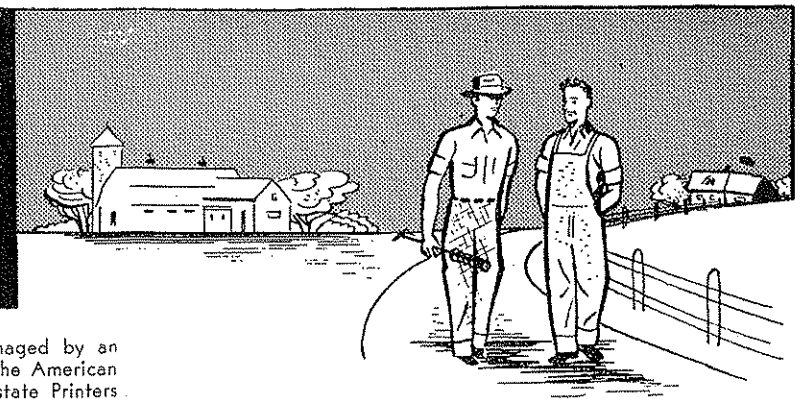
# THE AGRICULTURAL EDUCATION MAGAZINE

VOLUME 23 DECEMBER, 1950 NUMBER 6


F.F.A. Strengthens Democracy
(See Pages 123 and 140)

*This Issue Features...* **F.F.A.**

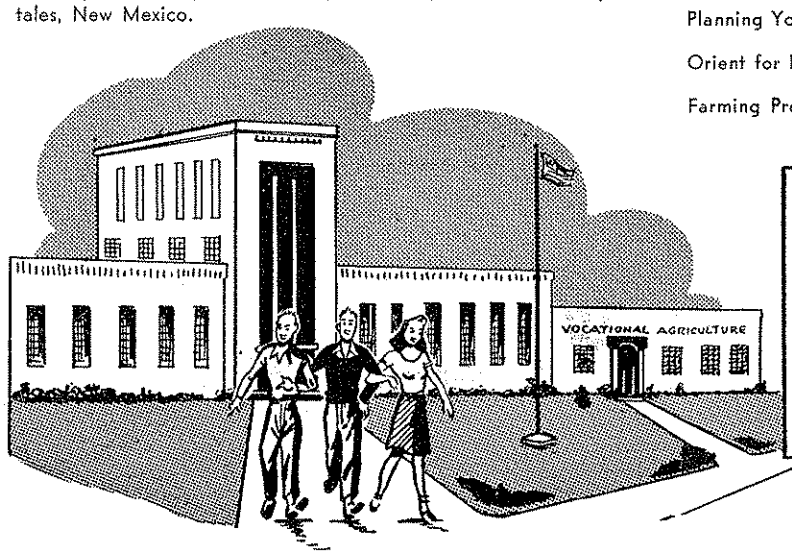
# The Agricultural Education Magazine



A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

INTERSTATE DANVILLE, ILL.






## Contents



Subscription price, $1.50 per year, payable at the office of the **Interstate Printers and Publishers**, 19-27 N. Jackson St., Danville, Illinois. Foreign subscriptions; $1.75. Single copies, 15 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted.
Entered as second-class matter under Act of Congress, March 3, 1879, at the post office in Danville, Illinois.

# Editorials

## Develop the whole boy

J. C. Atherton

WE frequently hear Future Farmer chapter advisers make statements such as these: (1) Our F.F.A. chapter purchased $500 worth of products co-operatively; (2) we had two State Farmers this year; (3) our livestock judging team was first in the federation; (4) we won twelve ribbons in the district livestock show; (5) we have the best public speaker in our area. All of these are noteworthy achievements and we should be proud of them. However, it seems that too often we fail to see what lies beyond these activities and overlook the fact that we have accepted a far more important undertaking than that of developing contest winners. Our major responsibility goes much deeper than these activities. It involves the development of the individual chapter members into socially useful citizens.

In setting up our chapter program of work, we must be concerned with other evidences of desirable educational growth besides the ability "to do." We have the responsibility also of sponsoring those types of activities and events which will develop desirable attitudes, worthy ideals, purposes, appreciations and interests. These are equally as important as the ability "to do," although they are much more difficult to evaluate. Indiscriminate use of the ability "to do" could easily lead to acts which are detrimental to the welfare of society. Proper attitudes and ideals are needed to direct the efforts of individuals and groups into paths which lead to the uplifting of mankind.

In times of national and international turmoil like those of today we should reassess the outcomes of our chapter activities and eliminate those which do not contribute to the development of well-rounded rural people. Yes, we are interested in using our Future Farmer chapter in the development of good farmers, but this goal should be secondary to and a part of that more important objective—which is the growth of individuals who believe in the democratic way of life and who practice it in their daily activities.

When planning our chapter programs of work, we might do well to give heed to the words of the Master Teacher, "For what shall it profit a man if he shall gain the whole world and lose his soul."

J. C. ATHERTON, Teacher Education
University of Arkansas

## Balance values and costs

WHAT are the values to youth in belonging to the F.F.A.? How much time and energy can a teacher of agriculture properly give to the F.F.A. in order to realize those values? No uniform answer exists. In each case, however, we need to arrive at a reasonable balance between the values and costs.

Providing farm youth enrolled in vocational agriculture with their own organization, The Future Farmers of America, was an inspired move. It extended opportunities for direct experiencing of a type and quality not previously conceived. The enrichment of the curriculum in vocational agriculture was the most valuable outcome. It gave the program of education in agriculture life and vitality. Farm boys were given added incentives to achieve in farming. More important, however, youth learned (by doing) to function effectively as members of a democratic group.

