THE AGRICULTURAL EDUCATION MAGAZINE

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Delegates from 15 chapters of Alpha Tau Alpha assembled in National Conclave at Atlantic City to chart the course of their professional fraternity in Agricultural Education. They represent 5,000 alumni and active members. (See Page 71.)

Working With The Local Board. Story on Page 95.

This Issue Features... **Relationships with administration and faculty**

The Agricultural Education Magazine

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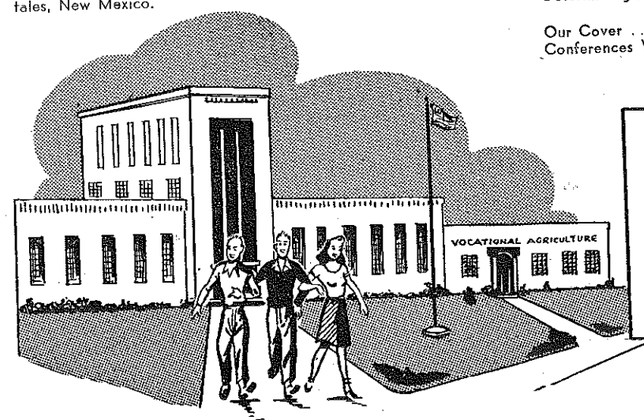

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Editorials

Individual action often required

A SYSTEM of administrative or faculty organization which provides extensive opportunities for individuals to share in policy and program making is what most of us want. To step into the ideal situation is the lot of a relatively small number of teachers. The majority will have to operate in less favorable environments and work to bring about a change.

It is not necessary to refer to such work for better conditions as a responsibility. We can see its relationship to every day activities. Hence, the very self interest which we have in the problem is usually sufficient to cause us to want to act.

Why do we so often fail to go ahead? The reasons may be many and well founded. On the other hand a major explanation may be our individual unwillingness to accept responsibility in such matters.

We have a definite obligation to let our administration and faculty co-workers know how we feel about major issues. Certainly we can make our feelings manifest in a tactful friendly way. And, furthermore, our opinions will be the result of considered judgement.

In matters of budgetary provisions, scheduling, assignment of students to our classes and in other administrative matters, we have much at stake. To have such matters entirely in the hands of others—i.e. those who fail to enlist our cooperation and advice—is unthinkable.

Anxiety over the reactions of others—what will the boss think—is often a real block to effective participation. This can be removed only as we learn that increased respect is usually given to well considered suggestions for change.

Fears of status authority are blocks to our democratic way of life. Honest respect for and cooperation with, status authority are *building blocks* for more effective relationships. The respect and cooperation is likely to be mutual when we have the courage to press for fair decisions and actions with regard to our program, and the educational program as a whole, in our situation.

New special editor in southern region

F. A. Nylund

DR. F. A. NYLUND was recently named as special editor to replace Dr. E. B. Knight. He is associate professor of agricultural education at North Carolina State College. A native of Minnesota, he received his B.S. and M.S. degrees in agricultural education from the University of Minnesota in 1930 and 1940, respectively.

He taught vocational agriculture for three years in Minnesota, was an evening and part-time school specialist for four years, and after that held the position of county and district supervisor in that state from 1937 to 1943. Dr. Nylund had a teaching assistantship at the University of Minnesota in 1940 while on a six months leave of absence from his duties as district supervisor, and a research assistantship at Cornell University for two years from 1943-1945. He received his Ph.D. degree at Cornell University in June, 1946.

In 1945, Dr. Nylund served as special representative in the F.P.W.T. program in the U. S. Office of Education in Washington, D. C. for six months and did field work in twelve states in connection with this position.

Superior programs require effective cooperation

E. E. Julson

MUCH has been said and written about the importance of training given farm boys in vocational agriculture. Naturally, we are all more interested in our own work than in that of others, and tend to view matters in the light of progress in this field.

We should however, take a different view of cooperation in putting the vocational agriculture program into effect than did the farmer-member of a cooperative threshing ring. In discussing plans for the coming threshing season with other members of the threshing ring, he said, "I hope we can cooperate well this year, especially this year, because *I would like to thresh first.*" It is a foregone conclusion that we cannot all *"thresh first."* In other words, we must give cognizance and consideration to those with whom we work in order to implement, and continue, the program in vocational agriculture at the local level.

The local administrator, busy as he is with the multitude of financial, certification, building, transportation, supervision and other problems, views our program as important, but of necessity, as one of many in effect under his supervision. It is necessary that he be well informed and not only be in sympathy with the objectives of vocational agriculture, but be interested to the point where he will go out of his way to advance the program in the community. This requires conferences between the state supervisory staff members, the teacher and the local administrator. It also means that the local administrator should be kept up-to-date on new developments such as the state plan and its alternative aspects, which are inaugurated from time to time. The value of obtaining and keeping the good will and cooperation of the local administrator has been borne out in studies[1] carried on in evaluating programs of vocational agriculture in local communities.

In the typical "Very Superior" situation, as regards vocational agriculture programs in effect, it was found that:

1. The teacher was well accepted and much respected as a member of the high school staff. He consulted frequently with the local school administrator and kept him well informed relative to vocational agriculture.
2. The local school superintendent and principal understood the objectives of vocational agriculture and supported them strongly.
3. The teacher was cooperating effectively with the agricultural extension forces of the county and participated actively in the activities of the farm and other local organizations.
4. The vocational agriculture department was accepted by the school authorities as an integral part of the public schools.
5. Members of the school board and administrative officers visited the supervised farming programs of the students. They were strongly in favor of instruction for young farmer and adult farmer groups.
6. The administrative head of the school system actively promoted the vocational agriculture program.

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[1] *An Evaluation of 400 Local Programs of Vocational Education in Agriculture in the United States,* Misc. Bull. 233, U. S. Office of Education, 1947.

Strengthening relationships and understanding between the principal and teacher

W. W. McCLURE, Supervisor,
North Carolina

W. W. McClure

SATISFACTORY relationships are necessary and important in all phases of a democratic society. Relationships cannot be mechanical in nature but must be acquired and developed by people working together while they are exerting an honest effort to develop favorable relations with their fellow workers.

Probably in no other field are proper relations more important than in the field of education. Educational facilities and programs are constantly increasing in area, placing an increased demand on existing means and methods of administration and supervision. This growth necessitates giving added impetus to the subject of proper relationships.

The local teacher of agriculture is the end product of a long line of administration and supervision. This supervision, sometimes of a dual nature, often leads to problems of understanding and relationships that may occur anywhere along the line, from the local school to national levels.

Nature of Problem

The duties and responsibilities of a teacher of vocational agriculture are different from those of other teachers. The nature of his work requires somewhat different efforts and use of his time than that required of the academic teacher. Likewise the duties of a local school principal are different from those of the vocational teacher, and include responsibility for the entire school, including the vocational program.

Lack of mutual understanding of the other person's job is one of the greatest dangers in a school system. A breach in relations results in lowered efficiency of the school system, and even the pupils feel the impact in poorer quality instruction and supervision. The school patron is concerned when conditions reach this stage.

It is generally known in educational circles that in too many instances a poor state of relationship exists between principals and teachers. Likewise, the differences in opinion are somewhat pronounced in areas beyond the local school. Teachers of agriculture are confronted with a rapidly expanding program of vocational agriculture, but in too many instances the principal's concepts of a vocational program have not grown with the teacher's program. Some teachers of agriculture are still required to help in study hall, load buses, play nursemaid to children lined up for lunch, transport basketball players, and do numerous other duties because other teachers are required to perform these duties. When such conditions exist which require the teacher's time and energy, and prevents him from developing his program as the regulations require, misunderstanding between the local administrator and the teacher of agriculture may result.

However, on the other side of the picture when favorable schedules are provided, and time is given the teacher to develop his program and the teacher fails to do so, then the school administrator has reason to criticize. A teacher of agriculture who is paid twelve months in the year and receives a substantial salary, plus travel, is expected to have a good program. In some instances, teachers of agriculture do little more than the regular classroom teacher and yet they are classified as vocational teachers and are paid vocational salaries.

Specifics

In thinking through this problem, the following causes can be listed among those which contribute to poor relationships between teachers of agriculture and school principals:

1. Failure of one to recognize the professional and technical requirements of the other's job. Too often the teacher fails to realize that the principal is responsible for the total school program, including the agriculture teacher and his department. The principal's job is one of administration and supervision in all of its aspects. He is concerned with discipline among pupils, the personalities of his teachers, and community and county board reaction to the school program. Sometimes the principal fails to realize that the teacher of agriculture is also a professionally and technically trained person.
2. Failure of many principals to accept vocational training as educational. Some of them feel that it is simply "work experience" and that the boys would be of more value to the school during the school period if the instructor required them to clean stones from the athletic field, or carry coal and cut down weeds on the school grounds.
3. Failure of the instructor to develop a true vocational program when he is given the opportunity. If the teacher does not develop a full program, then the principal feels that he may as well do something else.
4. A misuse of professional ethics has, at times, caused some friction.
5. Failure of a teacher of agriculture to realize that he is a part of the school, even though his department may be housed separately.
6. Small, inadequately staffed high schools. In the writer's opinion, this is one of the more important contributions to friction. There are a number of tasks to be done in the mechanics of operating a school and not enough teachers in a small school to perform these duties, and therefore the teacher of agriculture is called upon to do some work which is not in his field.
7. Many principals have had little or no contact with either agriculture or other vocational work. Many have little or no appreciation for vocational training and fail to regard vocational training as part of the general pattern of education.
8. The long tenure of either principal or agriculture teacher, with one of them fairly new in the community, sometimes leads to ill feelings, especially when one is biased in his opinions and is backed up by strong representation in the community. The writer does not mention this as advocating short tenure of either principal or teacher, but merely to recognize the fact as it actually exists. There are many teachers and principals of long tenure that enjoy cordial relations with one another.
9. Teachers of agriculture are visited periodically by supervisors from the state office. This in itself often leads to misunderstanding and jealousy on the part of the school heads. The principal is the immediate superior and supervisor of the teacher and he likes to correlate his supervision with that of the special supervisors.
10. Twelve months pay versus ten months pay has brought on some misunderstandings. Teaching vocational agriculture is based on twelve months' employment and the teacher should develop his program so that he is gainfully employed

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W. W. McClure

W. W. McClure is a graduate of North Carolina State College, Agricultural Education, 1939. He taught vocational agriculture at Edward Best High School, eight and one-half years, under supervision of five different principals and two county schools superintendents.

Since January, 1948, he has been employed as Assistant Supervisor, Veterans Farmer Training Program, State Department of Public Instruction, (Vo-Ag), Raleigh, N. C.

*The relationship of education for occupational competence to the total education program**

BEFORE considering the relationships of education for occupational competence to the total school program, it was necessary to agree on some purposes of education. The review of the five purposes as pronounced by the Educational Policies Commission in their 1944 report, EDUCATION FOR ALL AMERICAN YOUTH, indicated that these should be the basis for consideration of the problem. These purposes or "propositions" state that every youth in the United States "should experience a broad and balanced education which will (1) equip him to enter an occupation suited to his abilities and offering reasonable opportunity for personal growth and social usefulness; (2) prepare him to assume the full responsibilities of American citizenship; (3) give him a fair chance to exercise his right to the pursuit of happiness; (4) stimulate intellectual curiosity, engender satisfaction in intellectual achievement, and cultivate the ability to think rationally; and (5) help him to develop an appreciation of the ethical values which should undergird all life in a democratic society." The very acceptance of these goals indicates a unity of all purposes in the school program; no one aim or objective of education is discrete and, therefore, no one aim can be considered adequately except in its relationship to all other aims.

The Unity of the Educational Program

Education for occupational competence should be considered as those experiences which develop attitudes, habits, personality traits, understandings, and skills necessary for any individual to perform effectively and progress in his chosen occupation. The achievement of these aims implies that education for occupational competence must embrace all levels of education and all ages, and must involve cooperation between the home, school, community, and other educative agencies. Occupational competence should be a part of every individual's complete education regardless of ability level, economic status, race, or creed. The competent worker must also be competent socially, emotionally, physically, and in a civic sense. These competencies cannot be separated sharply into educational compartments in a school, but experiences leading to each should be found in all school experiences, with varying emphasis.

"General" and "Specialized" Education

It becomes difficult in most school experiences to differentiate between "general education" and "vocational education" or "specialized education." The phrase, "general education" carries a variety of concepts. It is in common use, but to various educators, it means different things. Nevertheless, attempts are often made to differentiate between "vocational education" and "general education." Such attempts lead to the necessity for defining each, and this has given rise in some instances to the idea that a student must choose one or two other type of education. They are not, and cannot be, mutually exclusive. "General education" does not cease abruptly at the inception of vocational education; conversely. "vocational education"—education for occupational competence—is not absent in any general education experience.

The committee recognizes that there is a body of general education concerned with the "non-specialized activities of living" which must be provided for all—the amount and kind dependent upon the individual and the availability of educational experiences. It must be our objective in our democratic way of life to give all people as much general education as they will elect to take and as much as it is possible for the schools to provide.

There is, however, a time in the educational chronograph of everyone to begin "specialized" training for a specific occupation or a family of occupations. Specific occupational training should be provided by the school at the appropriate education level as determined by the individual and his chosen occupation. Such training in the secondary school for most individuals should be limited to the basic skills and knowledges needed for an occupation or a family of occupations, and should include exploratory opportunities at all levels and work experience at the appropriate time.

In summary, the total school offering contributes to the eventual occupational competence of individuals, and any specialized courses contribute to all the aims of education. For any individual then, all phases of educational experiences are equally important, and education for occupational competence is an integral part of the total school program with greater specific emphasis subsequent to that time when individuals have chosen an occupation, or family of occupations, and prior to severing connection with the schools. ●

*"The Committee on Education for Occupational Competence was requested by the State Curriculum Planning Committee (Michigan) to address itself to the question of "The relationship of education for occupational competence to the total education program." This statement was adopted by the Committee.

Members of the Committee on Michigan Education for Occupational Competence are:

Gaylord Speaker, Chairman, Superintendent of Schools, River Rouge.

Louis Bassett, Teacher of Agriculture, Monroe Public Schools.

Earl L. Bedell, Divisional Director, Technical and Trade Schools, Detroit Board of Education.

Carroll Crawford, Superintendent of Schools, Holland.

C. S. Gustin, Bay County Superintendent of School, Bay City.

James Johnson, Social Studies Teacher and Coach, Inkster Public Schools.

E. S. Michelson, Principal, East Lansing High School.

Grace Milledge, Flint Central High School.

Dorothy Minikel, Coordinator, Midland Public Schools.

Barbara Parkes, Homemaking Teacher, Plymouth Public Schools.

Edith Roach Snyder, Principal, Webster School, Pontiac.

John M. Trytten, Assistant Professor of Commercial Education, University of Michigan, Ann Arbor.

Lester Twork, Dearborn Junior College.

Felix Wotila, Bloomfield Hills Public Schools, Bloomfield Hills.

Ralph C. Wenrich, Associate Superintendent of Public Instruction in Charge of Vocational Education, Lansing, Secretary.

Chesnutt completes half century of teaching

THE retirement of S. L. Chesnutt, head professor of agricultural education, has been announced by the Alabama Polytechnic Institute.

Chesnutt completed 30 years of service with this institution on June 30, the effective date of his retirement.

As teacher trainer for A.P.I. students preparing to teach vocational agriculture in high schools, Chesnutt has instructed a total of more than 1,200 graduating seniors. During the past three years his work has been confined largely to teachers in service who are earning advanced degrees.

Chesnutt has the longest service of any teacher of vocational agriculture in the United States, according to an informal survey made at the last A.V.A. convention. He began teaching in 1900, the same year he graduated from the University of Tennessee. Two years later, he began his teaching career in agriculture at the Summer School of the South, Knoxville, Tenn.

