36.8	81.5
Summer work	1.3	66.7
Accomplishment of pupils	4.0	66.7
Social prestige	1.3	37.0
Cooperation of pupils	4.0	63.0
Teachers meetings	1.3	11.1
Family preference	6.7	28.6
Twelve month job	4.0	85.2
Outdoor work	13.2	85.2

Difference of percentage is significant in each case

sion while teaching was significantly more common among those who remained in teaching. Of those who remained, 92.6 per cent indicated that they had such interests as compared with 35.1 per cent of those who left. The kinds of interests ranged from owning and operating a farm to "working in a hamburger stand on Saturday nights."

The first position entered by those who left teaching of vocational agriculture indicates that 24.4 per cent joined one of the services of the U.S.D.A.; 21.8 per cent entered college work, either in extension, 4-H Club work, teaching or graduate work; 20.5 per cent entered farming; 14.1 per cent entered business or industry; 15.4 per cent entered military service; 1.2 per cent entered other public school work; and 2.6 per cent entered miscellaneous occupations.

A study of the growth of teachers was made in which curves showing changes which occurred in the group of teachers as a whole were presented for a number of items. The growth of an individual teacher can be compared with the growth of the group with which he is associated for the purpose of discovering how well the individual conforms to the pattern of the group.

Implications of the Study

The present study was confined to Michigan teachers who began teaching vocational agriculture in the five-year period July 1, 1936 to June 30, 1941. Application of the findings to teachers in other geographic areas or at other periods of time must be made with caution.

Much further work needs to be done in the area of selection of candidates for qualifying experiences in agricultural education. The study indicates that there seems to be a tendency for more of the candidates who remain to present high school units in social science for admission to college, to enroll first in other teacher-training institutions and to be somewhat older at the time they enroll at Michigan State College. They receive somewhat higher marks in student teaching and in other professional courses. They belong to college fraternities in smaller proportion and are equally active in college clubs as compared with those who later leave the profession. These, if significant, should be further verified.

Throughout this study the author was conscious of the need for a study of the relative success of the two groups of teachers. However, no attempt was made in the present study to determine evidences of success of these teachers in relation to their decisions to remain in or to leave the profession.

The fact that teachers who remained in the profession were in schools with larger enrollments, had more vocational classes, and had taught more young-farmer and adult-farmer classes indicates the need for administrators to provide facilities for these conditions so that good teachers will be encouraged to remain in the profession. ●

Wisdom is knowing what to do next; skill is knowing how to do it; and virtue is doing it. Be virtuous!

Use of time for class instruction

(Continued from Page 273)

is given to farm mechanics. The Vo-Ag Record Book work receives nine to ten per cent of the class time. An average of eight per cent of the time is given to F.F.A. activities. Quite a number of hours are lost because the class was not in session.

This all sums up to the fact that we have several groups of activities deserving of much time yet there is not enough time to accomplish the desired objectives. We would like more time for F.F.A., farm mechanics and teaching agricultural jobs. But instead of having more time in class the class periods are becoming shorter with the passing of the years.

This indicates that the work with all-day students will need to be well chosen problems which are of vital concern to the pupils in high school. Since all that seems desirable is not taught in high school the balance would be provided in young farmer classes after graduation where the young men would feel the need much more and be more vitally concerned about the problems facing them. ●

TABLE III. Percentage of Time and Hours Used for Class Activities in 39 Vo-Ag I, 33 Vo-Ag II, and 30 Vo-Ag III-IV Classes in 34 Single Teacher Vo-Ag Departments, West Virginia, 1947-48.