Throughout the years it has popularized vocational agriculture. The name, activities and general quality combined to captivate the interest of the public. At school the enthusiasm of students and the healthy influence on school citizenship have made F.F.A. generally popular with school administration and other faculty members.

The well-deserved recognition and popularity of, and through, the F.F.A. have not been attained without price. It seems appropriate, as we pay tribute to accomplishments, that we should call attention to the need for proper emphasis on the F.F.A. as a phase of education in vocational agriculture. It is very evident that the desire for recognition may come to overshadow the more serious purpose of building stronger and richer programs of farmer training for individuals.

We need to keep the costs and values in balance. Raising money to carry on chapter activities is a common activity. As even more ambitious projects are undertaken so too more time and energy are required in raising money. Less choice of activities is possible. We can pay too high a price in our attempts to finance worthy activities.

To fully capitalize on the F.F.A. and its local program some pay too high a price by neglecting to deal with other essential problems. Farming programs for example may be relegated to second place by boys and teacher alike in the drive to build F.F.A. That price, all would agree, is too high! Many other specific areas could be cited. These might include over-emphasis on publicity, failure to leave students time for participation in other activities in the school's extra-curricular program, the use of too much time for contests and the sacrifice of general welfare in the interests of attaining a high degree of perfection with a few individuals.

Vocational agriculture is a big and complex program involving several major phases. The F.F.A. is one important phase. Checks and balances on the several phases are required. It is the responsibility of national and state leaders as well as teachers to see that emphasis given to the F.F.A. is proportionate to values.

## FFA is democracy in action

G. P. Couper

IN A WORLD which has a surplus of fear and a glut of hate, there is a notable shortage of democracy, and the area for its growth and development appears to be shrinking. In such a world, the training afforded by the good Future Farmers of America chapter is a refreshing and reassuring contrast.

Those of us who labor in the field of Future Farmer activities are frequently asked "who appoints the chapter officers," and "how does a boy advance." Such a question provides a wonderful opening to explain the completely democratic nature of the Future Farmer program. The information that boys select, nominate and ballot on their own officers; appoint their own committees and handle the business of a bustling association, is usually startling and always pleasing.

Throughout most of our United States, there is no racial barrier to advancement. Boys of every racial origin have become chapter presidents, American Farmers, honor winners. Today in the nation there are quite a number of boys from European countries, attending rural high schools as exchange students in programs sponsored by various churches. These boys, too, have been given opportunity toward higher F.F.A. degrees and chapter office.

(Continued on Page 140)

# Selecting community services*

N. J. WARDLE, Farm Safety Specialist, Iowa State College

N. J. Wardle

THE primary purpose of community services in the vocational agriculture program is to provide opportunity for participants to develop more proficiency in farming through actual practice. This training of the members of the vocational agriculture groups is the only justifiable excuse for community services in the vocational agriculture program. Community services which are organized simply to make money or to perform services for farmers are difficult to justify in an educational program. The desirable type of community service is one which provides an opportunity to teach as well as to render a worthwhile service.

In a recent study of community services all of the respondents believed community services should be educational. The study was made of community services of the vocational agriculture groups in the North Central and Western Regions. Participating in the study were 1,372 teachers, 48 supervisors, 49 teacher trainers, 47 superintendents, and 97 participants of the services. Each of these was asked to report his experience with community services and to give his attitude in regard to certain points in selecting and conducting the community services of vocational agriculture groups.

The vocational agriculture groups are the all day, young farmer, adult farmer and veteran groups. For the purposes of the study community services were defined as services performed by members of a vocational agriculture group for themselves and for others in the community. Services performed by the teacher of vocational agriculture for individual farmers were not considered in this study.

*Systematic Instruction*

Community services have been a part of the program in many departments of vocational agriculture since the passage, in 1917, of the Smith-Hughes Act. Such services will no doubt continue to be a part of the program of many departments. Teachers of vocational agriculture encounter certain problems of organizing and conducting the community services of their vocational agriculture groups. The major purpose of the study was to identify and formulate techniques to aid in selecting the community services to be developed and in conducting such services.

*From a Doctoral Dissertation, Iowa State College, 1949.

As was stated before the respondents were unanimous in believing that all community services should be educational. However, according to the reports of the teachers of vocational agriculture, as shown in Table 1, systematic instruction was not always practiced. Although there may be some learning, some development of proficiency, thru practice without systematic instruction, it must be recognized that such learning is incidental or even accidental, not the basis of the community service. Many of these services were started during the war emergency when considerable stress was placed on getting the job of production done. The fact that systematic instruction was practiced in 47 per cent of the services demonstrates that teachers recognize the great value of systematic instruction in the services.

Four other important factors in conducting community services are included in Table 1. These are all important in assuring the success of community services.

TABLE 1. Important Factors in Conducting Community Services

| Factors | Yes | No |
|---|---|---|
| Systematic instruction in the skills of service | 486 | 545 |
| Special instructors are used for the service | 419 | 612 |
| The service is self-supporting | 436 | 595 |
| The Future Farmers are helpful with the service | 912 | 338 |
| The service should be aided indefinitely | 732 | 267 |

*Special Instructors*

More special instructors were reported as being used with the veteran group than with the other groups. Many teachers reported that more could be used to advantage. Since teachers of vocational agriculture are trained in the skills needed in many community services, special instructors are not needed with all community services. However, when special skills are required such as in community canneries and machinery repair shops, special trained instructors aid the program much. In some cases the community services in a department of vocational agriculture multiply until too large a part of the teacher's time is used with them. In cases such as these special instructors should be employed and paid out of the service income.