1904, Chesnutt became agricultural instructor for the first rural consolidated high school in the south, located in Farragut, Tenn. Three years later he became the first agricultural teacher of Alabama College, Montevallo, where he established one of the state's first registered Holstein and Jersey cattle herds.

Appointed assistant state supervisor of vocational agriculture for Alabama in 1919, a year later Chesnutt came to Auburn as teacher trainer in vocational agriculture. A few years later he received his master's degree at George Peabody College.

Chesnutt is the author of one book, *The Rural South,* and co-author of another, *Poultry Production in the South.* A publishing company has given him a contract to prepare a book on soil conservation and to revise *The Rural South.* He has written a number of pamphlets on the teaching of various agricultural subjects. These have been widely used by vocational schools in the state.

The "Old Prof.," as he has come to be known by his graduates, was recently asked what were the best things he had realized out of his 50 years of teaching.

"Two things—a fine wife and the goodwill and friendship of more than 3,000 students I have had," was his reply. ●

Policies of cooperation

Between agricultural education and extension

ROBERT F. COFFIN, Supervisor, Vermont

THE Vermont Agricultural Education Service and the Vermont Agricultural Extension Service are both educational agencies working in the field of agriculture. Both services provide opportunities for agricultural education to several age groups in the rural community.

The fact that both services are working with approximately the same age groups of farm and rural people make it necessary that their services be coordinated so that the work of one service supplements that of the other rather than duplicating services or working in conflict with each other.

There is adequate need for a full expansion of the educational program of both services if their work is to be properly coordinated. In order to provide the most assistance to the individual it is important that there be uniformity of the information (technical recommendations) dispensed to farmers and others.

An understanding of the responsibilities of each service is a prerequisite to the development of a well coordinated program of cooperation between the services.

It is the responsibility of the Agricultural Education Service to:

1. Provide organized instruction for students, 14 years old or over, who are enrolled in a course in vocational agriculture in the secondary schools of the state.
2. Provide organized instruction to out-of-school farm and rural people.

   This will include organized classes as follows:

   a. Young Farmer Class, the objective of which is to train for establishment in farming.

   b. Adult Farmer Class, consisting of a series of organized class meetings conducted by the teacher of agriculture and bearing on production and management problems. Teachers of agriculture are: vocational agriculture teachers, instructors of institutional-on-farm training for veterans, and special agriculture teachers.

   c. Young Farm Couples Class, where agriculture and homemaking teachers of the local school conduct a series of organized class meetings dealing with the problems of farm family living.
3. Included in the organized instruction are the following factors:

   a. The teacher of agriculture is responsible for providing all of the instruction for the class. Methods of instruction that are adaptable are: group discussion; demonstrations; field trips; panel discussions; forums; use of visual aids; use of consultants; etc.

   b. A specific course of study is developed jointly by the teacher and the class members.

   c. There is a definite schedule of class meetings.

   d. The instructional program is continuous from year to year.

   e. An agricultural advisory council is used in developing the instructional program.
4. The teacher of agriculture is responsible for the follow-up of instruction by individual visitation on the farm of the class member.
5. The teacher of agriculture is charged with the responsibility of developing an agricultural education program for interested rural people of the patronage area of the school where he works. The patronage area of the school is a geographical area within which all age levels of rural people would naturally group for organized instruction. This will normally include an area with about a 15 mile radius from the school as a center.

It is the responsibility of the Vermont Agricultural Extension Service to:

1. Provide an organized instructional program, through the use of local leaders as trainers, for farm and rural youth, 10 to 20 years of age inclusive, on a club or individual basis.
2. Provide an opportunity for the organization of young men and women groups in those counties where there is sufficient interest. These groups develop and carry out their own programs with the assistance of the county extension agents. County extension agents are: county agricultural agent, home demonstration agent, and county 4-H club agent. Work is also done on a similar basis with young farmers.
3. Provide information to farm and rural people in a county on a general educational and informational basis.

   a. The annual program, is developed with the advice of county farm and agricultural leaders.

   b. Service is available to all of the people of the county.

   c. Interpret and disseminate research findings to people through a system of agricultural specialists.

   d. Media used to disseminate information are: general meetings within a county; farm visits; bulletins and leaflets; circular letters; radio and news service; and office and telephone calls.

These policies were formulated in October, 1949 by representatives of the two services to meet the need for close cooperation between all teachers of agriculture and county agents in developing a coordinated educational program at the local level.

During February of this year a series of meetings was held throughout the state with teachers of agriculture, county agents, and supervisory personnel of each service in attendance. During these meetings, set up on a county basis, the policies of cooperation discussed above were adopted and specific ways and means were devised to carry them out.

Benefits Derived

1. Definitely scheduled joint meetings, one in the fall and one in the spring, of all teachers of agriculture in the county with the county agent for the purpose of developing uniform recommendations, and coordinating and integrating the programs. The fall meeting will be devoted to planning, which will allow the county agent to incorporate the joint resolutions into his proposed yearly plan of work drawn up in November. The spring meeting will consist primarily of outlining recommendations to be acted upon by both services.

2. Technical information and recommendations in the field of agriculture, as developed by the College of Agriculture, disseminated to county agents and to teachers of agriculture by the extension service. Immediately following the February meetings a system of distribution was started whereby each teacher of agriculture and county agent will receive one copy of all printed matter published by the extension service. Teachers and agents may request additional copies for instructional use as the need arises.

3. Teachers of agriculture and county agents serve in an advisory or consulting capacity to *each other* in the development of their respective programs. Through the previously held meetings and personal contacts resulting from these meetings, both teachers and agents better understand and realize the problems of each service and are in an informed position to assist each other.

4. If the teacher of agriculture has a class meeting planned that might be of general interest to farmers of the area or the county he confers with the county agent and if agreeable it is planned as a meeting sponsored jointly by the Agricultural Education Service and the Extension Service. The Agricultural Education Service does not sponsor any general meetings for farmers unless it is done jointly with the Extension Service.

5. Jointly planned and conducted technical and informational meetings on a state-wide basis for teachers of agriculture and county agents have resulted from this memorandum of understanding between the two services. Teachers of agriculture are better able to coordinate the use of extension specialists with

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••• RELATIONSHIPS •••

CARL G. HOWARD, Teacher Education, New Mexico

C. G. Howard

WEBSTER'S dictionary defines relationship in several ways. Included in the terms he uses are affinity, attraction, conformity, connection, resemblance, combination and interdependence. Possibly an examination of these seven terms would serve as an examination of all relationships in vocational agriculture and eventually in all education generally.

Two general classes of people are concerned with relationships when the term is applied to education. These are the administrators and the teachers. It is true, that in some of the smaller schools the duties of individuals might make them members of both groups at times, but generally speaking educators are one or the other, primarily.

For the purposes of this monologue, administrators will be considered to include superintendents and principals of community schools, the state supervisory staff at the state level and the education or agriculture dean at the college level. Teachers, for the remainder of this dissertation, include vocational agriculture teachers and agricultural teacher trainers as well as other subject matter folks as a whole. Some individuals may have overlapping duties, as pointed out above, but the basic facts remain the same when each is acting in a given capacity.

Before studying the seven categories set up, it might be well to dispose of kinship and marriage so that they will not obtrude in open minded thinking. Adages which can be heard everywhere having to do with never trusting relatives in money matters and the determination of who wears the pants in the family would be thought to preclude their inclusion here.

Affinity seems to be the most often repeated term in definitions of relationship. It should follow then, that there should exist some sort of affinity between school administrators and teachers if proper relationships would result in proper education in the unit under discussion. An examination of the things which would cause greatest affinity between the two groups reverts into a study of the traits which cause affinity and those which would prevent its developing.

A study of "affinity preventers" might be simpler than a positive study. Certainly, bullying tactics on the part of administrators may be said to be the most common stumbling block to affinity. On the other hand, toadying by teachers eliminates the possibility of real affinity because it leads right back to bullying tactics which have just been condemned. The introduction of policy changes in any unit of education without adequate explanation of the reasons for and the hoped for results of such policies results in low affinity. Teachers want to know and have a part in discussions which change procedures of previous years. They need to be sold on the ideas involved if they are to sell them to students and patrons. No one can sell an article which he knows to be shoddy and useless. Anyone can sell the article which he thinks is the best on the market.

Conversely, the development of real interest on the part of both groups in the welfare of all, leads to better affinity. School administrators who let their teachers know all of the facts about finances and the fundamental bases on which administrative policy is based, as well as the fact that the administrators are doing all they can to make it easy for teachers to do a reasonable job, gain stature and affinity is enhanced. If they can go further and generate confidence so that teachers believe in them the teachers will do more than they are paid to do and affinity is further improved. If teachers can show a feeling of loyalty and can be depended upon to be reasonably efficient in their various tasks, then affinity works both ways.

Attraction is another basic factor in relationships. Administrators and teachers need to be mutually attractive and attracted. Attractions are a little different from affinities. One cannot control them at will. Some of the greatest scamps on record were quite attractive persons, generally. Administrators who express pleasure at work well done and are sparing in making disparaging criticisms are attractive to teachers. Teachers who are punctual, loyal and dependable and do a little better than an average job of teaching are attractive to administrators.

Undue dominance, orders as such, niggardliness and eternal fault finding are not conducive to an administrator's being attractive to his teachers. Tardiness, inefficiency, grumbling, slovenliness in appearance or effort, and fault finding generally are traits which do not make teachers attractive to administrators.

Conformity as a factor in relationships allows of some confusion. Many nonconformists have brought about civilization's greatest progress. Probably conformity to principles of democracy would be a better thought than conformity alone. Democratic practice involves an honest effort on the part of administrators to get the teachers to formulate procedures which do not violate the traditional policies of the school system. If this is to take place at all administrators and teachers must make more than a token or surface effort at conformity. Conformity to democratic principles would seem to mean that an all-out and sincere effort to let the teachers do what they think best in the interest of educational improvement with the full support of the administrators without any hampering restrictions would result in both parties becoming greater conformists to agreed-upon policy. In a word then, if teachers and administrators both try to live together in harmony and honesty for the best interests of education, it can be done, and conformity can result.

Connections between administrators and teachers present another set of problems. They must be united, or joined, or connected by a union of effort toward the same things. This is enhanced by the administration providing a tenure system which will give the teachers a feeling of safety and continuity. Freedom of fear of being "caught-off-base" by administrators results in time and effort being saved instead of spent to protect one's back, by teachers. If teachers can have these two feelings of security and safety, they can then find time to develop improvements in their own programs and can spend time otherwise lost in trying to sell their administrators on the improvements attempted. Connection of safety, freedom and time, along with salesmanship provides more than could otherwise result for the administration from any other connections which could be made.

Resemblance between teachers and administrators is a matter of point of view. If administrators will recall their thoughts, feelings, aspirations and despairs when they were teachers and will take a charitable view of the necessities for "cracking-the-whip" among old friends, definite resemblance to their old selves on the other side of the fence can be found. The teacher may aspire to become an administrator. Each has been or may soon be in the shoes of the other. The old saying that all women are sisters under the skin points to an unmistakable resemblance which should exist between teachers and administrators and one which should be cultivated by both.

Finally efficient education can result from an *interdependence* between administrators and teachers in their efforts to improve and advertise the entire program of all education. Vocational agriculture has to be an integral part of the whole. Honest and sincere intention on the part of the administrators and the teachers to depend upon each other so that each does that for which he is best trained, will make the greatest contribution to the largest number of people and can be consummated when all parties recognize the whole problem and when each is interdependent on the work of the other for greatest efficiency.

Within any school system then, *affinity, attraction, conformity, connection, resemblance, combination* and *interdependence* can be affected if all parties are willing to have it so. But no lasting efficiency can result from an outward appearance of unity and proper relationships. For real lasting results both the teachers and administrators must be willing to go the whole way in relationships and make this willingness a continuing procedure. If they will do this not only the entire educational program will progress, but vocational agriculture will be able to also come into its greatest effectiveness. ●

Some factors to consider in Establishing and improving departments *of Vocational Agriculture in Missouri**

KENNETH LEE RUSSELL, Teacher Education, Sam Houston State College

Kenneth Russell

THE demand for the expansion of the program of vocational education in agriculture has placed a grave responsibility upon those who must make decisions regarding the establishment and approval of departments of vocational agriculture. The current emphasis upon the reorganization of school districts and the reclassification of schools in Missouri has accentuated the need for adequate measures which may be helpful in determining the advisability of establishing new departments of vocational agriculture.

Provisions of the plan for reclassification of schools in Missouri make vocational agriculture one of the required offerings in schools receiving the AAA or AA rating. Where vocational agriculture does not meet the needs of the school and community it may be omitted by previous approval of the state department of education.

Because of the need for adequate means of evaluating the advisability of establishing new departments of vocational agriculture in given situations it was decided to analyze a selected group of criteria which might be considered in establishing and approving departments of vocational agriculture in Missouri.

Two broad areas were considered: (1) enrollments and (2) costs. Minor consideration was given to the reorganization of school districts.

Methods of Investigation

The data for this study were obtained in two major ways. First, the files and publications of the Missouri State Department of Education were used extensively. Second, the information blank technique was used to secure data not available in the files of the department of education or from other readily available sources. Three information blanks were prepared and distributed to teachers of vocational agriculture in Missouri. One blank concerning enrollments, farming status of the families of high school farm boys, and the costs of operating and maintaining departments was sent to all teachers of vocational agriculture in Missouri. Another blank was sent only to those schools providing new facilities for vocational agriculture since 1946 and still another to the new or reopened departments established in 1948-49 and 1949-50.

Summary of Enrollments

The average enrollment per department in Missouri in 1949-50 was 45. The average enrollment per department was 70 per cent greater in 1949-50 than for the average of the first 20 years of the operation of the program. Enrollment per department increases from north to south Missouri.

Drop-outs in vocational agriculture from the freshmen year to the senior year is greatest in the areas of the state where the number of farm youth required for farm population replacement is the lowest.

Sixty-nine per cent of the farm boys enrolled in vocational agriculture live on full-time farms. (Farms where 50 per cent or more of the family living is derived from farming.) Seventy-three per cent of the families of farm boys enrolled in vocational agriculture own their farms.

Seventy per cent of the farm boys enrolled in high school are enrolled in vocational agriculture. Approximately 22 per cent have never been enrolled in vocational agriculture and 8 per cent have dropped out of the program.

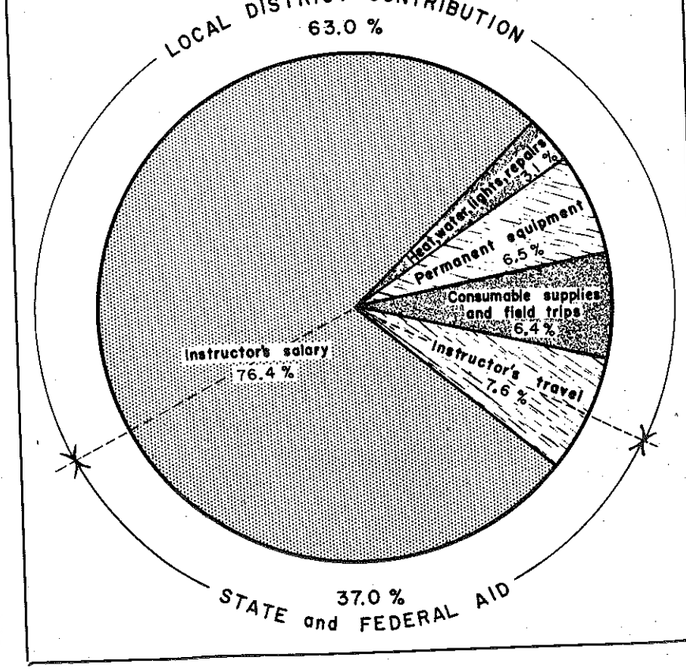
Seventy per cent of the departments of vocational agriculture in schools of less than 100 total high school enrollment have failed. Eleven per cent have failed in schools with total enrollments of 100 to 149 and 8 per cent in schools of over 149 total enrollment.