Activities	*Percentage Vocational Agriculture* I	II	III-IV	*Median Hours Vocational Agriculture* I	II	III-IV
First Semester—						
Agricultural class jobs	52.5	47.9	49.3	71	60	58
Record book	11.6	12.5	12.9	15	14	14
Farm Mechanics	13.8	19.3	20.3	18	22	24
F.F.A.	8.2	6.1	7.7	9	4	7
Miscellaneous	5.7	6.2	6.6	5	6	6
No class in session	8.2	8.1	8.6	10	9	9
Second Semester—						
Agricultural class jobs	53.4	44.8	41.0	72	50	47
Record book	6.6	7.1	7.3	8	9	7
Farm Mechanics	18.4	24.7	27.2	24	29	32
F.F.A.	9.0	8.1	9.2	10	8	10
Miscellaneous	3.5	5.9	5.7	3	5	4
No class in session	9.1	9.5	9.5	11	11	11
Total for School Year—						
Agricultural class jobs	52.9	46.2	42.5	134	107	97
Record book	9.1	9.8	10.1	23	26	22
Farm Mechanics	16.1	21.9	23.8	50	43	54
F.F.A.	8.6	7.1	8.3	24	11	17
Miscellaneous	4.6	6.0	6.1	9	10	11
No class in session	8.6	8.8	9.0	22	21	21

Multiple teacher departments

(Continued from Page 283)

people what they could do if they had additional help. The best salesman can be the teacher himself in a one-man department. He should develop a complete program of activities which would undoubtedly tax his energy for the first year or two. Then, as the demand for the program develops and people realize the values of the offerings, the teacher is in position to request assistance to carry on the expanded program. Progressive citizens have demonstrated a willingness to pay for educational services by a department of vocational agriculture if they can see the benefits of their investment. They are conservative to the point that they are not willing to finance a program built on promises or one which they do not clearly understand.

The additional teacher in a department generally enables organization of activities and increased activity in these areas:

1. Closer supervision of laboratory work such as milk testing, soil testing, seed treatment and egg candling.
2. More personal conferences and guidance for students.
3. More individualized instruction in farming program planning, record keeping and evaluation.
4. More attention to preparation of judging teams, public speakers and parliamentary procedure teams.
5. Closer supervision of the F.F.A. activities and an expanded program of work.
6. Better instruction for all groups because of additional time available to plan lessons, arrange field trips, demonstrations and tours.
7. Better supervision of the farming programs in the increased number of farm visits possible.
8. Expansion of the young farmer and adult farmer programs.
9. Expansion of community services rendered by the department.
10. Departmental representation at F.F.A., professional and community activities without additional expense for substitute teachers. ●

What you think of folks in the old home town is just about their opinion of you. —Coleman Cox

The fundamentals of educational method

(Continued from Page 272)

sponses, and to the appropriate intellectual and physical responses.

Second: Of course, I should recognize that this is all "old stuff" to you and that I am simply adding to the coals I have already brought to Newcastle by reminding you of the tremendous power of emotion in human behavior. This is one of the chief lessons taught by the history of man, and modern psychology joins in emphasizing the powerful role of emotion in our individual and collective lives. Herbert Spencer's statement "that our emotions are our master and our intellect the servant" is only too true, as is also the one which follows by the same writer, *i.e.*, "We have been educating the servant and neglecting the master." It would appear that we teachers have been so deeply impressed with the potentialities of the scientific method operating through disciplined intellects that we have tended to disregard the emotional development of our students.

The plain fact is that we have by this disregard delegated to the motion picture, the pulp magazine, the comic strip, and the radio thrillers the tremendously important task of educating the emotions of our children, and they have done a magnificently *effective*, if not a *good* job, of it. Perhaps we should stoop from our ivory towers to examine the techniques these other agencies employ with so much success and try to adapt them to our materials and objectives. There is good reason to believe that the most important task facing educators today is the proper education of the emotions.

Third: The influence of thought upon human behavior is also well demonstrated by human experience and makes the development of the thinking capacity of our students and the inculcation of the habit of thinking major responsibilities of teachers.

But this is no simple task. Exhorting our students to think and reproving them when they fail to think are not enough. One too often hears in school such assignments as "Read the next chapter and think hard about it." The brightest students may by chance discover and define worthwhile problems and questions, and to the extent they do so, for them the assignment may have some value; but the majority need assistance in discovering and defining problems. Obviously, to insure that the majority of our students think deeply and soundly, we must confront them with challenging problematic situations such as are encountered every day by real people in a real world. These problematic situations must also be of appropriate difficulty and scope. Furthermore, they must not be isolated situations having no relationship to one another, but instead be closely integrated in such a fashion that each grows logically out of those preceding as real life situations do.