*Service Self-Supporting*

Community services should be self-supporting for current expenses. Current expenses are those expenses of a community service other than instruction, permanent equipment, and housing. If special instructors are hired because of the community service, no doubt this finance should also come from the services. However, of the 1,031 services which were reported as shown in Table 1, only 42 per cent were self-supporting. More of the services of the adult group were self-supporting than was true of the other groups. Yet, even with the adult group only 51 per cent were self-supporting.

*Future Farmers Help the Service*

There were 711 different community services reported in the Agricultural Education Magazine from the first issue in '32 to and including the June issue of '46. Over 90 per cent of these services were carried on or assisted by the Future Farmers. As shown in Table 1, 73 per cent of the reports in the study stated that the Future Farmers were helpful with community services. Most of the 27 per cent which reported the Future Farmers were not helpful were reports of community canneries and repair shops. Apparently Future Farmers are not as helpful with these services as with others such as livestock associations, dairy herd improvement associations, seed testing, and such.

*Aid to the Services*

How long should the community services be aided? Should the department of vocational agriculture introduce the services through one or more of the groups, get the services organized and established, and then let them become independent? Or should the department retain official connection with the services indefinitely? As shown in Table 1, 73 per cent of the respondents in the North Central and Eastern Regions believed the department should aid the services indefinitely. However, 75 per cent of the participants of the services believed the services should become independent when possible. Evidently the participants of services do not believe they need help in the services as long as the professional workers believe they should be aided. No doubt, provision should be made in the organization of community services so they can become independent if it is at anytime deemed to be advisable.

*Other Factors*

Other factors regarding both selecting and conducting community services were investigated. As a result of these investigations two techniques were set up to aid the teacher in the community service program.

*Technique for Selecting Community Services*

Step 1—Determine the services which are adaptable to the region.

Step 2—Determine the services which are adaptable to the size of town.

Step 3—Determine the services which are adaptable to the size of school.

Step 4—Determine the services which are adaptable to the vocational agriculture groups.

Step 5—Determine the services which will give the beneficial outcomes desired.

Step 6—Develop rapport with private business concerned.

Step 7—Make a community survey.

Step 8—Discuss the community service program with individuals, with representatives of local organizations in the community, and with members of the supervisory staff.

Step 9—Present information concerning community services to the vocational agriculture groups for their decision.

Step 10—Present information concerning community services to the advisory council for their recommendations.

Step 11—Present the community service program to the school authorities for their approval or disapproval.

There may be other steps which would be helpful in selecting community services. The steps need not necessarily be performed in the sequence listed, and several of them may be performed concurrently. A teacher of vocational agriculture should find it helpful to go through these steps during his first year in a new school and to check through the points again in case any new community service is being considered.

*Technique for Conducting Community Services*

Step 1—Formulate a definite plan of systematic instruction for all of the participants in order to teach the skills and abilities involved in the service.

Step 2—Provide for a special instructor if the type of the service or the size of the program demands such an instructor.

Step 3—Make definite financial plans for current expenses.

Step 4—Provide in the organization of the service a procedure by which the service may become independent of the vocational agriculture department if this plan is later deemed advisable.

Step 5—Provide an opportunity for the Future Farmers to help with the community service.

Step 6—Organize the service in such a way that the participants may become the leaders.

Step 7—Provide adequate facilities for the service.

Step 8—Formulate and carry on a systematic publicity program.

Step 9—Formulate a plan for reporting new and improved practices which are adopted.

Step 10—Evaluate the program, ascertaining whether the service fulfills a need.

The steps of this technique as those of selecting the service need not be performed in the sequence given. Several of the steps may be carried out at the same time. A teacher of vocational agriculture should find it helpful to go through the foregoing steps for each community service before finally starting the service. The steps should be reviewed occasionally throughout the time that the service is in operation.

Community services of the vocational agriculture groups are one way of teaching proficiency through practice, but it should be recognized that such services are only one method. They have value in a program and should not be entirely ignored as a method of teaching as was advised by one teacher trainer. Conversely, it is doubtful that they should be used to do 100 per cent of the teaching as one supervisor advised. A teacher who recognizes community services as a method of instruction and who uses the method wisely should be able to improve his program of vocational agriculture through that use.

# Community service work

RICHARD N. JONES, Teacher, Clarksville, Maryland

R. N. Jones

THE community service phase of teaching agriculture is important. If handled correctly, it fosters much good will for a program; handled incorrectly, it will result in misunderstanding. A lot of the trouble blamed on this phase of our work is caused by a lack of knowledge of what it implies. My first approach to this problem is an attempt to define "Community Service" in all its aspects because misunderstandings may result if we do not have the correct concept of the activity.

### Terms Defined

"Community service" includes any work done by the department—teacher or students—for the benefit of people of the community. It divides itself very definitely into two sections: (a) work done by the instructor; and (b) work done by the students. These two divisions are quite different and must be handled separately.

"Community service" work done by the instructor should, perhaps, be renamed "community educational service" to give a clearer idea of its scope. Work done by the teacher should in all cases be free of charge. An instructor is hired to meet the needs of his community, and there is no surer way for him to get into trouble and create ill-will and criticism for himself and his program than to accept payment for services rendered. He is already receiving one salary for this work, and the farmer is paying this salary, indirectly, as a part of his taxes.

Another reason for adding the word "educational" between "community" and "service" is to prevent trouble for new teachers. Too many of us started our jobs with the idea that we should do certain jobs for the farmers if we were called upon, or else we were not able to say "no" when calls came. If we do the work ourselves, we are not fulfilling our purpose. Too many teachers think that doing the job themselves is the easy way out. This may be true on a short time basis, but not from the long time viewpoint. Farmers should be taught to do a job so that the instructor will be called out less often on that particular job. We should make these jobs over into a program of individual, or possibly group, instruction. The teacher should answer all calls he receives, demonstrate and explain how to do the job, supervise the farmer in performing the job until he has attained a reasonable degree of proficiency, and then he should politely take his leave to go about another job. This policy not only saves the instructor extra trips and time, but will gain for him a degree of respect and confidence, and, if he has to leave the community, the farmers will be able to do the new job without anyone's aid.