The number of farm boys enrolled in the high school can be used to predict the enrollment in vocational agriculture. By using the data contained in Table I the enrollment in vocational agriculture can be predicted within five of the actual enrollment 81 per cent of the time when the farm boys enrolled in the high school number less than 51. Where the enrollment of farm boys is below 41, predictions can be made within two of the actual number enrolled in vocational agriculture 69 per cent of the time.

The minimum requirements for an opening enrollment in a new department appears to be 30. This figure was determined from the opinions of teachers, the enrollment in vocational agriculture the last year closed departments operated, and the enrollment in vocational agriculture in high schools with less than 100 enrolled.

FIGURE I

DISTRIBUTION OF COSTS OF CONDUCTING PROGRAMS OF VOCATIONAL AGRICULTURE IN MISSOURI, 1948-49



*Based on Doctoral Dissertation, University of Missouri, 1950. Dr. Russell commenced his duties as assistant professor at Sam Houston with the 1950 Summer Session.

TABLE I: Per Cent of Farm Boys Enrolling in Vocational Agriculture in 201 Missouri High Schools in 1949-50.

Number of Farm Boys Enrolled in High School	Per Cent of Farm Boys in High School That May be Expected to Enroll in Vocational Agriculture.
Under 35	90
35-44	80
45-64	75
65-84	65
85 and more	55

Total Possible Missouri Enrollment

Two hundred twenty-two schools in 1949-50 enrolled 9,971 white students in vocational agriculture. An estimate based upon the total number of transported students and per cent enrolling in vocational agriculture by rural-farm social areas indicates there would be approximately 17,214 students enrolled in vocational agriculture in Missouri if all high school students had an opportunity to enroll for such instruction.

Apparently there are 47 high schools in Missouri with enrollments and finances sufficiently large to qualify for new departments of vocational agriculture. If vocational agriculture were established in these schools approximately 1917 additional students could be reached. It is estimated that 5,316 potential students of vocational agriculture are enrolled in 327 small high schools which are apparently too small for programs without further reorganization and enlargement of districts.

Reorganization of Districts

Fifteen districts have recently been reorganized in Missouri which have combined two or more high schools. Three of these districts already have departments of vocational agriculture. Only seven out of the 12 without programs, will apparently be large enough to support departments of vocational agriculture when reorganization plans are completed. In 123 reorganized districts, involving only one high school, there was no net gain of high schools large enough to support vocational agriculture.

Assessed Valuation

Twenty-two schools with a total enrollment of less than 100, and with closed departments of vocational agriculture, had a median assessed valuation of $555,000 in 1949-50. Eighteen schools with less than 100 total enrollment operating departments of vocational agriculture in 1949-50 had a median assessed valuation of $785,000.

New Facilities

Thirty-six per cent of the schools with departments of vocational agriculture have constructed new, or have remodeled facilities for programs of vocational agriculture during the four year period 1946-49. Combination classroom and farm shop units account for 85 per cent of the new and remodeled construction. New construction was predominantly of brick or concrete block.

Concrete block construction was criticized because of cracking and excessive moisture. Frame construction was criticized because of lack of durability and high upkeep.

Of the newly constructed farm shops containing less than 2,250 square feet of floor area, thirty-three per cent was considered too small by agriculture teachers in 1949-50. In the construction of new class rooms, a ratio of sixteen per cent was considered too small.

The median size farm shop constructed during this period contained 2,400 square feet of floor area. The median size classroom contained 806 square feet of floor area.

Combination units faced with brick or tile cost from $12,500 to $32,063 with a median cost of $23,000. Concrete block or cinder block units ranged in cost from $7,000 to $15,768 with a median cost of $9,760.

Cost of Equipment

The median investment for classroom equipment and supplies in 28 new departments established in 1948-49 and 1949-50 was $1,145 for the first year of operation. The median cost of shop equipment and supplies for the first year was $963. The median cost and planned investment for the first five years of operation of the 28 new departments for both classroom and shop equipment and supplies was $3,603.

Cost of Operating and Maintaining

The median cost of operating and maintaining departments of vocational agriculture, including salary and travel of the instructor, for 1948-49 was $4,420. Costs ranged from 3,380 to $6,497 in the 153 departments studied.

Local school districts provided 63 per cent of the total cost of operating and maintaining departments of vocational agriculture in these 153 departments in 1948-49. Salary and travel accounted for 84 per cent of the cost of operating and maintaining. The median cost per department, exclusive of travel and salary, was $640.

The median cost per student for operation and maintenance, exclusive of salary and travel, was $14.40. The median cost per student, including travel and salary, was $106.

Conclusions

1. High school enrollment is of importance in determining enrollment in vocational agriculture only insofar as it tends to indicate the number of farm boys that may be enrolled in rural high schools.

2. Farm boy enrollment in high school appears to be the most significant factor influencing enrollment in vocational agriculture.

3. Evidence seems to indicate that 50 transported students are essential in order to organize a department of vocational agriculture except in a few high schools with over 240 total enrollment.

4. Enrollment, for all practical purposes, can be predicted in proposed departments of vocational agriculture.

5. From the data collected it may be concluded that 30 boys enrolled in vocational agriculture should be the minimum enrollment for a new department.

6. On the basis of the evidence presented it appears that 40 farm boys should be the minimum farm-boy enrollment for a school planning for vocational agriculture.

7. In view of the present economic situation it seems logical to conclude that schools with less than $500,000 assessed valuation may find it extremely difficult to maintain departments of vocational agriculture during periods of economic uncertainty.

8. It would appear from the data collected that combination classroom and farm shop units constitute satisfactory facilities for instruction in vocational agriculture.

9. The data on size of farm shops constructed during 1946-49 reveals that the farm shop should contain at least 2,400 square feet of floor space for a department of 42 boys.

10. The evidence presented shows that a classroom for vocational agriculture should contain at least 806 square feet of floor space for a department of 42 boys.

11. A satisfactory combination classroom and farm shop unit constitutes a major investment for a small high school.

12. The data collected plainly indicates that a school cannot expect to establish a new department of vocational agriculture without planning for a major investment in equipment for the classroom and shop.

13. The evidence seems to indicate that the cost of operating and maintaining departments of vocational agriculture may be prohibitive in many small high schools.

14. Data in this study show that Missouri has not provided equal opportunities for the vocational education of all youth who expect to become farmers.

15. Vocational agriculture cannot be extended to all high school farm boys as school districts were organized on December 1, 1949, except at comparatively high cost.

16. The organization of school districts which involve only one high school has apparently had no net effect upon the possible expansion of vocational agriculture in Missouri.

17. The reorganization of school districts which involve two or more high schools makes it possible to expand the program of vocational agriculture in Missouri. ●

The vocational instructor should be as much interested in the general education as in the vocational education of his pupils even though his specific responsibility is to provide the vocational training.

Strengthening relationships . .

(Continued from Page 76)

full time. Where a good supervised farming program is in effect, and with the veterans farmer training program, and adult farmer class, and possibly a young farmer's class, the teacher has enough and more to keep him busy. Criticism is likely to come when the teacher loafs during the summer while drawing full pay. Sometimes the teacher of agriculture is jokingly accused of "having three months vacation with pay." The community knows what the teacher is doing and so does the principal, especially if he is a resident principal and lives in the community during the summer.

11. The teacher of agriculture may have stronger community affiliations than has the principal. Because of his community relationships, the teacher of agriculture may enjoy advantages and privileges denied to the other teachers.
12. Vocational agriculture is popular with the people in the community. Oftentimes the teacher of agriculture represents the school to the community. The school is brought to their doorsteps by him. Many people will come to know him when they do not know the other teachers or even the principal. Vocational agriculture, through its shop-work, supervised farming, and other phases of the program, brings to parents concrete evidence that their boys are learning something and doing something in school.

Suggestions for Improvement

The problem of good relationships is felt keenly by many principals, teachers of agriculture, and other school officials. It is fortunate that such relationships are in the minority. In many high schools the teacher of agriculture and the principal work in perfect harmony, resulting in great satisfaction to themselves, to the school pupils and other teachers, and to the community in general. This latter condition should be the ultimate objective of teacher and principal insofar as relations are concerned.

It seems that more emphasis has always been placed on pointing out causes for poor relationships than on suggested improvements. It is easier to point to defects than to be able to offer a cure.

A simple solution would be to consider the various causes and then simply correct these at the source. Often finding the source is a problem in itself. Many problems can be solved in a private conference between the principal and teacher of agriculture. With this beginning at the local level, certain suggestions might be worthwhile:

1. Frequent conferences between the teacher and the principal should be held. This is especially valuable where there is a new teacher or principal. This should be done as early as possible after the principal or teacher has moved into the community, and before school opens.
2. Both should have a thorough knowledge of administrative and vocational requirements. Here is where the supervisor of vocational agriculture can help both the principal and teacher.
3. The teacher of agriculture should include his principal in as many events and occasions as possible. After all, almost everything the teacher does is a part of the school program and the principal is the administrator. If the department of vocational agriculture is progressing, then credit should also be given to the head of the school.

   Some instances where the principal may be recognized are at (a) F.F.A. meetings, (b) father and son banquets, (c) evening classes, (d) veterans and young farmer classes, (e) presentation of awards to vocational pupils, (f) shows, fairs, exhibits, (g) field days and field trips, (h) socials of the F.F.A., (i) dedication of new buildings, and (j) initiation of any new project or unusual undertaking.
4. Teachers of agriculture should invite their principals to county or federation group meetings.
5. In the experience of the writer, membership in a School Masters Club helps to improve county-wide relations. Problems of school administration, discipline, and professional improvement are openly discussed, and there are no "under the table conferences." These meetings help to acquaint the teacher of agriculture with problems which confront the principals. Here also would be an opportunity to discuss vocational education in agriculture.
6. More vocational education philosophy and information should be included in the curriculum of teacher training institutions which prepare prospective principals. In the writer's opinion, this is of prime importance in solving many of the problems of relationships with vocational teachers. The average principal is well grounded in many academic subjects but he has had little or no work dealing with vocational training, especially vocational agriculture. He may not have been reared in a rural area, yet he may have accepted a position in a rural community to teach and supervise the education of farm youth. Additional study of vocational education would help balance the principal's ability to supervise the total high school program.
7. Educational publications read by principals and agriculture instructors should carry more articles that would keep them both fully informed concerning vocational and general education.
8. Local school committees and county boards of education should be better informed regarding the responsibilities of the teacher of agriculture. Many school boards have only a hazy conception of the work involved in vocational agriculture, and do not understand the administrative and supervisory set-up. Many feel that they cannot discharge a teacher of agriculture, that he is placed there by the government, and that they have no control over him as they have over others in the school system. This would tend to keep the teacher of agriculture alert to his duties.
9. Bulletins should be sent out periodically from the state department of public instruction to superintendents and school heads concerning the duties and responsibilities of teachers of agriculture, including the requirements for maintenance of a department in an area, and other general information. Positions are continually being filled by new teachers and new principals. This information would be most helpful to them.
10. The teacher of agriculture should exert every effort to carry on a complete job of agricultural education in his community, as far as the law stipulates. If the teacher of agriculture does an excellent job of class and community work, he is less likely to be obligated to do many non-vocational jobs around the school, or be required to perform duties not in line with his job. If the principal knows that he has a good program in the community, and that the community is expecting the teacher of agriculture to supervise this work, then it would be shortsightedness on his part to keep the teacher in the schoolroom all day and require him to perform routine school duties. A strong program of community work is of benefit to both the principal and the teacher of agriculture. Here is an opportunity for the principal and teacher to build excellent relationships, not only between themselves, but among their school patrons. Other things being equal, a good supervised farming program will do more than anything else to cement a feeling of good will between teacher and principal and between school and community.

In conclusion, relationship cannot be bought as a commodity, it must be developed. Both principals and teachers of agriculture have exhibited weaknesses in the field of individual and public relations. They are not inherently antagonistic toward one another. Any antagonism present has been acquired somewhere in the past through some unfortunate situation or experience or series of experiences. It is our hope that these experiences that foster undesirable relationships may, by earnest and intelligent study and effort, be removed from the teaching profession. ●

Always start with the assumption that your critics may be right.

Working with administration and faculty

M. C. BUCHANAN, Supervisor, Oregon

M. C. Buchanan

LOOKING back over a 14-year period as a teacher of vocational agriculture, and 6 years as a supervisor, I can truthfully say that building better relationships is one of the most important jobs of a vocational agricultural instructor. I have known vocational agricultural men of outstanding ability, who failing to sell their administration on the value of their work, have given way to less efficient but more cooperative individuals. The first question for which I would like to suggest a solution is "How can I get along with my principal and superintendent."

1. *Keep instructional standards high.* An administrator is interested in running a good school. An agricultural class should be well organized with a definite course of study to follow. Not using a textbook, the vocational agricultural instructor needs carefully prepared lesson plans, even more than other teachers. "Off the cuff" instruction is no longer adequate.

2. *Do a good job of discipline.* Administrators are busy men and they appreciate teachers who have control of their classrooms. Vocational agricultural men must be on the alert to prevent the little instances which sometimes brand them as incapable of handling a group of boys.

3. *Be prompt and accurate in reports and records.* The administrator appreciates promptness in necessary school and state reports. A new teacher should start out with a resolution to keep current at all times. Some of the most pointed criticisms by principals stem from laxity along this line.

4. *Be neat in appearance.* A teacher who is careless in dress is apt to make a poor impression on his administrator. Through the nature of his work a vocational agricultural man has more difficulty in this regard than a teacher of academic subjects. However a clean pair of coveralls or a shop coat can keep clothes presentable in the classroom.

5. *Be clean in speech and in habits.* Teachers are expected to set an example for their pupils. Careless talk, and bad habits may undo all that has been built up by others. Swearing at boys is inexcusable and has resulted in discharged teachers.

6. *Make previous arrangement for necessary absences.* When a vocational agricultural teacher must be absent for a special meeting or for a field trip, he should clear first with his principal so that necessary arrangements can be made. Absences from the job during the summer for summer school, conferences, and the like should also be cleared. In short, the administration wants to be informed.

7. *Shoulder your share of school duties.* A school administrator looks on his faculty as a team. He expects each individual to do his share of routine duties. Some of our vocational agricultural men may feel they have plenty to do when they supervise the farming programs of their boys and the work of the F.F.A. chapter. However, a little hall duty, assistance at games, and similar duties mark a teacher as a good cooperator.

8. *Don't go over the head of your administrator.* One way not to endear yourself to a superintendent or principal is to go running to the board over every trivial item or budget request. If you have the confidence of your administrator it is far better to have him present your request to the board for action. Keep in the proper channels whenever possible.

The second question is "How can I improve my relationships with the faculty?" The following points are suggested.

1. *Attend teachers meetings regularly.* Faculty members expect full attendance at meetings and have no confidence in one who shirks his duties.