Fourth: The desirability of carrying out into intelligent action the decisions, plans, and techniques arrived at by intellectual processes has always been one of the major tenets of the philosophy of vocational education, and it is probably just as applicable to other types of school work. And perhaps the main educational benefit to be derived from this activity is not the development of manipulative ability, but rather the increased understanding and seasoned judgment which will result from the opportunity to test the quality of the decisions, plans, and techniques previously arrived at through thought, by observing their application to practical life situations. It is imperative, therefore, in our teaching that we do not deprive our students of the opportunity and necessity of making their own decisions and plans of action. In fact, of the two essential steps in the performance of any activity having educational value, *i.e.*, (1) the antecedent activity involved in making the necessary decisions and plans, and (2) the subsequent physical carrying out of the plans, the first is of much greater educational significance. Yet, in our teaching, we too often deprive our students of the opportunity to perform fully the first step because it is quicker and easier for us to do it for them.

Summary

To summarize, we can regard our instruction as effective when it produces in the learner those changes in his behavior which we desire to make and when those changes are relatively permanent. All the elements or factors which naturally enter into human behavior must, therefore, be well understood by the teacher and skillfully implemented in his instructional methods. These elements are multitudinous and interrelated in extremely complex patterns. While the essential unitary character of the human organism must ever be recognized, for purposes of analysis and use the various factors may be considered as falling into three main categories: (1) the affective or emotional, (2) the mental or cerebral, and (3) the physical or organic.

This implies that the teacher must so set the stage on which he and his pupils are the chief actors, that the proper emotions and feelings will be strongly aroused, their thinking processes stimulated and guided, and adequate opportunities given for the practical expression of their emotions and the intelligent application of their decisions and plans, preferably in constructive activities which are recognized by them to be eminently worthwhile.

It is admitted that the standard or goal suggested, that of making permanent changes in behavior of the learner, is exacting and difficult of achievement and that, measured by it, many of our current educational practices are seen to be quite inappropriate and ineffectual. But it is not an impossible standard for we do know of persons whose behavior has been radically and permanently changed by certain soul-stirring and challenging experiences. Our task is to make our teaching soul-stirring and challenging. I admit that to do this perfectly is extremely difficult and demands more ability than most of us possess, but any other standard is inadequate and unworthy of our high calling. Teaching effectively never was an easy thing to do and never will be. The proper education of their youth is at the same time the most important and most difficult task that devolves upon human beings.

So let us not be led astray by highly publicized educational panaceas which claim to be all-sufficient and fool-proof. Let us rather get well in mind those *few* really fundamental principles and conditions which are basic in human learning, and then devise learning situations which will implement most effectively their operation. ●

JOHN A. LINKE
1871 - 1951

JOHN A. Linke, 80, retired, for more than 50 years a teacher in rural schools, a superintendent of schools, and a leader in vocational education in agriculture, died March 12, 1951, at Tucson, Arizona.

Mr. Linke was born on a farm in Bartholomew County near Clifford, Indiana, March 6, 1871. He graduated from the grade schools of the county and for six years was a teacher there. In 1897, he graduated with the A.B. degree from Hope Normal School, Hope, Indiana, where he served as instructor in 1898. He secured the A.M. degree from Indiana University in 1903 and the B.S. degree in agriculture from Purdue University in 1915.

Mr. Linke served six years as a teacher in the county schools, 1889-95; for 14 years (1899-1913), as superintendent of schools, first at Hope, then at North Salem, Brownstown and Seymour, all in Indiana; and following graduation from Purdue University, served for two years with the Agricultural Extension Department of Purdue University.

Having had a rich experience in rural and agricultural education, Mr. Linke was appointed to the staff of the Federal Board for Vocational Education on September 27, 1917, to serve as a Special Agent for Agricultural Education, being assigned to promote and develop the program in Vocational Agriculture in the Central States

In March, 1930, the workers in Agricultural Education of the Central Region presented Mr. Linke with a life membership in the American Vocational Association. The tribute paid at that time by workers of the region is characteristic of the high regard in which he was held by all. The citation made at the time of the presentation follows: "He has been a kindly, sympathetic leader, optimistic and unselfish, liberal and tactful, a man with whom men could deal."