The instructor must also be very careful to avoid showing partiality to any group of farmers or individuals. If the teacher is called upon to render services out of his line of abilities, he should suggest specialists and even go as far as to arrange for them to meet the farmers concerned.

### F. F. A. Contributes

The second phase of community service is that work done by the students and the F.F.A. The term "community service" can possibly be used more accurately here. The boys may be allowed to actually do the work, as this is a good means of instruction for them. They may also be allowed to accept payments—or even make charges—for their services. The money thus collected can in most cases be added to the F.F.A. treasury. In a few instances, where the work is done completely on the part of a boy without direct teacher supervision, the money belongs to the boy, just the same as payments for any other job. There are many jobs that boys can learn in this manner and at the same time be of great service to farmers. Such activities will also add

(Continued on Page 140 )

# Conservation training for F.F.A. members

## . . . builds more for the future

ROY E. BALLARD*

SALEM, N. J., High School, through cooperation with the South Jersey Soil Conservation District and the U. S. Soil Conservation Service technicians, is demonstrating how conservation farming projects in vo-ag training courses can be successfully welded into establishment of soil and water saving and good land use practices on district cooperators' farms, and the building of conservation farmers for future years.

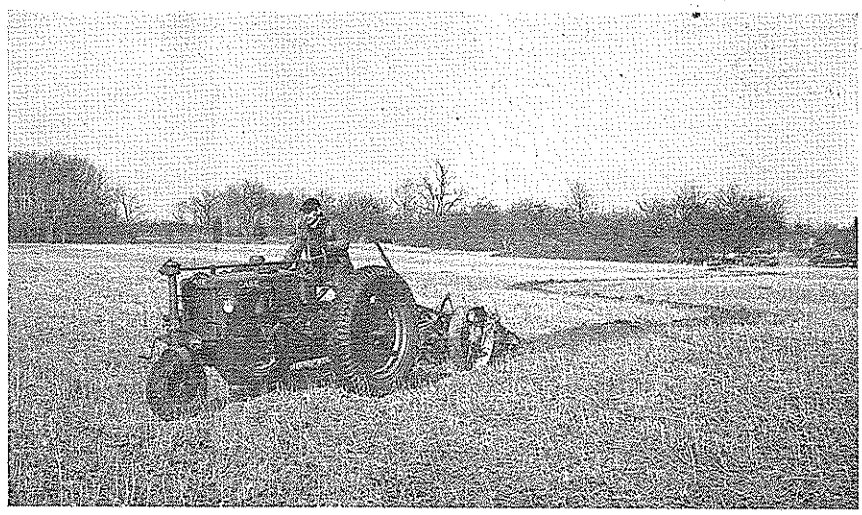
Problems are studied in the field under the cooperative guidance of teacher and soil conservationist.

A group of 75 F.F.A. boys—nearly all from farm families—is taking the training under the direction of their teacher, Champion Coles, who operates the farm where the class work is done, and the SCS conservationist who heads the Salem county work unit. Boys are organized in classes with as many as 30 members. They go to the fields, at least 2 or 3 times a month. They usually work in groups of 3. The size of these units increases when they do other work, such as drainage.

Classroom studies, preliminary to any field activity, include the presentation and discussion of general soil information with its local applications, and a demonstration of equipment used in laying out conservation practices for establishment on the land. Through the actual handling of such devices as a simple hand level, and the use of blackboard sketches, the methods used in laying out contour strip cropping, drainage, diversions, watercourses and farm ponds, are taught. Pertinent terms are carefully defined so that there will be a common working language when field work is being discussed and done.

### Group Organization

When the groups complete their classroom work, their first field activity is at the farm of their instructor. In breaking up and organizing units of 3, one boy takes the hand level, another grabs a stake and a hammer, and the third carries the extra laths. As they move over the fields they alternate in these duties so that all get the complete training.



After F.F.A. members determine the contour actual work of conservation is begun.

After they have acquired sufficient working knowledge, they are put through a test to determine their accuracy. In this process the instructors start two teams of 3 at separate reference points on opposite sides of a 30-acre field that is to be laid out for strips. Unknown to all the boys is the fact that the reference points are located on the identical contour. If they do the job correctly, the two groups will meet head-on in the center of the field. When they do not meet there, they go back to the starting points and repeat the process until they do meet at the common point. A field discussion of problems, methods and results follows.

As soon as the boys have had sufficient practice they are transferred to a district cooperator's farm where a real strip cropping system is to be laid out. It's their job.

When all the strip boundaries have been located by the boys, to the satisfaction of their instructors, the farmer, through advance arrangements made by their instructors, brings his tractor and plow into the field, and with the boys as observers, plows in the contour lines, his start in application of the practice. The boys collect the laths that they used to mark the lines and are ready to move to another project.

The reaction of the boys to this type of serviceable project has encouraged Herbert K. England, superintendent of schools, Thomas J. Griffiths, his assistant, and Miss Marie L. Oehrle, high school principal, to authorize expansion of training in soil and water conservation and good land use. Through the operation every boy will have training and experience with all of the practices in common use in the area.

The instructors observe that the boys' interest in their conservation studies is having an immediate effect on operations at some of their parents' farms. This leads Coles and Ballard to the belief that many of the boys will be full-fledged conservation farmers when they begin to operate on their own, or take over their parents' farms. And among those who may not become farmers there are some, their instructors say, who already have indicated that they want to go into conservation work with SCS, with a district organization or some other organized group in this activity. ●

---

The human problem is far more delicate and difficult to handle than any production, engineering or financial problem. The ability to get people to work together is of the greatest importance. If people can get each other's point of view, disagreement as to policies and courses of action are usually slight.