(Continued on Page 87)

*Problems in the local administration of departments of vocational agriculture**

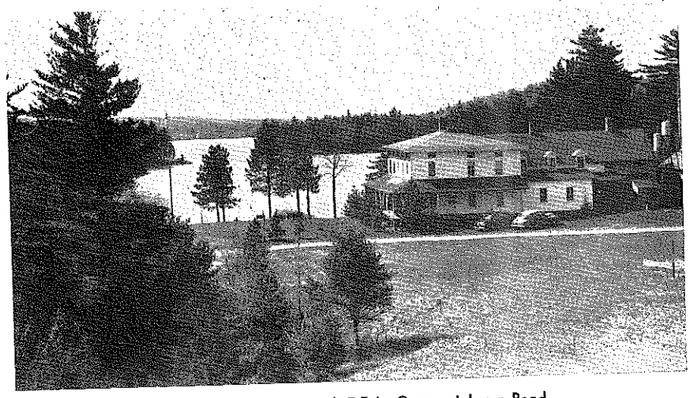
R. M. DICKERMAN, Teacher, Ludlowville, New York

NATURE OF PROBLEMS	Percent of Problems Rated as of Major Importance	
	Agriculture Teachers	*Principals*
A. *Maintaining Desirable Administrative Relationships*		
1. Providing travel allowance	7.1	9.7
2. Preparing and filing records and reports	8.9	.9
3. Conducting exams, testing	.....	.9
4. Scheduling field trips	2.6	3.6
5. Selecting enrollment	15.0	4.4
6. Obtaining an adequate salary	20.4	21.3
7. Participating in extra-curricular non-agricultural activities	4.4	5.2
B. *Providing Facilities for Teaching*		
1. Providing a suitable classroom	27.6	23.7
2. Providing adequate shop space	40.5	31.3
3. Providing farm shop equipment	24.4	16.8
4. Providing teaching materials	7.0	6.2
C. *Out-of-School Programs*		
1. Obtaining financial and adm. support	10.8	17.3
2. Providing rooms and equipment	15.3	13.6
3. Providing light and heat	1.8	5.5
4. Maintaining sufficient enrollment	12.6	19.3
5. Building the program	11.6	12.8
6. Following up individual activities	13.4	7.4
D. *Supervised Farming Programs*		
1. Planning time for home visits	15.8	3.6
2. Enlisting support and cooperation of parents	20.2	10.6
3. Financing individual programs	30.7	17.3
4. Obtaining satisfactory records	19.6	5.4
5. Evaluating individual programs	7.3	4.5
6. Individual planning	8.3	6.5
E. *Teaching All-Day Classes*		
1. Planning instructional units	6.2	3.7
2. Using appropriate methods	6.2	3.7
3. Planning time for individual instruction	21.4	4.6
4. Conducting classes effectively	5.4	3.7
5. Making home-farm surveys	5.4	6.4
6. Teaching non-agricultural classes	3.6	4.7
F. *Assisting in Routine Responsibilities*		
1. Conducting a studyhall	4.4	.9
2. Conducting a homeroom	6.1	.9
3. Supervising noon-hour activities	2.6	.....
4. Supervising playground	.....	.....
5. Acting as class adviser	3.5	.....
6. Coaching sports	.....	.9
G. *F.F.A. Chapter Activities*		
1. Planning time for meetings	14.0	4.4
2. Financing chapter activities	11.4	.....
H. *Professional Improvement*		
1. Financing graduate study	19.3	13.0
2. Arranging to attend summer session	16.5	8.2
3. Obtaining appropriate courses	23.1	9.6

*Data from unpublished thesis.

The New York F.F.A. camping program

HAROLD L. NOAKES, Director, Oswegatchie Camp



Main Lodge of New York F.F.A. Camp at Long Pond.

THE New York F.F.A. Camping Program conducted at Oswegatchie Camp is based on three principal objectives:—

1. To conduct a program of systematic instruction in cooperative and leadership activities for rural youth supplemental to the agricultural teaching services conducted in high school departments of agriculture.
2. To provide instruction and practice in camp life, forest management, conservation of natural resources, and the propagation and conservation of wildlife.
3. To provide opportunities for healthful recreation, for citizenship training and for character building.

These objectives are broad and require considerable interpretation into camp activities to bring them about. Boys do not come to camp primarily to be educated or to be uplifted socially or morally. They come to camp to have *FUN*. How to provide activities which will be high in fun value and at the same time meet desirable camp objectives is a problem which every camp director must strive to solve.

During the past winter a study was made of 260 former campers to determine their interest in activities centering about the three major camp objectives. The camp program this summer was planned around the results of this study. Prior to the opening of the camp a four-day counselor training school was held at the camp to train the basic staff of six counselors. These counselors were the key men during the camping season and served as advisers to the camp-chapters.

Camp Chapters

Upon arrival at camp boys and agricultural teachers are assigned to these camp-chapters. From past experience it seems desirable to break up school groups and assign boys at the rate of two from a school to a camp-chapter. This gives campers an opportunity to meet and work with campers from other sections of the state. The teachers of agriculture assist the counselors in carrying on the weekly program of the camp-chapters. They also help with maintenance work at the camp.

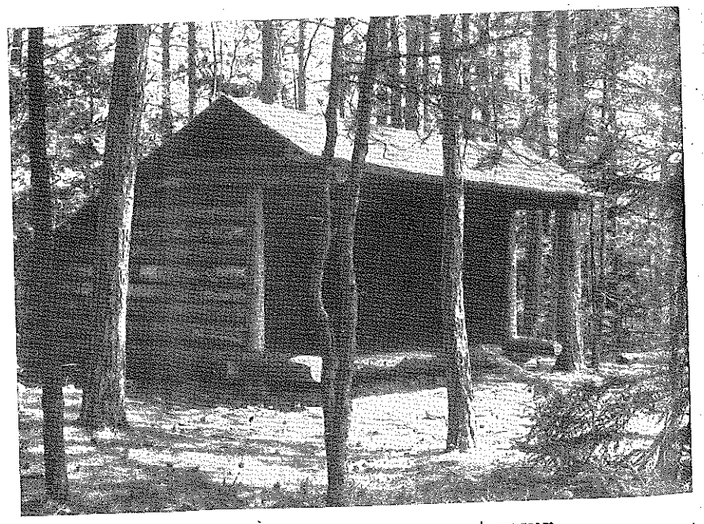
As soon as possible after arrival each camp-chapter meets and organizes with a full slate of F.F.A. officers and proceeds to make out its program of activities for the week.

This program of activities takes into account activities in which all campers are required to participate and activities which are purely elective. The required activities are those concerned with leadership training, forestry and conservation. Elective activities are those in camping and woodcraft, recreation, and hobbies. Each camp-chapter plans its program of activities independent of other camp-chapters. The only fixed events in the daily schedule are meal times and swimming times. A flexible schedule makes it possible to utilize the facilities of the camp to the best advantage. For example, the boats are in use all day by various groups rather than all groups wanting to use them at one time with boats idle the rest of the time. The morning waterfront instruction program is duplicated in the afternoon to further simplify program planning. A group may thus spend the morning on forest improvement and in the afternoon schedule boating and canoeing instruction and swimming instruction. The making of decisions relative to program planning and the carrying out of the planned program provide an excellent opportunity for the practice of parlimentary law in the camp-chapter meetings.

Each week a fifteen minute radio program is planned and recorded on wire as a part of the leadership training program. This wire is sent to WHCU-FM where it is sent out over the Rural Radio Network. On Tuesday night of each week an F.F.A. banquet is held at the camp. This provides an opportunity for special committees to gain desirable experience in planning and conducting a well organized banquet. Each Sunday morning a non-sectarian service is held in the camp chapel. This is conducted for the most part by campers. Thus the leadership training phase of the camp program becomes the working basis for the entire camp.

Since Oswegatchie Camp encompasses nearly 1,000 acres of forest land it presents a fine opportunity for training in forest management practices. In this phase of the program campers become familiar with the trees found on the camp property and how their wood may be used for campfires, camp construction and commercially. They are taught to use a cruising stick to estimate the volume of standing timber and discuss methods of marketing timber. Wolf trees and weed trees are cut and the wood

(Continued on Page 90)



Lean-to built as part of forest management program.

B. R. Mills and F.F.A. president receive state award for scrapbook.

Developing an F.F.A. *scrap book*

B. R. MILLS, Teacher, Live Oak, Florida

THERE is no definite plan that can be followed in developing a scrapbook. There are many situations that make one plan unsuited for a community that might be ideal for another. The final analysis of what plan to follow must therefore come from the individual instructor and his chapter. There are some rules which are general and worth mentioning here. These general rules are not listed in the order of importance for here again the individual chapter may plan differently. Past experiences lead us to believe that the most important step is selecting a starting date. We all have some system of filing news clippings, pictures and the like but much of this information no longer has scrapbook value. If you feel that some filler material is needed to start your scrapbook off it is best to select only the latest and most interesting items. Be sure and list in such a way as to indicate the period covered. After a starting date is selected the adviser is then faced with developing a source of scrapbook materials. This can be done much easier than one would think. By purchasing a small inexpensive camera and having a local photographer explain how to properly take pictures the rest is much a result of practice. When the adviser and his chapter members become picture conscious a scrapbook will very rapidly take form. Every boy is anxious to have his pictures included in the book and will show a great deal of interest in getting good pictures of his work. *The Chapter Camera Is A Must.*

Some Resources

No scrapbook will carry the distinction that an official F.F.A. Mult-O-Ring binder will. These are available at a nominal cost. In addition to pictorial material, the scrapbook will need newspaper clippings of the chapter activities. Chapter subscription to local newspapers will be necessary. A chapter reporter will be needed that will clip all items regarding the group from these papers and file. Later they can be separated and entered where they best fit the book. It might be added here that a pleasant relationship with all photographers and newsmen is a valuable asset. Quite often a large daily newspaper will give the chapter any photographs they wish after making the newspaper cuts and mats. It has also been noticed that by taking the suggestions of the newsmen in preparing stories for their papers that a properly written story will be used every time whereas one with too much detail may be omitted or entirely rewritten. These individuals are also a great help in preparing stories for larger publications. If carried to the extreme a scrapbook can be a financial burden. Newspaper cuts, large pictures and other such expensive items can very soon get out of reach of many smaller chapters. It is wise to limit such expenditures to large gatherings and for state and national contest winners.

After a few years a scrapbook will become bulky if materials are not carefully selected. Thin materials are always best. Large banquet programs, ribbons and the like are not suitable. Rosettes and ribbons do, however, add to the attractiveness of the book.

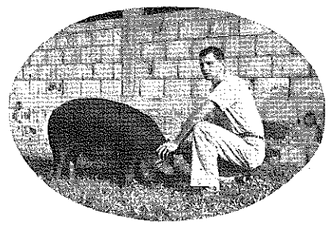
Until a teacher and F.F.A. reporter decide upon a plan to carry out in the scrapbook they should not, under any circumstances, glue materials in the book. If they do, then there is no alternative but to leave it as it is. By keeping negatives of the best pictures they may later have more made to replace any damaged or perhaps needed in some other section of the scrapbook. One of the most satisfactory methods of securing pictures is with small corner tabs that can be purchased from any photography supply house.

Telling the Story

Where notations are needed for pictures they should be made brief but descriptive. Tell who is in the picture and what the picture indicates. Too much is worse than no description at all.

Care should be used in leaving sufficient space to include all pictures and news items to complete a story. The entire point is missed if any other materials are mixed in with the story. It is also a wise practice to keep a pictorial progress record of any projects that are entered in a contest. Later you may wish many times that you could furnish a picture of a grandchampion barrow at the beginning of the fattening period. Other pictures are needed if a complete story is to be told. The same holds true of beginners in the chapter, judging teams, contestants and group pictures.

While our scrapbook is considered good by the standards here in Florida, we are far from satisfied. Briefly, here is the plan we are using: (1) History of the Chapter, (2) Picture and Story of the Deceased State Supervisor, (3) Picture and Story of the Chapter Adviser and His Family, (4) Accomplishments of Outstanding Members, (5) Pictures of Honorary Chapter Farmers and Why Honored (6) A year by year grouping of snapshots showing various chapter activities, (7) Individual members project programs, (8) Banquet pictures and (9) Contest winners.



Past-state president showing champion barrow.

Our experience, after several years with a scrapbook, leads us to believe the plan could be improved by making the following changes: Part I, to include (1), (2), (3), (4), and (5) of the above. Part II, Covering State Awards. Part III, Dealing with all local accomplishments of chapter members. Part IV, Cooperative Activities; Part V. Community Services and Part VI, All other chapter accomplishments. Later it may be necessary to further divide these sections and have one for livestock, forestry, scholarship, and others.

We are proud of our scrapbook. The Green Hands get a much clearer picture of what the chapter has done than from anything we can tell them. Words cannot express what a picture can.

Acquainting all-day students with the value and the need for

• Developing a supervised farming program

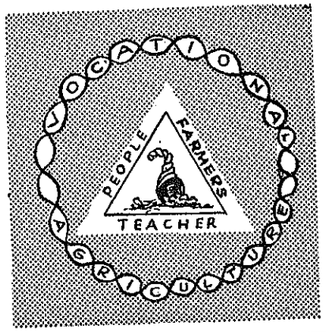
HAROLD STOKER, Teacher, Hollister, California

Harold Stoker

WE AS teachers of vocational agriculture have a definite challenge in acquainting the students with the value and the need of a good strong educational and profitable supervised farming program. It then becomes our primary job to help the boy develop this part of the agricultural program. How can we best accomplish this?

The easiest way to build a good program is to select students who have the desire, the facilities, and the financial means to develop a good program while in high school. Unfortunately, all students are not of this type and even if they were, the teacher would have no challenge to meet and, perhaps, very little work to do. We enroll many students who definitely have a place in our agricultural training programs who do not realize the value of developing a good supervised farming program. It then becomes necessary to show these students the value and the need of such a program to advance them along the road to full-time farming.

I have found that much of this help and stimulation can be given through the local F.F.A. chapter. For example, our chapter has a small feed mill that helps to build the supervised farming programs of our boys. By buying, grinding, and mixing feed cooperatively, this chapter feed mill is able to furnish the individual boy with a balanced, mixed feed that is priced just a few cents per hundred more than what whole barley would cost at the local warehouse. This almost assures the boy a profit with his livestock project. There are very few boys who do not like to make a profit. This provides encouragement to the boy in his farming program.



I will give another example of project stimulation by chapter help. We brood many chickens cooperatively in an F.F.A. owned electric battery brooder. It gives the boys who are interested in poultry and who do not have the facilities an opportunity to start a supervised program. It also gives the boy who has very limited home farm facilities a chance to have a small project. There are very few places that are not large enough to grow out a few broilers. Any productive project, no matter how small, gives the boy a sense of ownership, a desire to learn, and a feeling that he has a place in the Future Farmer chapter.

A chapter-owned boar may assure a breeding service for a boy with one gilt. This might mean the difference of making or not making a beginning in farming. Similar cooperative chapter endeavors will provide interest in developing fruit, crop, and other types of farming programs.

One may say that with such help a boy is getting a false sense of security. This might be true, but as his program develops in scope, he will be more able to meet these problems. In the meantime, he is *Learning To Do By Doing.*

Although there may be several ways to develop a good supervised farming program among the students of vocational agriculture, there can be no set pattern, as every student is an individual case. It is up to the teacher to study every student and to develop and expand the learning of each student by the development of good supervised farming programs. Education is growth. We have a student today. Where will this student be tomorrow along the road of farming? This is indeed vocational education in its fullest sense. •

F.F.A. farm day .... *for "city kids"*

L. L. TURNER, Teacher, Glastonbury, Connecticut

"THOSE aren't cows, they're oxen." "That goose has just had a bath that's why she's shaking herself." "Those ducks look different from the ones you see in pictures." These comments and many more were overheard at the Farm Day held in cooperation with the Children's Museum of Hartford. The birds and the beasts were there, and so were the children, thousands of them. They patted the pigs, had their pictures taken with the sheep, and watched pop-eyed while the cow was milked, and waited anxiously for the hen to lay an egg. Yes, it was the Annual Farm Day and a chance for city children to see what real live farm animals looked like.