Mr. Linke became Chief of the Agricultural Education Service, U. S. Office of Education, on December 16, 1934, in which capacity he became responsible for the further development of the program for Vocational Agriculture nationally and served as advisor to the Future Farmers of America.

Mr. Linke is survived by his wife, Hattie, and one son, Robert Linke. ●

The veteran farm trainee in Washington

M. C. KNOX, Assistant Supervisor, Olympia, Washington

THE Institutional On-Farm Training Program in the State of Washington has never been large, but it has reached into all corners of the state. In order to get more complete information on trainees, a survey was conducted early in 1950. This survey revealed certain facts which may be of interest to others for comparative purposes.

Of the 2,618 veterans enrolled in the 98 schools covered by this survey, 1,616 or over 60% are owners, 517 are renters and 485 are employer-trainees. Combining the owners and renters, there are 2,133 or over 80% of the entire group farming as self-proprietors.

This group, like most farmers, owe money. Of the 1,616 owners, only 233 are free from debt, 396 have small indebtedness, 599 have reasonable debts and 299 are heavily in debt. It is doubtful if some of the men heavily in debt can pay out, even with good prices due to the limited scope of their farm operations.

Types of Farming

The trainees are engaged in every type of farming carried on in the state and are divided by types somewhat in line with the proportion of non-trainee farmers engaged in each type of farming. It is noticeable that there are greater numbers of owners and renters engaged in general, dairy and poultry farming than are engaged in field crop and tree fruit farming. The larger investment required for the latter probably accounts for this. By far the greatest number of employer-trainees, a total of 218, are employed in orchards; again, probably due to the amount of money required to become an owner.

There seems to be no distinguishable pattern as to the size of general farms. Had the survey been summarized by regions some pattern might have become visible. However, this is a "catchall" grouping and any size farm might be satisfactory as a training situation. The special types of farms range in size as might be expected—small acreages for poultry, berries and orchards, and large acreages for field crops and livestock. A total of 98 of the 135 livestock men who are self-proprietors are on farms over 80 acres in size; 195 of 250 field crop farmers are on farms from 80 acres to over 640 acres in size, while 115 of this group are on farms ranging in size from 80 to 320 acres. Of the poultrymen, 180 of the 218 are on farms under 30 acres in size, while 110 of them are on farms under 10 acres in size. Orchard men are also on small farms, 76 of 175 being on farms from 10 to 20 acres in size.

Trainees

Personal data on these 2,618 trainees is very interesting. A total of 1,560 or nearly 60 per cent are from 25 to 35 years of age. Since many of the group spent four years in military service and were too young to be independent farm operators before entering the services. this is their first experience in actual farm management. There are 384 in the 35 through 39 year age group. The fact that they served in some branch of the military indicates that they were not in a farming status whereby they contributed materially to the nation's food supply at that time. The oldest group, those over 40, are mostly retired servicemen, many of them on smaller farms.

The educational achievements of the group ranges from less than 8 years through college graduation. Very few of the college men studied agriculture in college. The greater number—1,604—attended or graduated from high school, 873 of them being high school graduates. Only 206 men had less than eight years of formal education.

Many of the trainees put forth considerable effort to attend classes; 104 of them live over 25 miles from school and 308 live from 15 to 25 miles from the school. Since they provide their own transportation and must make the trip about 100 times each year, considerable travel is involved for these veterans. The majority live much closer to school.

All except 45 of the trainees draw some subsistence pay although 34 others receive less than $45 per month subsistence. The labor income of the trainees is quite low, as might be expected of men just getting established in farming. This fact, along with their marital status, makes it imperative that most of them receive subsistence payments in order to devote their full time to training and farming. They are no different than college or university students in this respect.

Each trainee is required to submit his yearly farm labor income to the Veterans Administration in order to determine if he is eligible for subsistence pay. Last year's reports indicate that 1,003 trainees had farm labor incomes of less than $1,000; 632 received between $1,000 and $1,499, and 622 received between $1,500 and $1,999 last year.