—Alfred J. Sloan, Jr.

*The author is SCS conservationist cooperating with the South Jersey Soil Conservation District in Salem county, with headquarters at Salem, N. J.

# Future farmers out of school

WAYNE DOTY, Teacher, New Providence, Iowa
WILLIAM H. DREIER, Iowa State Teachers College
JIMMY MILLER, Teacher, Waterloo, Iowa

WHAT happens to boys who belong to Future Farmer chapters? Does it mean they are liars if they do not become farmers in the future? These were some of the questions that came to the mind of a vocational agriculture student at New Providence, Iowa in 1935. The Rising Sons chapter of the Future Farmers of America was being organized at that time by Phil Nolan.

Five years later this Future Farmer was helping the students at the Orange Township Consolidated School, Route 1, Waterloo, Iowa, re-organize their F.F.A. chapter. He worked with the chapter until he was drafted into the Army during his second year of teaching.

Ten years passed. The F.F.A. member of 15 years ago is an instructor of Elementary and Rural Education at Iowa State Teachers College. The present teacher at New Providence is Wayne Doty and the teacher at Orange is Jimmy Miller. Because we are interested in the farm boy's future we decided to find out what these boys are doing 15 and 10 years after they became Future Farmers.

### Education and Military Service

There were 25 members in the New Providence chapter in 1935 and 15 members in the Orange chapter in 1940. Only one of these Future Farmers failed to complete high school. Sixteen or 40 per cent of the group have had some kind of post high school education. Two of the boys from the Orange school are now attending graduate school. Table 1 gives the education and military service of the members of the two chapters.

Fifteen and ten years later just a few more than half of these Future Farmers are farming. The average years of education of the 52.5 per cent who are farming, is 12.9—while the non-farm group has an average of 13-5 years of education. Not quite half of the group that is now farming are veterans. A little more than three-fourths of the non-farm group are former service men.

TABLE 1. Education and Military Service

| | *1935 New Providence* | | *1940 Orange Township* | | *Grand Total* | |
|---|---|---|---|---|---|---|
| | *N* | *Per Cent* | *N* | *Per Cent* | *N* | *Per Cent* |
| I. Total chapter members | 25 | | 15 | | 40 | |
| Mean years of education | 13.2 | | 13.1 | | 13.2 | |
| Military service | 16 | 64.0 | 8 | 53.3 | 24 | 60.0 |
| II. Group NOT now farming | 12 | 48.0 | 7 | 46.7 | 19 | 47.5 |
| Mean years of education | 13.3 | | 13.9 | | 13.5 | |
| Military service | 10 | 83.3 | 5 | 71.4 | 15 | 78.9 |
| III. Group NOW farming | 13 | 52.0 | 8 | 53.3 | 21 | 52.5 |
| Mean years of education | 13.2 | | 12.4 | | 12.9 | |
| Military service | 6 | 46.2 | 3 | 37.5 | 9 | 42.9 |

TABLE 2. Location and Farming Status

| | Farming Group | Non-Farm Group | Grand Total N | Grand Total Per Cent |
|---|---|---|---|---|
| I. Present location—total | 21 | 19 | 40 | 100.0 |
| Unknown | 0 | 2 | 2 | 5.0 |
| Not living | 0 | 1 | 1 | 2.5 |
| In local county | 20 | 11 | 31 | 77.5 |
| In state of Iowa | 0 | 2 | 2 | 5.0 |
| In another state | 1 | 3 | 4 | 10.0 |
| | New Providence | Orange Twp. | Total | |
| II. Status of farm group—total | 13 | 8 | 21 | 100.0 |
| Hired man | 0 | 0 | 0 | 0 |
| Renter | 8 | 8 | 16 | 76.2 |
| Manager | 1 | 0 | 1 | 4.8 |
| Owner | 4 | 0 | 4 | 19.0 |
| III. Operates family farm | 9 | 6 | 15 | 71.4 |

The use made of the G.I. Bill by the non-farm group is not completely known. At least 3 of the 15 or 20 per cent of this group continued their education by this means. Only one of the 9 farming veterans has used the G.I. Bill for on-the-farm training.

### Present Location and Farming Status

The present location and exact occupation of two of the original 40 Future Farmer members is not known. One of the group was killed in an airplane crash during his pilot training. The majority of the group is living within the boundaries of their home county. Part I of Table 2 indicates that 95 per cent of the farm group and 58 per cent of the non-farm group have remained withing the county community of their high school days.

After 10 and 15 years how far up the agriculture ladder have the Future Farmers climbed? None of the group now farming is working as a hired man. The majority are in the renter class. All of the Orange Township chapter are in this classification while about two-thirds of the New Providence farmers are renters. Does and will the next five years make a difference between owning and renting?

Four or 19 per cent of the total farm group are owners or owners and renters. One of the New Providence Future Farmers is a farm manager, a step on the way to ownership which may be no closer than being a renter. It is interesting to see, as indicated by Part III of Table 2, that nearly three-fourths of the group now farming is operating the family farm. This does not mean that the son is on the dad's farm but that the farm belongs or did belong to a close relative of either the Future Farmer or his wife.

### Summary

What happens to boys who belong to Future Farmer chapters? From this follow-up of two chapters which enrolled about half of the boys in two small rural Iowa consolidated high schools we see that 39 out of 40 graduate from high school. Forty per cent continued their education beyond twelfth grade. The boys averaged one year beyond high school.