It was the third year of a unique cooperative venture between the Children's Museum and the Glastonbury chapter. Like, "mighty oaks," the Farm Day, which this year entertained some 7,000 children and adults, started from a tiny seed. Three years ago Mrs. Jane Cheney, head of the Museum, asked Mr. Frank Atwood, Farm Director of Radio Station WTIC, if it would be possible for the city children to see some real live farm animals. Thus began the event which now seems to have developed into an annual affair. Yes, the Farm Day has become a definite activity in our program of work.

Weeks before the actual event is to take place, the president of the chapter appoints the chairmen of the various committees. These chairmen with the president serve as the overall committee, while each chairman appoints three or four members to serve with him. Each committee then decides what animals and how many will be exhibited. They also decide what material, equipment, and supplies will be needed, where the animals will come from, and how they will be transported. Meanwhile some of the members have already been out to the grounds to map the area, locate the pens, and determine where each exhibit is to be placed. At this point we meet with the museum director to thrash out any problems which may arise. Such problems as insurance, policing of the area, and the care and comfort of the children and animals are considered.

Now the boys are ready to go to work. The day before, they go out and set up all the pens so that on the morning of the "Day" the boys can start as early as five o'clock bringing in the animals. Feed dealers contribute feed, cattle dealers contribute their trucks, members and farmers their equipment and animals, ranging from bantam chicks to cows and horses. Boys are assigned to each exhibit so that someone will be on hand at all times to answer the many questions that will be asked.

Then the special bus loads of children begin to arrive. Before actual opening time, however, the blind and deaf children are permitted into the pens to feel and handle the animals. It is hard to put into words the reactions of these handicapped children who have never before handled or seen live farm animals. One blind youngster felt the head of a horse and said it reminded him of his aunt, while one deaf boy was jumping up and down for joy because he could hear the squeal of a pig, probably one of the few sounds he had ever heard. Incidents such as these are reward enough for the work and effort put in by the boys.

The members of the chapter also

(Continued on Page 95)

F.F.A. Cooperative Summer Projects

CHARLES DELANO, Teacher, Gorham, Maine

Charles Delano

SUMMER cooperative projects carried on by many Future Farmer chapters across the nation have both their advantages and disadvantages.

In this article I will try to point out why I think the advantages of cooperative summer projects far outnumber those of the disadvantages.

For the past five years I have supervised cooperative summer projects and it has given me more incentive to do a better job. It has also helped a lot in forming a well balanced Future Farmer chapter.

At one of our chapter monthly meetings in the spring, chairmen are elected for the various summer cooperative projects. Each chairman then assigns various boys for particular jobs under each project.

The chapter works under the "Merit-System" where members get points for the amount of work they do. In the fall of the year one hundred dollars is divided among the three members having the highest number of points. Other profits realized from the projects are used to finance the various chapter activities such as father and son banquet, basketball team, tours, refreshments at monthly meetings, district and state meets, fairs, loan to individual members and field days. Profits are also used in buying equipment such as, tractors, harrows and other farming implements.

Cooperative projects give the boys more confidence in their individual jobs. Each boy tries to out-do the other boys, in the eyes of their instructor, in performing his particular job. It gives some boys in the chapter practical knowledge which they otherwise would not be able to secure in their own supervised farming program.

Instructors assisting student to learn through his sweet corn project.

The chapter also gains a lot of publicity and prestige in the community. Last summer our chapter had a feature write-up in one of the state's leading newspapers. Many favorable comments were received regarding this.

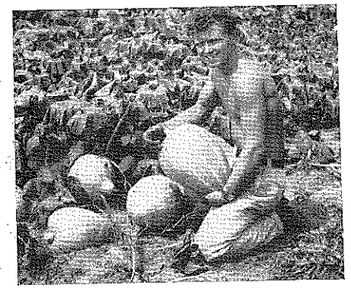
The boys also gain more confidence in their instructor, seeing him perform some of the farm skills he has taught in the classroom.

Many unpredicted circumstances take place as the result of having cooperative projects. For example, last fall the chapter had the misfortune of having a connecting rod go through the block of their tractor. They had to buy a new motor and this was installed by chapter members. Again this spring we had to put a new clutch in the tractor which was installed by the senior farm shop boys. The boys took much pride in performing these jobs and it meant more to them than having a new tractor.

Following is a list of other advantages that I have observed in having summer cooperative projects:

1. Gives boys more incentive to have their own project on as high or higher caliber than the chapter project.
2. Gives new enrollees an idea regarding supervised farming practices.
3. Creates excellent leadership in the chapter.
4. Gives members a chance to enjoy recreation activities and trips with no expense to themselves.
5. Helps to increase size of individual projects by members observing the importance and size of the chapters cooperative projects.
6. Gives each member a chance to participate in preventing losses from diseases and insects.
7. Sells the idea to the boys of the use of certified seed and the importance of treating seed.
8. More farm skills are learned by each member.
9. Gives members a chance to rent chapter tractor and equipment to work their own projects.
10. Farm safety measures are increased by direct supervision of the instructor.
11. Conservation measures are increased such as, soil testing, contour practices, reseeding and land improvement in general.
12. Chapter owns all its own equipment.

In conclusion I wish to say that in having these projects one does not always find a bed of roses. There is a lot of hard work involved and obstacles to overcome. I personally think that it is all well worth the time spent. One finds better relationship with the boys and it all leads to a more interesting teaching profession. •



An acre of squash turned a good profit.

Working with administration and faculty

(Continued from Page 83)

2. *Take part in your teacher's association meetings.* The vocational agricultural man should assume responsibility for a full share of the load in the local teacher's association. He should pay his dues cheerfully and take a professional attitude toward state and national organizations working for the advancement of the teaching profession.

3. *Show an interest in school activities other than your own.* The coach, the dramatics teacher, the music director, and other specialists will be much more interested in the vocational agricultural program if you are interested in their specialities.

4. *Don't be a lone wolf.* You will get co-operation from other teachers in proportion to how you work with them. For example, don't be afraid to give the speech teacher credit when she assists your public speaker with his talk.

5. *Do not publicize yourself.* Because of the nature of his work the vocational agricultural teacher often gets considerable newspaper publicity. He should use care that this is written in such a way that it brings credit to the entire school, rather than to his department alone and to himself.

Public vigilance and criticism are not a disadvantage to a democratic government. On the contrary, since they are the means by which it maintains contact with the body of popular conviction which is the source of its strength, they are an asset to it. A wise government will encourage them in every way possible. It will not be guilty of the mistake, which continues to be made by too many journalists, of assuming that the public consists of half-witted children. It will be more afraid of giving it too little information than of giving it too much.

R. H. Tawney

F.F.A. cooperative project

HOWARD BRADLEY, Teacher, Beloit, Kansas

THE Mitchell County Fair Association recently purchased 30 acres of ground for their new fair grounds. The chapter felt that this was more ground than would be used for fair purposes, and had a meeting with the fair board for the purpose of renting a part of their ground. The fair board rented a 14-acre field to the F.F.A. chapter to be seeded to Nemaha oats and to be used as an experimental field in the application of ammonium nitrate on the ground. A crop share rent on the basis of one-third to the Fair Association and two-thirds to the F.F.A. chapter was agreed on, with the cost of commercial fertilizer placed on the field, paid for in the same ratio.

Chapter members started to work with plans for each boy to furnish something toward the completion of this cooperative project. Preparation of the seed bed was handled by one group of boys who brought in their fathers' tractors and equipment in the process of preparing the ground for seeding. Hard to get Certified Nemaha oats was obtained by co-operating with the county agent, Wendall Moyer, who had access to a limited quantity of seed, at $2.70 a bushel, for a few cooperators in the county.

F.F.A. boys took their turn in furnishing equipment and labor for the different operations in the project as: drilling, fertilizing, spraying 2,4-D for weed control, harvesting, storing, and the last job of cleaning the oats and treating them for smut control. A sample of oats from the bin was sent to the Kansas Crop Improvement Association at Manhattan, Kansas, having previously been field inspected by the association just before harvesting time.

The Beloit F.F.A. chapter now has 450 bushels of Certified Nemaha oats ready to carry the blue tag, and be sacked in the Crop Improvement Association sacks for delivery to present, past, F.F.A. boys, their dads and farm veteran training groups who have ordered the entire amount of our certified seed at $1.75 per bushel. This project has offered valuable training for the chapter members in working together along with a number of new production practices, as the advisability of using Nemaha oats over our present variety in regard to yield and their ability to stand up for combine harvesters; the use of 33% ammonium nitrate in application of 50 pounds, 75 and 100 pounds per acre; and the use of 2,4-D to control excessive weed growth in our field and the storing of combined oats direct from the combine in the bin and the relationship to germination in seed oats.

Practically every boy in our chapter of 60 members has had a part in some phase of our co-operative project. The fall of 1950 finds this field seeded to Pawnee wheat in preparation for another year of co-operative activity by the Beloit, Kansas F.F.A. chapter. ●

It takes less time to do a thing right than to explain why you did it wrong.

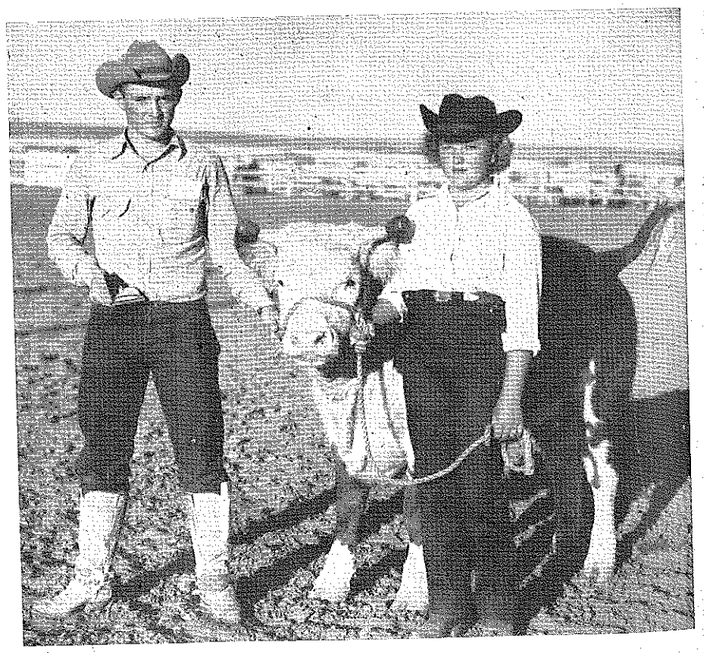
Ideals are like stars. You will not succeed in touching them with your hands; but, like the searfaring man, you choose them as your guides, and following them, you will reach your destiny. —Carl Schurz

Future farmers hold rodeo

AFTER the dust had cleared away following three days of calf roping, steer riding and demonstrations of expert horsemanship, Robert Johnson representing the Santa Rosa Chapter was declared the Best All-Around Cowboy of the 3rd State F.F.A. Rodeo which was held at Santa Rosa, New Mexico. Robert received as a grand prize a two-horse Hobbs trailer. Robert was also declared Best All-Around Senior in the Rodeo and was awarded a scholarship for one semester at the New Mexico A & M College.

The State F.F.A. Rodeo is sponsored by the Santa Rosa chapter and adult sponsoring committee composed of prominent ranchers and businessmen and donors of prizes from various other individuals and groups outside the local community.

The 3rd Annual Rodeo got underway with a big parade through town showing colorful costumes, good horses, picturesque cowboys, beautiful girls, and decorated cars. Prizes amounting to over $3,500.00 brought out 57 contestants representing twenty chapters. A Hereford heifer or a quarter-horse yearling went to top winners in each of the main events. Prizes for the three go-arounds, preceding the finals consisted of cowboy boots, hats, belts and other articles of use on the ranch.



F.F.A. co-op possibilities in the vo-ag program

ELMOND MARIANO, Teacher, Springfield, Colorado

Elmond Mariano

A GREAT deal has been said during the past few years relative to the degree of practicality which we, as vocational agriculture instructors, have been incorporating into our vocational agriculture teaching program. It is a question which we should keep dominant in our teaching methods and plans and make every effort to strengthen. It is a "must" for a successful program.

Upon my return from service, and as a result of various training programs which I encountered, I felt that the Supervised Farming Program along with Improvement and Supplementary Farm Practices, were not offering the opportunities for a complete training program in agriculture that I wished to present.

Teaching in a community which was not able to offer the possibilities of a school farm, I turned to the F.F.A. program for help. Scanning the program of work I selected a few areas which to me, if properly developed, would help materially in the practical phase of the program.

Emphasis on Farming Programs

First, and most important was the supervised farming area which I knew I must develop to its maximum. My community was one in which wheat was the principal enterprise, and it was difficult to develop a varied program which would round out the program of vocational agriculture.

I have found the area of cooperative activities to be most helpful. I knew that if the F.F.A. members were indoctrinated properly with the plans and possibilities of cooperative effort there would be no limit to what might be accomplished.

During the first year most of our cooperative efforts were directed toward the main crop of the community and we planted fifty acres of wheat.

This cooperative enterprise made it possible for us to study the selection of equipment and resulted in the purchase of a tractor and a "one way." Wheat varieties were studied and a standard variety was selected. Seed bed preparation, planting dates and planting methods were considered and as a result a few changes were made in planting procedures of the community. Seed treating, harvesting and marketing procedures were studied and put directly into practice. The farm reared boy, as well as the town boy, received the practical phase of the wheat production program as well as classroom instruction. Everyone profited from this first venture.

Broadened Program

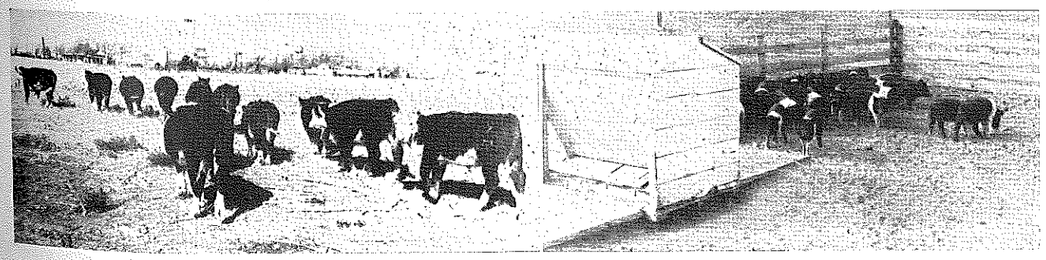
Having realized a substantial sum financially, we decided to branch out in other crop and livestock enterprises. Extending the crop cooperatives we planted more wheat, maize and Sudan grass, until we had eighty acres of cooperative crop enterprises functioning. Besides the regular jobs which each of these various enterprises offered to the students, we found it necessary to draw up articles of incorporation for each enterprise which was of a cooperative nature. As a result actual practical training resulted for each boy.

On the livestock side of our program I found it impossible to create the practical side of the program through the Supervised Farming Program and as a result the livestock cooperatives took shape.

Twenty-four feeder pigs were purchased and fed out. A boy received actual training in feeding and management of swine since he had a definite time during which he was responsible for the swine project. In addition to this training the boy received $69.50 for every $40.00 share of stock which he held.

Beef animals were also purchased cooperatively by the F.F.A. chapter and again I was able to accomplish the things I had hoped for. All phases of beef production were studied from the standpoint of management, feeding and diseases. Actual treatment of sick animals was practiced by the boys. Feeding studies resulted in the construction of a pit silo on the "F.F.A. Farm" and a building of a corral according to A & M College specifications which further enlarged the boy's practical knowledge.

Cooperative effort by the boys and careful planning has made possible through the F.F.A. organization a program which has met the practical requirements of the vocational agriculture program. ●



Feeder steers in cooperative program—and Feeder pigs show profits for chapter and members.