All except 392 of the trainees are married and 1,044 of those married have two or more children. The low incomes and large families would stop many of these men from taking training if they did not have subsistence payments to pay the grocery bill. In fact, many would have to take off-farm jobs and might never get established in farming.

The program is too young for the schools to have many former trainees. However, the occupational status was reported for 642 former trainees who had been in the training program a year or more. These were divided into two categories—those terminating while making satisfactory progress and those terminating while making unsatisfactory progress. Of the satisfactory group, 299 of 524 are now farming while only 25 out of 118 of the unsatisfactory group are now farming.

In summarizing, it might be said that this group of 2,618 veterans is no different from any other group of men getting started in farming except that they are getting started later in life due to the interruption caused by military service. Also, because of this, they have larger families than other men with the same farm experience. All contacts with these veterans by supervisory personnel lead to the conclusion that these men are deadly serious about getting started in farming. They have all the money they can get together invested —they want to learn and they are learning. Many of these men will be community leaders in the future and all of them cannot help but have a friendly feeling for the local school which played its part in getting them established in farming. ●

He Whose Task Is Planting Seed

By Ethel Romig Fuller

* * *

He whose task is planting seed
Is the privileged indeed—
His the joy of plowing under
Each mistake and last year's blunder;
His the breathless thrill of waiting
For the dreams he's cultivating. . . .
The satisfying sense of growing
To fulfillment what he's sowing.
In proportion as he gives
Of love and labor, so he lives;
So he brings his harvests in
To mow, to granary, to bin—
He whose task is planting seed
Is the privileged indeed.

Educational objectives of the F.F.A.

(Continued from Page 271)

educational objectives as well as organization objectives and objectives for agriculture.

2. Evaluation studies of F.F.A. chapter accomplishments should include studies of the achievement of educational objectives based upon evidences of educational outcomes as exhibited in the behavior patterns of the individual members.
3. Statements of F.F.A. objectives should clearly indicate the primary purpose of the F.F.A. program which is that of education.
4. The determination of educational objectives should be an important part of local chapter activities. Such studies would attempt to determine the individual and social needs of the members. ●

Directory

Vocational Education In Agriculture

Section II

Directors, Supervisors, and Teacher Trainers

Key to Abbreviations Used

d—directors s—supervisors as—assistant supervisors
rs—regional supervisors ds—district supervisors FFA—specialist FFA
t—teacher trainers it—itinerant teacher trainers rt—research workers
Nt—Negro teacher trainers sms—subject matter specialists
fms—farm mechanics specialists As—area supervisor

MISSOURI

d—T. E. Dale, Jefferson City
s—Carl M. Humphrey, Jefferson City
ds—James A. Bailey, Jefferson City
as—R. L. Hayward, Jefferson City
as—Clovis Jones, Jefferson City
ds—J. B. Rutledge, Portageville
ds—J. C. Moore, Mt. Vernon
ds—R. D. Hagan, Warrensburg
ds—F. M. Culbertson, Springfield
ds—J. D. Harris, Huntsville
ds—J. A. McKinney, Salem
ds—O. D. Branstetter, Rosendale
t—G. F. Ekstrom, Columbia
t—C. V. Roderick, Columbia
sms—Joe Duck, Columbia
nt—J. N. Freeman, Jefferson City

MONTANA

ds—A. W. Johnson, Helena
as—Arthur B. Ward, Helena
t—Leo L. Knuti, Bozeman
t—H. E. Rodeberg, Bozeman

NEBRASKA

d—G. F. Liebendorfer, Lincoln
s—Harold F. Duis, Lincoln
as—L. D. Clements, Lincoln
as—U. E. Wendorff. Lincoln
as—Elvin C. Schultz, Crete
as—B. E. Gengery, Stanton
as—Wm. D. Lutes, Lexington
t—C. E. Rhoad, Lincoln
t—C. C. Minteer, Lincoln
t—Howard W. Deems, Lincoln
t—Marion G. McCreight, Lincoln

NEVADA

d—Donald C. Cameron, Carson City
s—John W. Bunton. Carson City

NEW HAMPSHIRE

d—Walter H. May, Concord
s—Earl H. Little, Concord
t—P. S. Barton, Durham

NEW JERSEY

d—John A. McCarthy. Trenton
s—O. E. Kiser, New Brunswick
as—W. H. Evans, New Brunswick