Half of these Future Farmers are farming today, 10 and 15 years after joining their local F.F.A. chapter. Nearly all of them are farming in their home county and 7 out of 10 are operating a farm owned or formerly owned by a close relative. Only one of the nine farming veterans is known to have used his G. I. Bill for on-the-farm training.

High school students who become Future Farmer members are not asked to pledge themselves to become farmers. The group's interest and enthusiasm for rural life, if it is really present, should be reflected in the adult occupation and choice of place of work selected by each boy. As teachers and former teachers of Future Farmers we are not satisfied with the 52.5 per cent results of the program of 10 and 15 years ago. We hope this follow-up information will help us do a better job of instructing and inspiring boys not only to be Future Farmers but also to be future rural leaders in other occupations. ●

Understanding is the first great need in all human relations.—Ibsen


Winners Farm Tractor Rodeo, Jasper County Fair.

# Teach *skill* and *safety* *with a farm tractor rodeo*

PAUL WALKER, Teacher, Newton, Illinois

COUNTY Fair Time in Jasper County, Illinois means Tractor Rodeo day. The best and safest farm tractor driver in the county is champion at the end of one day. When Leon Urfer won the championship at Newton, Illinois, he had earned more points in seven common tractor driving skills than any other farmer had ever made in that county. He demonstrated he could drive his farm tractor with safety, skill, precision and proper speed. He had earned this honor in competition with farmers of all ages from all parts of this southeastern Illinois county. It was coincidental that he was a member of Newton F.F.A. chapter.

Events in which contestants compete in the Jasper County Farm Tractor Rodeo were originally determined by a committee made up of farm implement dealers, F.F.A. boys, young farmers, farm veterans, the teaching staff, and farmers of the community who were especially "tractor-rodeo minded." The events included the seven most common skills required in average tractor farming operations of that county.

### The Safety Element

In the contest, safety was stressed in the potentially man-killing operation of attaching, operating, and detaching the power takeoff of a corn picker. Accuracy and safety was stressed when the contestant belted up to a hammermill, operated for one minute at full speed, and then removed the belt and rolled it into the original position. A four wheel trailer with a wide grain bed was backed into a shed. Speed, safety, and precision were included in the jobs of pulling a two-wheel trailer in and around five barrels and then reversing the process by backing the trailer around the barrels to the starting point. By the time a contestant had backed a two-wheel manure spreader and his tractor into a narrow shed twenty-five feet long without hitting the sides, the audience was convinced that farming in this mechanized era requires skill, patience, and fortitude. Pulling a wide implement through a narrow gate and backing for a simple hook-up of the tongue of an implement to a stationary drawbar completed the seven skill events.

An inspection and servicing job was added to the preliminary elimination contest. In this event the operator went through all the jobs of preparing his tractor for a day's work in the field: greasing, checking, and warming up his engine in the proper manner.

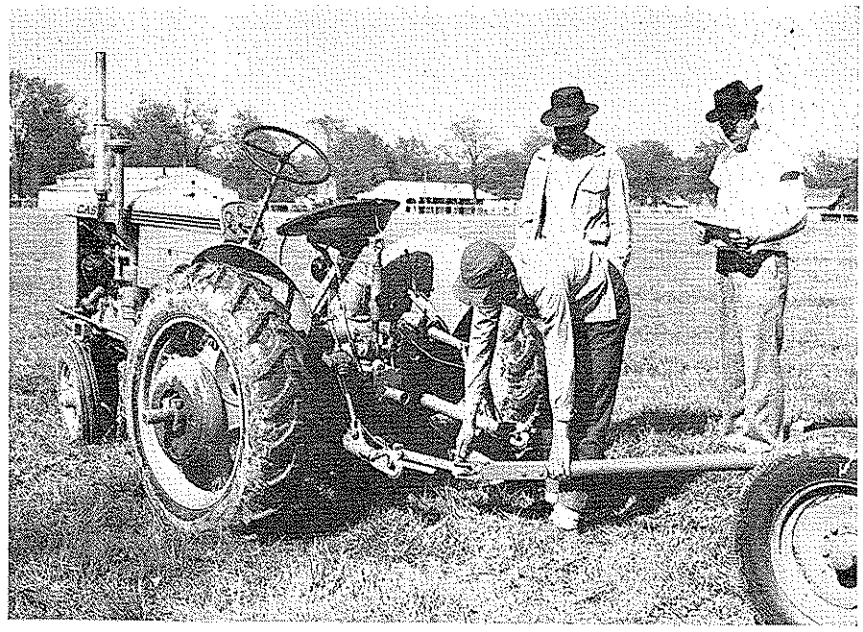
### Elimination Events

Each contestant wrote on a 40 question exam in the preliminary contest. Questions were of a practical type that every tractor operator should be able to answer. A committee of local farmers, implement dealers, oil salesmen, F.F.A. boys, and shop foremen made out the questions.