Scrap book for freshmen

Robert Dahle

TO the average high school freshman who registers in agriculture, it is rather hard to sell the idea of an individual scrap book. One successful way is to get a senior who has kept a good scrap book to take twenty minutes in F.F.A. meeting, giving the advantages of keeping such a book. Much motivation can be given, providing the senior is well prepared and well liked by the students.

For the senior to display a well prepared F.F.A. scrap book is always a pleasure. The first page may show his freshman class. It's hard to believe that as a freshman the mighty senior ever looked like the picture on page one. The hand writing of a 14-year-old boy in his own style is interesting. Old dance programs with some choice dances underlined takes on a new value. Then there is the picture of Oscar the calf which won grand champion at the local livestock show. This scrap book makes the senior live his high school days over again. He has a written as well as a picture record of his high school activities which will increase in value as the years go by.

As a rule a teacher cannot expect a high percent of his F.F.A. members to keep a scrap book. However, for each boy who is stimulated to keep a well organized book, something has been started the boy will value for life.

To the teacher who visits a Young Farmer who proudly takes from the bookcase a scrap book prepared in his high school days comes a great deal of pride and satisfaction. It is true that vocational agriculture teachers are busy, but twenty minutes of motivation in a F.F.A. meeting may be all the encouragement that a freshman may need to get the idea and desire to keep a scrap book.

You have not converted a man because you have silenced him.
—John Morley

Try a patch and judge for yourself

RICHARD L. BALSER, Graduate Fellow, The Pennsylvania State College

"TRY a patch and judge for yourself." This expression exemplifies a common method used by vocational agriculture instructors in teaching crop production. Learn-by-doing activity of this type has been an effective and popular approach to teaching agronomic data in agricultural classes. Recent investigations in Pennsylvania have focused favorable attention on this "try an acre" technique of presenting the latest corn, small grain and forage production information.

Several years ago a group of agronomists at the Agricultural Experiment Station started a new attack on an old problem. These researchers felt that the results of their toil were not reaching the farmer fast enough and wanted to remedy the situation. This group of agronomists enlisted the aid of vocational agriculture teachers to devise some better methods of presenting to agricultural classes the research findings pertaining to crop production. Of the several presentation procedures that resulted, the trial-acre presentation technique has appeared the most promising in the evaluations made to date.

The effectiveness of the presentation methods employed have been measured in terms of knowledge gained and in terms of adopted or changed production practices. At present only the corn information presentation study has been extensively appraised. The trial-acre presentation procedure, as a result of measurement tests, has shown a greater degree of knowledge gained as well as being responsible for marked, improved changes in corn growing practices the year following the presentation.

As is often the case with teaching method, there is nothing particularly new in the trial-acre presentation procedure. It is, no doubt, a technique that is familiar to many teachers. Its effectiveness in this particular study can probably be attributed to several factors such as the concise, illustrated, mimeographed booklet in which the information was presented, the recentness of the information, and the learner's direct contact with the Agricultural Experiment Station as the provider of agronomic data. However, one of the most important factors, if not the most important, influencing the effectiveness of the procedure was the measurement of the agronomic results employed by the learners to better judge the value of their trial practices. It was believed that yield checks were essential in a presentation of this type to enhance more accurate decisions on the part of the student. This was not intended to be a highly accurate yield check but rather a reliable estimate that the student could make himself for sake of comparison. Sight appraisal of comparable practices are not as likely to result in as sound decisions.

The following sampling procedures usual practice acres were carried out by the students of the test group. These procedures were believed to be sound learning activities as well as having a pronounced influence on the effectiveness of the over-all trial-acre presentation procedure. The sampling instructions used for corn, small grains, and forage crops are given.

Corn

Corn yields cannot be estimated satisfactorily unless field weights and moisture samples are taken at harvest time. The following procedure is suggested for calculating yields.

1. Determine the distance between rows, since the number of feet of row to be husked and weighed depends upon the row width.
   a. If the row width is 36" harvest 145 feet of row.
   b. If the row width is 38" harvest 137 feet of row.
   c. If the row width is 40" harvest 131 feet of row.
   d. If the row width is 42" harvest 124 feet of row.

All of these samples will be approximately 1/100 of an acre.

2. Harvest at least 6 of these 1/100 of an A. samples at random in different parts of the field. Weigh each sample, then average the sample weights and multiply by 100 to give the acre yield.

3. Pick 10 ears from the various samples and shell 2 or 3 rows from each ear to obtain a moisture sample. Put these kernels in moisture proof bags and have the moisture test made at once.

4. After the moisture percentage is obtained, correct the field weight to bushels of corn per acre at 15½% moisture. (Tables for converting were provided.)

Small Grains

1. Make two marking sticks, one 31.36" in length and the other 35.84" in length.
2. Check the width of the drill rows.
   a. If the drill rows are 8" apart harvest at random 10 samples each consisting of 31.36" of row.
   b. If the drill rows are 7" apart harvest at random 10 samples each consisting of 35.84" of row.

Both sampling procedures will give approximately 1/2500 of an acre.

3. Bundle the 10 samples together into one composite sample and place a paper bag over the heads to prevent shattering. Be sure that all samples are carefully labeled.

4. Mail or deliver the samples to the Agricultural Experiment Station for threshing. The determined grain weight is multiplied by 2,500 to obtain the yield per acre.

Forage Crops

1. Cut uniformly 35.4" x 35.4" samples (5 to these samples=1/1000 of an A.) at the normal mowing height at 5 locations in the acre. Be sure the samples are as representative as possible.

2. Take the samples before each cutting and weigh them as soon as possible to obtain the green weight.

$$\frac{\text{Total Wt. of the 5 samples}}{} \times 1000 \text{ (the acre factor)} = \frac{\text{Green wt.}}{\text{per A.}}$$

3. Remove about ½ pound of the composite sample and separate the plants into the following divisions: a. Legumes, b. Grasses, c. Weeds.

Estimate the approximate percentage of each.

4. Hang the sack containing the sample in a suitable place, allowing it to become air dry. Reweigh the sample to obtain an estimate of the dry weight.

$$\frac{\text{Total Wt. of the 5 dried samples}}{} \times 1000 \text{ (the acre factor)} = \frac{\text{Dry wt.}}{\text{per A.}}$$

The New York F.F.A. camping program

(Continued from Page 84)

used for campfires and for the fireplace in the Main Lodge. Pole size trees cut in thinning operations are used for the construction of log "Adirondack Lean-tos" and for bridges and other camp construction. The place of sound forest practices in a well balanced conservation program is stressed and each camper is shown how practices followed at camp can be put into operation on his home farm.

Overnight camping rates high in camper interest. This is combined with instruction in woodcraft and campcraft. Orienteering, a sport imported from Sweden, has been added to the camp program this year to stimulate interest in the use of a compass and topographic map. Orienteering may be combined with hiking to add interest to both activities. Campfire programs are held each evening at various points on the camp property. These campfire programs are based on various themes familiar to the F.F.A. program. This article cannot deal with all the many elective recreational and hobby activities available at the camp.

The camp week is six days in length, beginning on Thursday and ending the following Wednesday morning. This organization eliminates hazards of week end driving. The camping season extends from July 2 through September 2 and during that period the camp is used two weeks by the Future Homemakers, one week by the State F.F.A. Officers and six weeks by the regular camp.

In 1948 American farmers used for agricultural production more than eight billion gallon of gasoline and other liquid petroleum fuels.

A view of present day factors which bear on the - - -

Educational needs of young farmers

KENNETH K. HEIDEMAN, Assistant Professor of Short Courses, Michigan State College

Summary:

A definite educational need exists for a type of post-high school education aimed at training young farmers. Emphasis and recognition of this need has been caused by several factors or trends, namely

- **(a) Recommendation of educational leaders**
- **(b) Delayed entry of young people into productive employment**
- **(c) Technological advancement**
- **(d) Student mortality in higher education**
- **(e) Economic factors**
- **(f) Inadequacies of four-year college curricula**

EDUCATION beyond the high school diploma for farm youth desiring to farm is a highly controversial issue both in regard to quantity and quality of training. Well known is the fact that the rural youth receive an inferior education through to the secondary level as judged by all fair standards and criteria.

Eighteen per cent of the 140 million people in the United States are farmers; however 31% of school age youth are farm children. By our present standards these children obtain an education from schools largely supported by a farm population who receive only 10% of the national income. The incompatibility of these figures is equated to the comparable inequality in educational opportunities available to rural youth. From this group of rural youth with a very heterogeneous education come the potential farmers to own and manage the seven million farms in the United States.

The realization of this discrepancy in our educational system prompted the first White House Conference on Rural Education in 1944, at which meeting a ten point charter of education for rural children was formulated. Article III recognizes the post-high school need.

"Every rural child has the right to an educational program that bridges the gap between home and school? And between school and adult life. This program requires, on the one hand, cooperation with parents for the home education of children too young for school and for the joint educational guidance by home and school of all other children; and, on the other hand, the cooperative development of cultural and vocational adult education suited to the needs and desires of the people of the community."

Educational trends indicate that the longevity of formal education is increasing. The number graduating from high school per one hundred persons 17 years of age has increased from 1.2 in 1870 to 51.2 in 1942. During this same period college graduates 21 years of age had increased from 1.3 to 7.6 per hundred persons. With modernized consolidated elementary and secondary schools, added facilities, competent staffs, broadened curricula, and available transportation rural youth will take advantage of the opportunities provided, thereby increasing the number attending high school in the 16-17 age group to an 85 or 90% figure rather than the present known 58.6%.

What Pattern?

The most desirable type of post-high school education for a boy desiring to farm has not been determined. The farm boy needs and deserves a place in society comparable with any other group. There should be no discrimination. However he will remain the "plodder of the soil" or the "hayseed" as long as his educational standards are inferior. The educational standards themselves, are not a static one, which makes the goal increasingly difficult to achieve. Various economic, social, educational, and even political and religious trends are all at work shaping the destiny of our educational pattern.

Needs for higher levels of education for vocations are well stated in the Educational Policies Commission Report "Education and Economic Well-Being in American Democracy," 1940.

"Our vision should not be too much limited, either as to time or scope, in developing education for occupational efficiency. For more than a century economic production has increasingly involved intelligence, science, power, and technology, while ignorance and mere muscular force have been on the decline. This is true whether agriculture, manufacture, or the professions are considered. This long-term trend is synonymous with the tremendous social phenomenon commonly designated as the industrial revolution."

Trends in Post-High School Educational Needs for Rural Youth

I. *Recommendations of educational leaders and advisory boards.*

Dr. George D. Stoddard, President of the University of the State of New York and Commissioner of Education stated in his Inglis Lecture of 1944, "I am led to believe that 90% of our youth population, the product of good elementary schooling, could profit by a secondary curriculum." He continues, "The limits of growth in junior colleges, institutes, and junior divisions are not easily foreseen. If tertiary education were to be established with a full utilization of resources along mental, recreational, artistic and vocational lines, I should expect 80% of the secondary graduates to begin, and a very substantial proportion to complete a two year program. For many, work in school and work on the job would involve a tapering process.

"To many persons these estimates appear outrageously high. They look about, seeing no such reservoir of talent, even as the czars of old observed that the masses were doomed to poverty, illiteracy, and degradation. The estimates are high, and will so remain, until such time as we apply a knowledge of environment to the growth of the child, erecting social structures that will bring each person to his highest level of development and achievement. Only then can we truly undertake a revision, downward or upward; what is important to the educator, as to the high jumper, is the present belief that it can be done."

A recent study and report to the President of the United States (1947) by his Commission on Higher Education indicated that 49% of the post-high school youth are of a caliber suited for Junior College work; 31% for four years college and university education.

These figures present a goal for the education of rural youth which may be accomplished only after the many hurdles are recognized and overcome. The United States census 1940 showed that 1.1% of the rural farm population in Michigan age 25 years and over had a four-year college education. 8.9% had a four-year high school education.

II. *Age of entry into and duration of employment will affect post-high school education.*

Dr. Gerald Wendt, in his address before a MSC Farmers Week audience, spoke of "Progress" and the continual changes coterminous with any progressive accomplishment. He spoke of the laboring man's work week as potentially being 24 hours. Mechanization and efficiency will not only give the working man more leisure time but will also delay his age of entry into the productive work field. The age of entry into full-time employment rose from 17-18 years to 19-20 years during the 1930-40 decade.

The widening unemployment span between adolescence and productive employment for an educator is very important in that this time which otherwise would be used for productive employment may now be used for furthering the education of youth competent to utilize that added formal schooling. The span between the completion of secondary education and the time for becoming established in farming will effect the planning of rural youth.

III. *Technological changes in agriculture affect education.*

Agriculture as an art, a science, a business, and an industry, has undergone major changes necessitating an intensified training of farm youth comparable to the sons and daughters of neighboring urbanites. The development on farms from an individualized self-sustaining unit in pioneer days to a modern commercial unit is emphasized by the following fact: In 1800 90% of the national population were farmers who produced only enough for a marginal subsistence. During the last World War, American farmers in addition to

(Continued on Page 93)

Placement . . .

◀ Farming programs should pave the way for placement

JAMES N. FREEMAN, Teacher Education, Lincoln University, Missouri

I. *The Problem*

MOST programs of vocational agriculture among Negroes are in situations where dual systems of education are to be found. Primarily, these are located in the southern and border states of the United States.

Certain respective characteristics differentiate the two programs in respective school districts where dual programs of vocational agriculture, found in general, in secondary schools exist side by side. These may be classified here as:—(1) size and quality of the respective programs and (2) effectiveness of the respective programs. The major objective of any program of vocational agriculture is the adequate "*Placement*" of the trainee in farming whether he be an all day, part time (out of school youth) or evening school (adult) student. An implication of the objective is the maintaining of a trainee placed on the farm in a satisfactory manner. The program of vocational agriculture where dual systems exist is usually differentiated by a separate program for the Negro trainees and one for Whites, both of which seek to place the trainee in farming after he completes the designated program. Beyond this the two programs begin to differentiate with regard to the classification indicated above.

Comparable data on this point, though probably available, do not seem to be organized specifically in available forms. Nevertheless, casual observation makes it evident at once that the general program of agricultural education for Negroes is inferior in size and quality and in effectiveness in placing adequately, Negro trainees in farming despite the fact that both programs had their inception with the passage of the Smith-Hughes Act of 1917. There is little doubt that mitigating factors are numerous; among which may be indicated the following without regard to order of importance:—

1. Tenure situations from which these trainees spring generally with attendant psychological factors; these in turn may stultify ambition and dim perspective.
2. Productive and modern agriculture is big business requiring a little more than modest capital outlay. This calls for a thorough understanding of credit instruments and their use, which trainees are not usually given an opportunity to acquire.
3. The universal weakness of the "Supervised Farming" program among Negro departments of vocational agriculture. This is the key to Placement" and though the most important expected outcome of the program, it is apparently the least effective. Without fear or favor dare we ask a vocational agricultural teacher how many trainees have you placed in farming?
4. The writer has always held to the proposition that the rural farm Negro's problem is primarily economic and therefore social.[1] The low level of economy and nature of attendant activities often make endeavors in agriculture socially unacceptable in the thinking of Negroes. To most it means enslavement and drudgery devoid of enriched living.
5. The misconception among Negroes as to what is really culture, so well instilled into the thinking of Negro teachers and leaders of the latter part of the nineteenth century and the early part of the twentieth century with a carry over today by such famous Negro leaders as DuBois and Trotter; as against the philosophy of Booker T. Washington, whom they branded with the approbrium of a traitor to his race, because he insisted—since the Negro must toil he should be taught to toil skillfully, intelligently, and scientifically.[2] Hence, Negro youth is led away from his rural beginnings.

6. Finally, the impact on the Negro vocational agricultural teacher of the outcomes discerned in items one to five (1-5) above. All of these items discerned in the above plus many other facets tend to obviate "Placement" of Negro agricultural trainees.