NEW MEXICO

s—L. C. Dalton, State College
as—J. L. Perrin. State College
t—Carl G. Howard. State College

NEW YORK

d—A. K. Getman, Albany
s—R. C. S. Sutliff, Albany
as—W. J. Weaver, Albany
as—J. W. Hatch, Albany
as—E. C. Lattimer. Albany
t—William R. Kunsela, Ithaca
t—E. R. Hoskins, Ithaca
t—W. A. Smith, Ithaca
t—Harold L. Noakes, Ithaca

NORTH CAROLINA

d—J. W. Smith, Raleigh
s—A. L. Teachey, Raleigh
as—R. J. Peeler, Raleigh
s—Roy H. Thomas, Raleigh
ds—E. N. Meekins, Raleigh
ds—T. B. Elliott, Woodland
ds—N. B. Chesnutt, Whiteville
ds—J. M. Osteen, Rockingham
ds—Tal H. Stafford, Asheville
Ns—S. B. Simmons, Greensboro
t—J. B. Kirkland, Raleigh
t—Leon E. Cook, Raleigh
t—C. C. Scarborough, Raleigh
t—J. K. Coggin, Raleigh
t—L. O. Armstrong, Raleigh
t—F. A. Nylund, Raleigh
Nt—C. E. Dean, Greensboro
Nt—W. J. Fisher, Greensboro

NORTH DAKOTA

d—E. F. Riley, Wahpeton
s—Ernest L. DeAlton, Fargo
as—Shubel D. Owen, Fargo
as—Winston H. Dolve, Fargo
as—William K. Gamble, Fargo
as—Everett A. Tool, Fargo

OHIO

d—Ralph Howard, Columbus
s—Warren G. Weiler, Columbus
ds—D. R. Purkey, Columbus
ds—J. H. Dougan, Columbus
ds—E. O. Bolender, Columbus
ds—F. J. Ruble, Columbus
t—R. E. Bender, Columbus
t—H. G. Kenestrick, Columbus
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ds—J. B. Perky, Stillwater
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ds—Marvin Bicket. Stillwater
as—Jack Putman, Stillwater
as—Ken Hieronymus, Stillwater
t—C. L. Angerer. Stillwater
t—Don M. Orr. Stillwater
t—Chris White, Stillwater
t—Robert Price, Stillwater
t—Clifford Kinney, Stillwater
fms—James Elliott, Stillwater
Nt—D. C. Jones, Langston

OREGON

d—O. I. Paulson, Salem
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as—M. C. Buchanan, Salem
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t—Clarence Jean, Corvallis

PENNSYLVANIA

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s—H. C. Fetterolf, Harrisburg
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t—David R. McClay, State College
t—T. S. Anderson, State College
t—Glenn Z. Stevens, State College

PUERTO RICO

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as—Samuel Molinary, San Juan
as—J. Acosta Henriquez, San Juan
as—Rafael Muller, San Juan
as—Federico A. Rodrigues, San Juan
ds—Federico Carbonell, San Juan
ds—Juan Melendez, Cayey
ds—Gregorio Mendez, Arecibo
ds—Nicolas Herandez, Mayaguez
t—Juan Robles, Mayaguez
t—Reinaldo I. Martinez, Mayaguez

RHODE ISLAND

d—F. Sheldon Davis, Providence

SOUTH CAROLINA

d—R. D. Anderson, Columbia
as—W. E. Gore, Columbus
s—F. L. Barton, Columbia
ds—W. M. Mahony, Honea Path
ds—W. R. Carter, Walterboro
ds—C. G. Zimmerman, Florence
ds—W. M. Harris, Chester
t—J. B. Monroe, Clemson
t—F. E. Kirkley, Clemson
t—W. C. Bowen, Clemson
t—T. A. White, Clemson
t—B. H. Stribling. Clemson
Nt—Gabe Buckman, Orangeburg
Nt—W. F. Hickson, Orangeburg

SOUTH DAKOTA

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s—Harold E. Urton, Pierre
t—Stanley Sundet, Brookings

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