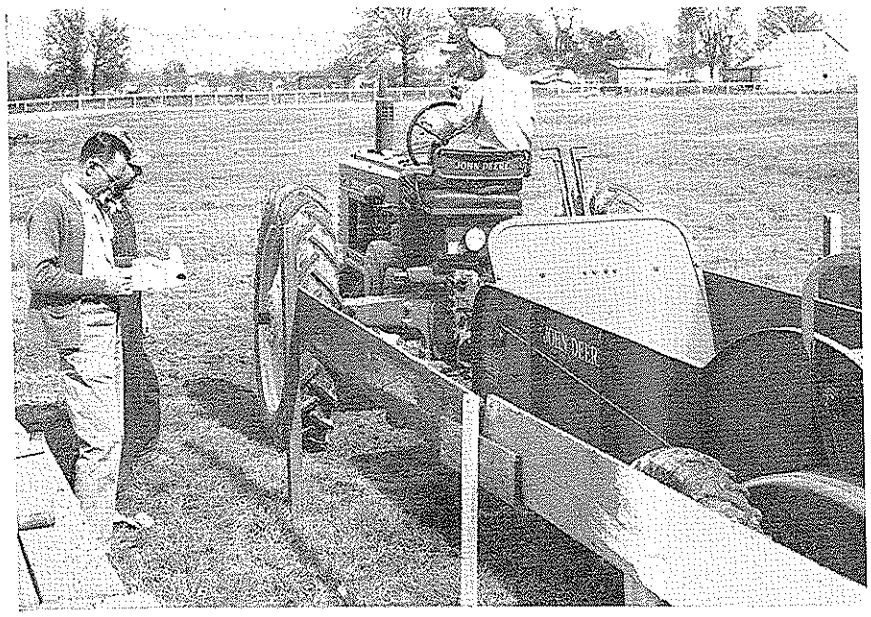
Two preliminary contests were held preceding the championship contest at the Jasper County Fair. In May, on the last Saturday before school closes, a preliminary contest was held for F.F.A. members only. In June a county-wide elimination contest open to any farmer was held to determine the six best operators. Three juniors and the three adult winners of the preliminary contests were the only contestants eligible to compete in the championship contest in July at the Jasper County Fair.

Cooperation of various community agencies in putting on the Tractor Rodeo was indicated by the fact that the ten farm implement dealers, five oil distributors operating tank trucks to farms, two county newspapers, two radio stations, the Chamber of Commerce, Rotary Club, the County Fair Board, and the Kiwanis Club cooperated with the F.F.A. chapter and the vo-ag teaching staff to make a success of this new type of rural sporting activity.

Organization and trained man power is necessary for making the tractor rodeo a swift-moving, "circus type" entertainment for the people who watch it. Most important are the three key men responsible for each event. The teacher, one F.F.A. boy, and a representative of one of the community organizations make up a team. One scores, another times, and the third acts as a runner to carry completed scores to the score



Junior F.F.A. boy drops in pin to connect trailer hitch just 38 seconds from start.



Sophomore member Newton F.F.A. had this 2-wheel manure spreader out of the shed and back into the 25-foot shed within two and one-half minutes.

board recorder and the loud speaker announcer.

Prizes included F.F.A. jackets, zipper work jackets for winners who were not F.F.A. members, blankets properly lettered, and merchandise certificates payable in the business houses of the cooperating firms.

Thirty-seven farmers, young and old, participated in the Farm Tractor Rodeo this year in Jasper County. Every contestant was a living symbol from his community of emphasis on safety and skill in the operation of farm tractors in that community.

During the spring months the Farm Tractor Rodeo was discussed in the vo-ag classes, young farmer groups, veteran classes and adult meetings. There was a continuous build-up with well planned publicity in the newspapers and over the radio. Service clubs arranged special after-dinner opportunities when F.F.A. boys presented farm tractor skill and safety programs. Implement dealers encouraged rodeo participation by their customers. Emphasis always upon safety and skill.

Under the point system used in scoring all events, the cuts for safety violations, abuse of equipment, and reckless actions were so severe that every contestant and his supporters knew he just couldn't make reckless mistakes and win in the competition existing in all the rodeo events.

Interest and learning values from this tractor rodeo plan were such that it surely offers opportunity to interest farm boys and adult farmers in a new type of rural education and entertainment. Contestants like it. Spectators are keenly interested as they follow their favorites through the rodeo or watch events of special interest.

In teaching F.F.A. boys to learn by doing, how better can we do the job of teaching tractor-driving skill and safety than to add the natural competitive factor afforded by the tractor rodeo? ●

# F.F.A. boys *of yesterday*

WILLIAM FELTON, Supervisor, Oklahoma

Wm. Felton

THE question is often asked "What becomes of the successful F.F.A. boy of yesterday? Where is he now? What is he doing? Did his training help him in later life?"

In my files I came across a photograph of the champion pen of ten barrows at the 1937 Oklahoma State Fair and Exposition shown with their owners. All of the boys in this picture were members of the Hydro, Oklahoma, F.F.A. chapter and they exhibited this champion pen of ten that year. At the time this picture was made they were about 17 years of age. That should make them 30 today.

At the extreme right is Charles Hogan, Hydro F.F.A. chapter adviser in 1937; and, since 1943, F.F.A. adviser of the Carnegie, Oklahoma chapter. He needs no introduction to swine men as boys under his supervision have compiled the greatest record of winnings from San Francisco to Austin, Minnesota, of any junior group in America.

Second from the right is Professor Heidebrecht (and soon to be Dr.). He is in charge of all swine work at the Oklahoma A. and M. College.

The next young man, third from the right, is Bill Cole, Professor of Animal Husbandry at the University of Tennessee.

Fourth from the right is L. L. West, Jr. He has completed his college work at Oklahoma A. and M. College since the war and is now manager of a tire and supply store at Lawton, Oklahoma.

The next two boys are the Noel brothers, who moved to California shortly after this picture was made.

Seventh from the right is Richard Williams, graduate of Oklahoma A. and M. College and at present is in county agent work.

The next two boys (8th and 9th from the right) are two of Hydro's good young farmers. Virgil Burgman (9th) started farming after a couple of years at A. and M. and is one of the better farmers in the community.

Wallace Boucher, 10th from the right, is manager and partner in the John Deere Implement Company.

The eleventh boy from the right is unknown.