Since the Negro vocational agricultural teacher is the only individual who can effect "Placement" of trainees on a satisfactory economic and therefore social basis, the remaining points of view will deal with this teacher and personnel factors associated with his teaching plus implications drawn from item six (6).

[1]Freeman, James Nelson, "*A Program of Education for the Negroes in Missouri Based Upon an Analysis of the Economic Factors and of Social Activities in Selected Rural Communities in Southeast Missouri.*" A Thesis, Ph.D., Cornell University, 1945, P. 5.

[2]Woodson, Carter G., *The Negro in Our History*, Associated Publishers Inc., Washington, D. C., 1922, p. 96.

A brief statement of the author's training and experience is carried on page 94.

II. *Administration, Supervision and Instruction:*

That there may be a program of vocational agriculture, there must be effective administration, supervision and instruction.

1. Administration provides the means that effective instruction may be carried out. It therefore conditions instruction. The U. S. Office of Education through its agricultural education division and the several state administrative organizations cooperating, in promoting and further developing vocational agriculture among Negroes, are to be commended in their efforts to equate the total program. There seems to be no phase of education that is as effectively, systematically and consistently administered from the Federal through the local levels as programs of vocational education of which agriculture is a phase. Therefore, it seems that solving the problem of "Placement" is not hindered by administration in a general sense.
2. Supervision has to do with "Helping the teacher at work." Administration has made tremendous strides in providing supervision for Negro vocational agriculture especially since the passage of the George-Reed (1936) amendment (now supplemented by the George-Barden Act of 1946) to the Organic Act of 1917. In every southern and border state there is at least an experienced Negro supervisor and teacher-trainer with supervisory functions or a Negro supervisor and/or itinerant teacher-trainer or a White supervisor who cooperates with the Negro teacher-trainer. Therefore, failure or success of a program of "Placement" is partially the responsibility of supervision.
3. Instruction through the agricultural teacher must assume the greatest responsibility for "Placement." Consequently, here is an implication involving the ability of the teacher to teach. This involves training of the teacher. Teacher-training then comes into the focus of the consciousness. Teacher-training is the responsibility of teacher-training institutions or associated institutions. This has been much improved under the provisions of the vocational acts but there is much to be desired.

During 1919, the Federal Board for vocational education published a bulletin to indicate the importance of training for prospective teachers of vocational agriculture. Too much importance cannot be placed on such, as the success of any program of education and particularly vocational education will in the final analysis depend very largely on the teachers and no amount of supervision can take its place.[3]

It may be concluded that those who have to do with the selection,[4] preparation, and placement of teachers of vocational agriculture must also be responsible by indirection at least for the quality of instruction on the part of the teacher who selects, prepares and finally should place the agricultural trainee of less than college grade in farming.

In taking stock of the teacher-training situation, certain weaknesses in the action program are revealed in the methods and the training of the supervisory and teacher-training personnel.[4] Apparently, too much emphasis has been placed on methods at the expense of reducing education in agriculture to the doing level through technical agriculture.

If we must have teacher-training before we can have a teacher, who can carry out an agricultural placement program of less than college grade; then, two basic entities are involved.—[5]

1. Technical training in scientific agriculture.
2. Professional training with emphasis on methods of translating the technical agriculture satisfactorily into rural schools through public school agriculture. Therefore, it is self evident that professional training is secondary, or the means, with applied technical training being the end. Thus when we speak of methods, our natural reaction is to ask—methods applied to what?[6]

Thus, one of the impeding facets to a program of adequate "Placement" of the trainee in farming is an unbalanced teacher-training program for training both the in-service and pre-service teacher of vocational agriculture. Often the teacher has neither sufficient information nor know-how and therefore lacks the drive.

The supervised farming program leading to "Placement" should therefore be the area of instructional emphasis backed up by a teacher who knows how and who is psychologically balanced with reference to the first five items indicated in I. ●

[3]Federal Board for Vocational Agriculture, *Principles for Training Teachers of Agriculture*, Bulletin No. 90, 1935.

[4]Misc. 3340, U. S. Office of Education, Freeman, James N., 1949, p. 24.

[5]*Ibid.*, p. 25.

[6]*Ibid.*, p. 25.

Policies of cooperation

(Continued from Page 78)

the unit being studied in class and specialists are not requested to make duplicate contributions in an area due to these jointly planned meetings.

6. This is the first collective attempt in Vermont on the part of the two services to coordinate their efforts throughout the state. A spirit of cooperation has always existed between the two services in Vermont and now these mutually designed, adopted, and acted upon policies of cooperation have given birth to an even greater spirit of cooperation so needed in the field of agricultural education. ●

Educational Needs of young farmers

(Continued from Page 91)

feeding their own families produced sufficient food to feed three other American families plus one foreign family.

In Michigan this intensification and change is made apparent when one realizes that the average farmer worked 27% more land and accomplished 23% more productive work in 1948 than he did on the average during 1935-39.[1] The prospective farmer in Michigan looking at the business of today would see a gross income of $9,172 coming from a farm with 136 tillable acres, 23.9 productive animal units, and 1.7 men per farm. The average capital investment would be $21,568 yielding a labor income of $2,735.

Demand for economic, mechanical, and scientific knowledge in farming accompanied by an intelligent application have become exceedingly great. An applied education can help the young farmer in making his decisions for successful farm management.

Starrak and Hughes tell of the following study.

"In a recent investigation in which the judgments of 243 eminently successful Iowa farmers were obtained, 50% placed the amount of formal education needed by the farmers of Iowa today at two years beyond the high school. The remaining 50% were about equally divided between graduation from high school and graduation from a four-year college.[2] It was also apparent from their responses to other questions that the typical four-year college degree curriculum in agriculture does not constitute the most appropriate training needed."

IV. *Student mortality in higher education indicates a need for junior colleges.*

College enrollment statistics indicate that approximately 35% of all entering freshmen into a four-year college may be expected to graduate. Johnson's study[3] shows that 29.6% of the freshmen enrolled in Land-Grant colleges received their sheepskin. The remaining 70.4 of each 100 young people desired an education beyond that received in the high school, but did not have their demands satisfied by the four-year college curriculum.

Likewise mortality in the high schools is high, however, the total number graduating has rapidly increased. The percentage of youth 17 years of age who were graduated from our public and private high schools increased from an average of 1.2 in 1869-70 to 51.2 in 1941-42. Of this group of high school graduates 51.8% entered college in 1918 whereas in 1937 24% entered college. Considering the heavy mortality of college students only 15% to 20% of our youth of college age are enrolled in colleges or universities. Four to five per cent of the high school graduates enter schools other than colleges.

V. *Economic factors affect education.*

Brubacher states the fundamental principle that "Formal education or schooling is the product of a surplus economy."

Taking a look at farm earnings over the past century, we find a fluctuating gradual rise for all farms. During the last twenty-year period farm earnings on farm accounting farms in Michigan have fluctuated from a depression low of negative $676 in 1931 to a World War II high of $3,486 in 1947. The reason often presented by farm youth for not taking advantage of educational opportunities has been their lack of financial support. Increased farm incomes will somewhat offset this handicap. However, the fact exists that when farm incomes are high, farm labor is also valuable, which factor tends to restrain many competent youth from achieving their topmost educational desires.

VI. *Curricula to meet needs for training farmers.*

The curricula to which students are exposed during enrollment at a four-year college may not be adequately adapted for educating and training for farming. One of the functions of the original Land-Grant Act as originally developed presupposed a training for farming. Present statistics from a Land-Grant College indicate that 50% of their enrollment are not farm youth. Another study and various reports indicate that only 10-20% of the four-year Land-Grant College graduates do return to the farm. In the light of these figures it is very obvious that the long-term course in agricultural colleges is not satisfying the educational needs of the young farmer. ●

[1]Michigan Farm Business Report for 1948.

[2]J. A. Starrak, "Current School and College Education in Agriculture for Iowa Farmers" Iowa State College Bulletin, 1945, p. 74.

[3]N. A. Johnson, "An Analysis of the Various Factors Associated with Student Mortality in the Wisconsin College of Agriculture."

Superior programs require effective cooperation

(Continued from Page 75)

7. The vocational activities of the teacher were supervised by a local supervisory officer. Other teachers in the school cooperated effectively with the teacher of vocational agriculture.
8. All the equipment, supplies, books, etc. needed for the vocational agriculture program were available and kept up-to-date.

The effects of obtaining and keeping the good will and cooperation of coworkers are self-evident in any measure of progress of local programs of vocational agriculture. Hence, in attempting to improve our local programs, let us first see the necessity for good local liason, or cooperation, and improve on it.

EARL E. JUDSON
Graduate student in Agricultural Education at Cornell University. Former teacher of vocational agriculture and superintendent at Big Sandy, Montana.

Because of the close acquaintance that exists or should exist between the pupil and his vocational instructor, the life that the instructor lives is even more important than the subject which he teaches.

Service continued

Semi-monthly meetings for school leavers

C. C. BEAM, Teacher, Herndon, Virginia

C. C. Beam

ONE of the many problems facing a teacher of agriculture is that of placing students in jobs they are interested in, qualified for, and jobs in which they will succeed.

Many boys before completion of the usual four years of high school will, for some reason, quit school. This causes a problem. Through conferences and by observation I can usually discover those boys likely to be the drop-outs. Therefore, I try to equip them as much as I can so they can make a satisfactory living in their vocation. Being in a dairy and poultry section, it is surprising how these boys are placed in worthwhile jobs. I try to place the boys who drop out of first year agriculture on a dairy or poultry farm where they can study and observe the functions of such a farm and later may become managers. I try to secure for those boys who leave school during or after completion of two or three years of agriculture a better job because I think they are better equipped. Many times these boys assume responsible jobs on their own farms. Even after these boys leave school it is possible for them to continue to secure guidance for solving the problems met in actual work because I maintain school two nights a month. Many of the former students attend these classes and obtain valuable information which is helpful in solving their various problems.

Some of the boys who complete the four years of high school are not interested in extending their education. I try to place these boys as managers on farms and I help the others to secure occupations that they desire. Some of them are interested in milk testing or artificial insemination work. These jobs require a few weeks of special school; however, before making plans to take such special courses these boys are assured of a job upon completion.

Quite a few of the boys attend college. Several boys have already decided on the course they will pursue, but a problem arises as to the college that will best prepare them. Many of the boys know they are going to college but as yet they have not decided upon the kind of courses in which to specialize. It is a problem to guide them in making the right decision. The problem of money oftentimes complicates the situation. Those boys who cannot pay all of their expenses may secure jobs. Other boys borrow money for their schooling.

A few boys are interested in securing civil service jobs. Being located near Washington, it is easy to keep posted on types of jobs available and details as to when and where the examinations will be given.

I feel that it is the responsibility of the teacher to counsel students concerning employment and educational facilities, to keep them informed regarding vocational trends and, when possible, enable them to make contacts which may lead to vocational and educational opportunities. ●

D. L. Williams

On June 16, 1950, Mr. D. L. Williams, Subject Matter Specialist, Agricultural Education Department, Mississippi State College, died at his home in Columbus, Mississippi. In the passing of Mr. Williams, Mississippi and the South lost one of the pioneer leaders in Agricultural Education. He graduated in agriculture at Mississippi State College in 1914. After teaching agriculture for several years, he became State Supervisor of Vocational Agriculture in Mississippi in 1920. He served continuously in this capacity until 1935, at which time he was employed by the Soil Conservation Service of the U.S.D.A. Since 1948 he served as Subject Matter Specialist in the Agricultural Education Department at Mississippi State College.

James N. Freeman

JAMES Freeman was born in Kansas City, Kansas, July 17, 1904, where elementary and high school education was received. He received the Bachelor of Science degree in agriculture from Hampton Institute, in 1925. Attended Iowa State College, in 1925-26 pursuing graduate work in vocational education. The Master's degree was received from the above institution in 1934 and was awarded the degree of Doctor of Philosophy by Cornell University in the field of agricultural education in October, 1945.

He served as instructor of vocational education and poultry husbandry at the Agricultural and Technical College of Greensboro, North Carolina, 1926-29; instructor of vocational education and swine husbandry at State College, Orangeburg, South Carolina, 1929-33; extension teacher of rural education out of Prairie View College, Texas, 1934; area supervisor of vocational agriculture for Negroes in Area III in Texas working out of the State Department of Education, 1935-39; acting head and later promoted to head of the Department of Agriculture and Director of University Farms, Lincoln University, Jefferson City, Missouri, 1939 to present. In addition to being head of agriculture, was appointed through Civil Service as Junior Specialist in Promoting War Bond Sales among the Negro urban and rural people in Missouri, and for the United States Treasury, November, 1942-46. Teacher-Trainer of Agricultural Education for Negroes and State Adviser, New Farmers of America, 1948—. ●

Determining approved practices

BEN BRISTOL, Graduate Fellow, Oklahoma A & M College

Ben Bristol

THE study attempts to set up procedures for determining improved practices to teach in vocational agriculture classes in Oklahoma.

Findings and Conclusions

Superior farmers in each community attained production yields considerably above the average. There seemed to be a direct relationship between the yields reached and the number of improved practices used by each farmer.

Four factors were considered in determining which improved practices to teach in vocational agriculture classes in Oklahoma. These factors were: practices followed by fifty per cent or more of the superior farmers, practices followed by one-third or more of the superior farmers, practices rated as satisfactory or highly satisfactory by fifty per cent or more of the superior farmers, and practices rated as satisfactory or highly satisfactory by one-third or more of the superior farmers.

In formulating the lists of improved practices to be taught in vocational agriculture classes for the four major enterprises in Oklahoma, 192 superior farmers in 16 different communities were studied. The four major enterprises for the state as determined by this study were: beef, wheat, cotton, and dairying.

The procedures used in this study for determining improved practices to teach in vocational agriculture classes may be used as a guide by teachers in making studies for their communities. Studies of improved practices for farming enterprises important to the local communities could profitably be made by teachers of vocational agriculture in Oklahoma. Such studies would greatly assist these teachers in improving the content of instruction for all-day student, young farmer, and adult farmer groups. ●

Dean Spalding, College of Education, leading a group discussion.

Conferences with supervising teachers

JAMES C. ATHERTON, Graduate Assistant, University of Illinois

J. C. Atherton

ONE of the essential elements in an educational program is that all phases be coordinated so that it makes a logical working whole. To achieve this, it is essential that the right hand know what the left hand is attempting to do, and that all concerned with the educational venture have a part in the planning of the program, its execution, and the evaluation of it. In student teaching, in order for the program to be continuous, there must be an extension of the work of the teacher training institution to the training center and from the training center back to the teacher training institution. Most of us would agree that student teaching is putting into practice numerous elements of teaching which the student teacher has learned while at the teacher training institution and in the student teaching center. Student teaching serves a role in the education of the prospective teacher similar to the supervised farming program in the education of students of vocational agriculture. In both instances it is an opportunity for the individual to develop skills and abilities under competent supervision. It is the doing stage of a learning situation.

A conference of cooperating teachers was held December 2 and 3, 1949 at the University of Illinois for the purpose of strengthening the student teaching phase of the undergraduate training program for teachers of vocational agriculture in Illinois. Representatives of the state supervisory staff, prospective teachers of agriculture, teacher trainers in vocational agriculture and members of the College of Education participated in the various phases of the conference. This conference was held during the middle of the fall student teaching period. At this time, the cooperating teachers and the teacher-training staff are particularly aware of problems concerning student teachers and the supervising teachers have an opportunity to miss two days of school without interfering with the normal operations of classes. This situation also provides a learning experience for the student teachers as they have full responsibility for the local agriculture program during this absence of the cooperating teacher. The budget of the university for student teaching provides for the expenses of the cooperating teachers for this conference.

The conference consisted primarily of discussions related to various elements of the student teaching program with a variety of discussion leaders. The agenda for the conference included discussions on the following:

1. Relationships of student-teaching centers with the University of Illinois,
2. The establishment of functional objectives,
3. How to get student teachers to use problem solving procedure effectively with classes,
4. Effective teaching based upon expanded farming programs,
5. Principles of adult education in student teaching,
6. The student teaching program as seen by a state supervisor,
7. Problems and relationships of cooperating teachers,
8. Essentials for an effective training center (a panel discussion),
9. Evaluation of student teachers,
10. An analysis of student teaching experiences by men who recently completed student teaching,
11. Suggestions for the improvement of the student-teaching program.

In evaluating the outcomes of the conference it is apparent that some goals have been reached and that there is likelihood of others being met as work in student teaching continues. The major objective of the conference was a refinement of our methods of training prospective teachers of vocational agriculture. Outcomes of the conference and those that are expected as end products of it include:

1. Better understanding of the functions of student teaching,
2. Visualization of areas in our teacher-training program that need strengthening,
3. Clearer view of the opportunities for improving student teaching,
4. Created a desire to improve the student-teaching phase of teacher training,
5. Clarified the relationships between the various activities included in the teacher training program,
6. Provided for a free exchange of ideas,
7. Helped clear up administrative technicalities,
8. Fostered a feeling of unity in the vital undertaking of preparing teachers of vocational agriculture,
9. Produced ideas that teacher trainers can use in improving the preparation of students prior to the student-teaching period,
10. Showed promise of enhancing the transition of the trainee from college work, to student teaching, back to normal college work again,
11. Developed a spirit of comradeship among a group participating in a common undertaking. ●

Our cover

The picture used on the cover is from Vermont. It illustrates a type of conference held at the request of local administrators and school board members. The purposes of these conferences are; (1) to identify factors which limit the services provided for young farmers and (2) to discover ways in which such limitations may be overcome. Harold R. Cushman, a Cornell graduate student, second from the left, is developing data from these conferences as a part of a Doctoral Dissertation. State Supervisor, C. D. Watson, is third from the left and is responsible for organizing the meeting with local boards.

F.F.A. farm day

(Continued from Page 86)

receive some invaluable training in the development of responsibility, initiative, ingenuity, and community service, and in the creation of good public relations. Remember, the boys do the entire job themselves. It is a big day for everyone; for the animals, for the children, for the museum, and for the chapter. The Farm Day helps to fill a tremendous gap between the city and the country, between the farmers and their customers in town.

Although this Farm Day seems to be the only one of its kind in the nation at the present time, there is no reason why other chapters could not carry on in a similar manner. You will be amply rewarded, for "to serve the community is to serve oneself." ●

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—Tracy Dale, Jefferson City
s—C. M. Humphrey, Jefferson City
ds—Joe Moore, Mt. Vernon
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—H. E. Rodeberg, Bozeman

NEBRASKA
d—G. F. Liebendorfer, Lincoln
s—Lewis Klein, Lincoln
as—L. D. Clements, Lincoln
t—H. W. Deems, Lincoln
t—C. E. Rhoad, Lincoln
t—C. C. Minteer, Lincoln
t—M. G. McCreight, Lincoln

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

NEW HAMPSHIRE
d—Walter M. May, Concord
s—Earl H. Little, Concord
t—Philip S. Barton, Durham

NEW JERSEY
d—John A. McCarthy, Trenton
s-t—H. O. Sampson, New Brunswick
as-t—O. E. Kiser, New Brunswick
as-t—W. H. Evans, New Brunswick

NEW MEXICO
s—L. C. Dalton, State College
t—Carl G. Howard, State College
as—J. L. Perrin, 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—A. E. Champlin, Alfred
as—E. C. Lattimer, Albany
t—E. R. Hoskins, Ithaca
t—W. A. Smith, Ithaca
t—E. B. Mott, Ithaca

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

NORTH DAKOTA
d—E. F. Riley, Wahpeton
s-t—Ernest L. DeAlton, Fargo
as-t—Shubel D. Owen, Fargo
as-t—Winston H. Dolve, Fargo

OHIO
d—J. R. Strobel, Columbus
s—Ralph A. Howard, Columbus
as—W. G. Weiler, Columbus
ds—E. O. Bolender, Columbus
ds—F. J. Ruble, Columbus
ds—D. R. Purkey, Columbus
t—Ralph E. Bender, Columbus
t—W. F. Stewart, Columbus
t—Harold G. Kenestrick, Columbus
t—R. J. Woodin, Columbus
t—A. C. Kennedy, Columbus
t—Willard Wolf, Columbus
rt—Ray Fife, Columbus

OKLAHOMA
d-s—J. B. Perky, Stillwater
as—W. R. Felton, Stillwater
as—Tom Daniel, Stillwater
ds—Byrle Killian, Stillwater
ds—Hugh D. Jones, Stillwater
ds—Cleo A. Collins, Stillwater
ds—Benton F. Thomason, Stillwater
ds—Marvin Bicket, Stillwater
t—C. L. Angerer, Stillwater
t—Don M. Orr, Stillwater
t—Chris White, Stillwater
t—Robert Price, Stillwater
t—Clifford Kinney, Stillwater
t—James Elliott, Stillwater
Nt—D. C. Jones, Stillwater

OREGON
d—O. I. Paulson, Salem
s—Ralph L. Morgan, Salem
as—M. C. Buchanan, Salem
t—H. H. Gibson, Corvallis
t—Henry Ten Pas, Corvallis

PENNSYLVANIA
d—Paul L. Cressman, Harrisburg
s—H. C. Fetterolf, Harrisburg
as—V. A. Martin, Harrisburg
t—Henry S. Brunner, State College
t—William F. Hall, State College
t—C. S. Anderson, State College
t—David R. McClay, State College
t—Glenn Z. Stevens, State College

PUERTO RICO
d—L. Garcia Hernandez, San Juan
s—Samuel Molinary, San Juan (acting)
as—Rafael Muller, San Juan
as—Juan Acosta Henriquez, San Juan
as—Federico A. Rodriguez, San Juan
ds—Juan Melendez, Cayey
ds—Gregorio Mendez, Arecibo
ds—Frederico Carbonell, San Juan
ds—Nicolas Hernandez, Mayaguez
t—Fernando del Rio, Mayaguez
t—Juan Robles, Mayaguez

RHODE ISLAND
st—Everett L. Austin, Providence

OFFICE OF EDUCATION, WASHINGTON, D. C.

Earl J. McGrath, U. S. Commissioner of Education
R. W. Gregory—Ass't Commissioner for Vocational Education
W. T. Spanton—Chief, Agricultural Education
D. M. Clements—Ass't Chief, Agricultural Education

. . . Specialists . . .

H. B. Swanson, R. E. Naugher, A. W. Tenney, E. J. Johnson and W. N. Elam, Program Planning; A. H. Hollenberg, Farm Mechanics.

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

SOUTH DAKOTA
d—H. S. Freeman, Pierre
s—H. E. Urton, Pierre
t—Stanley Sundet, Brookings

TENNESSEE
d-s—G. E. Freeman, Nashville
as—J. W. Brimm, Nashville
as—J. W. Carney, Nashville
ds—S. L. Sparkes, Nashville
ds—H. N. Parks, Gallatin
ds—L. A. Carpenter, Knoxville
ds—H. C. Colvett, Jackson
ds—T. J. Hendrickson, Gallatin
t—N. E. Fitzgerald, Knoxville
t—B. S. Wilson, Knoxville
t—R. W. Beamer, Knoxville
t—G. W. Wiegers, Jr., Knoxville
sms—A. J. Paulus, Knoxville
Nt—W. A. Flowers, Nashville
Nt—H. L. Taylor, Nashville (on leave)
Nt—David Hamilton, Nashville

TEXAS
d—W. E. Lowry, Austin
s—Robert A. Manire, Austin
as—George H. Hurt, Austin
as—Vannoy Stewart, Austin
As—O. T. Ryan, Lubbock
As—G. D. Parker, Kingsville
As—A. B. Childers, Mart
As—O. M. Holt, College Station
As—J. B. Payne, Stephenville
As—L. I. Samuel, Arlington
As—J. A. Marshall, Georgetown
As—T. R. Rhodes, Huntsville
As—R. B. Thomas, Jr., Commerce
As—K. D. Chandler, Nacogdoches
As—Emmett L. Tiner, Alpine
As—Walter Labay, Plainview
t—E. R. Alexander, College Station
t—Henry Ross, College Station
t—W. W. McIlroy, College Station
t—J. L. Moses, Huntsville
t—Ray L. Chappelle, Lubbock
t—T. L. Leach, Lubbock
t—S. V. Burks, Kingsville
t—B. B. Shaw, College Station
it—R. V. Walton, College Station
it—G. H. Morrison, Huntsville
it—F. B. Wines, Kingsville
it—L. M. Hargrave, Lubbock
it—Feral M. Robinson, Huntsville
it—Ray Epps, Huntsville
sms—Kyle Leftwich, Huntsville
Nt—E. M. Norris, Prairie View
Nit—O. J. Thomas, Prairie View
Nt—E. E. Collins, Texarkana
Nt—S. E. Palmer, Tyler
Nt—Gus Jones, Caldwell
Nit—Wardell Thompson, Prairie View
Nt—Paul Rutledge, Palestine

UTAH
d-s—Mark Nichols, Salt Lake City
as—Elvin Downs, Salt Lake City
t—L. R. Humpherys, Logan

VERMONT
d—John E. Nelson, Montpelier
s—C. D. Watson, Burlington
as—Cedric Lafley, Burlington
t—James E. Woodhull, Burlington

VIRGINIA
d—Richard N. Anderson, Richmond
s—F. B. Cale, Richmond
as—R. E. Bass, Richmond
as—T. B. Dowing, Ivor
ds—W. R. Emmons, Boykins
ds—W. R. Legge, Winchester
ds—J. C. Green, Powhatan
ds—W. C. Dudley, Appomattox
ds—J. A. Hardy, Blacksburg
ds—J. O. Hoge, Blacksburg
N-ds—C. B. Jetter, Martinsville
t—H. W. Sanders, Blacksburg
t—T. J. Horne, Blacksburg
t—C. E. Richards, Blacksburg
t—C. S. McLearen, Blacksburg
t—B. C. Bass, Blacksburg
t—T. J. Wakeman, Blacksburg
t—E. G. Thompson, Blacksburg
t—Olivo A. Salem, Blacksburg
Nt—M. A. Fields, Petersburg
Nt—J. R. Thomas, Petersburg
Nt—A. J. Miller, Petersburg

WASHINGTON
d—H. G. Halstead, Olympia
s—Bert L. Brown, Olympia
as—M. C. Knox, Olympia
as—H. M. Olsen, Olympia
as—J. W. Evans, Olympia
as—Robert Corless, Olympia
t—E. M. Webb, Pullman
t—Oscar Loreen, Pullman
t—David Hartzog, Pullman

WEST VIRGINIA
d—John M. Lowe, Charleston
s—H. N. Hansucker, Charleston
as—S. D. McMillen, Charleston
as—H. E. Edwards, Charleston
ds—Guy E. Cain, Charleston
ds—W. H. Wayman, Clarksburg
ds—Byrl L. Law, Elkins
t—D. W. Parson, Morgantown
t—C. W. Hill, Morgantown
Nt—W. T. Johnson, Institute

WISCONSIN
d—C. L. Greiber, Madison
s—Louis M. Sasman, Madison
t—J. A. James, Madison
it—D. C. Aebischer, Madison
it—Clarence Bonsack, Madison
t—V. E. Nylin, Platteville
t—J. M. May, River Falls

WYOMING
d—Sam Hitchcock, Cheyenne
s—Percy Kirk, Cheyenne
t—Jack Ruch, Laramie

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

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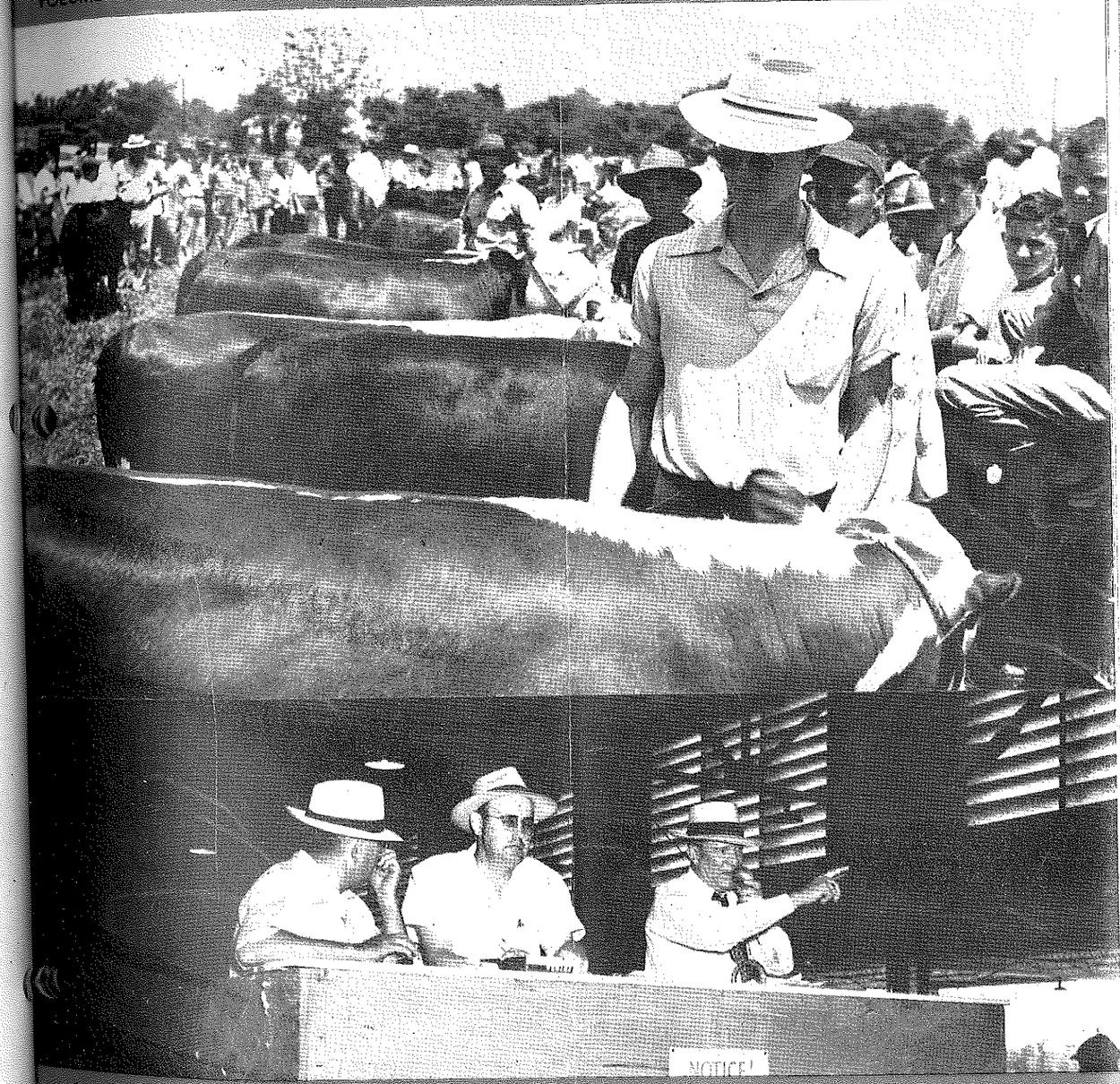

In Arkansas—
A Stock Show and Sale

This Issue Features... **Marketing**