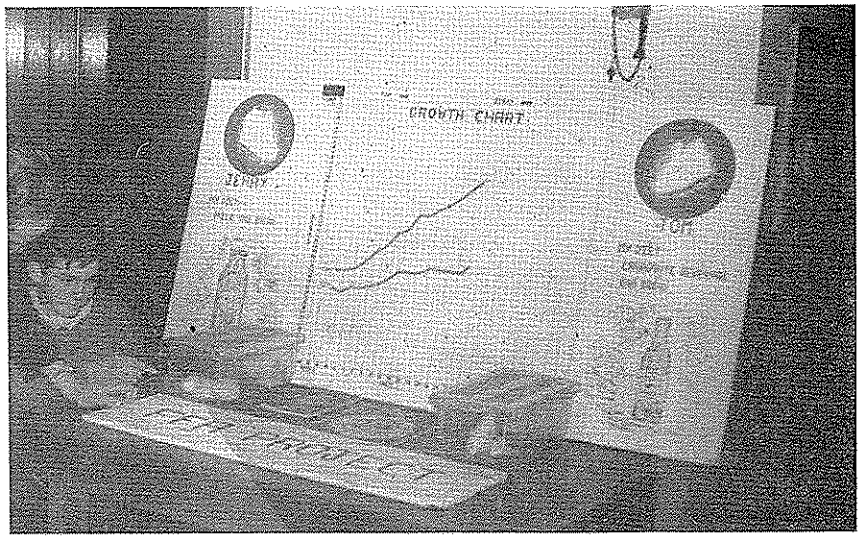
The twelfth young man, reading right to left is Wayne Miller. Professor Wayne Miller is in charge of agriculture at Oklahoma A. and M. Technical College at Okmulgee, Oklahoma.

The whereabouts of the next two boys are unknown.

The tow-headed young fellow at the extreme left is Marion West. He's a member of the Board of Directors of the Oklahoma Swine Breeders Association and a director of the Oklahoma Hampshire Breeders Association. He has been an active farmer since returning from the service.

Kneeling at the left is Wayne Ivins. He owns 480 acres, rents a lot more and is a successful farmer at 29 years of age.

What becomes of them? Look around and see. ●




Growth chart developed in connection with F.F.A. demonstration experiment.

# • • • *Milk sales go up*

## As a result of F.F.A. demonstration experiment

RICHMOND A. YOUNG, Teacher, Middlebury, Vermont

WE all know that there are many areas or phases of Future Farmer work that provide beneficial results to farm boys who take an active part therein. I believe the first phase mentioned in the program of work—supervised farming programs—carries considerable weight in determining a boy's progress in F.F.A. accomplishments as well as establishment in farming, both directly and indirectly. Directly, a boy with vision, ambition, and "find-a-way or make-one" can develop a program that will lead to security and a worthwhile vocation. A boy with a good supervised farm program is opening the way to advanced degrees, prizes, awards, and other advantages.

We, as F.F.A. advisers, encourage boys to develop and participate in activities which we think will be helpful to them in F.F.A. work. The degree of our encouragement varies with instructors.

Considerable emphasis is placed on supervised farming programs. Through farm visits and class instruction the boys are encouraged to develop productive enterprise projects. Granted, some boys will succeed with just improvement projects or supplementary farm practices of placement for farm experience, but from my observations the boys with a good long-time productive enterprise program can hold their own in getting worthwhile results and recognition in the F.F.A.

One solution to the problem of marketing milk and getting a fair price was presented to our local F.F.A. chapter by two cadet teachers in our department from the University of Vermont.

Their plan was to cooperate with the New England Milk Marketing Council and have all local chapters in the state, with cadet teachers, conduct this experiment. When the plan was presented to our chapter we agreed to work with the Collegiate chapter in this cooperative effort.

The plan was to furnish two white rats at cost to each local chapter with equipment and materials necessary to care for them for five weeks. The local chapters were to have committees to develop plans for caring for the rats and developing publicity.

Our chapter posted a schedule for boys assigned to help take care of the rats and others to provide publicity. One rat was fed whole milk and bread and the other was fed a carbonated beverage and an equal amount of bread. Each rat was weighed every other day and the records posted on a growth chart. This chart was on a piece of 3' x 6' insulite board being large enough to see readily when placed on exhibit. The rats were kept in separate cages with a bottle and rubber stopper and glass tube used for the liquid inserted in the top of the cage for drinking and the bread was placed in a small wire basket inside the cage. The equipment was washed daily and kept neat and clean.

### Publicity

After about four weeks, when the chart showed definite differences in the weight of the two rats we devised a plan of publicity. The boys set up an exhibit in the main corridor of the high school building showing the rats in their cages and the growth chart. Assignments were made so that a boy would be with the exhibit each period of the day, before school, during the noon hour, and after school to make explanations and answer questions. One day we arranged with the grade school principal to have the boys bring the rats and growth chart in to show to the pupils. A few minutes were spent in

(Continued on Page 131)

## Training public speakers

BEN SORRELLS, Teacher
Mangum, Oklahoma

TRAINING a boy for a speech contest is an interesting process if it is done systematically. Discuss the project with the class and find out what boys, or boy, as is usually the case, would be interested in attempting to prepare a speech. This boy should have some knowledge of public speaking, be clever with the use of words, and have enough enthusiasm and energy to make work on a speech a privilege rather than a task.

Every speech has four parts: 1. read, 2. plan, 3. write, 4. delivery. A student should chose a subject in which he is especially interested, and one with which he is familiar. Naturally a boy can discuss a subject more intelligibly if he has had practical experience in this field.

After the subject has been chosen, he should collect all available material. He should read this material carefully and underline what he wishes to remember. Especially mark quotations of authorities which one wishes to quote. In citing an authority be sure to list the book and author from which the quotation is taken.

The next step is writing the speech.

After a brief outline or sketch of the speech is completed the student and teacher should discuss the plan. The teacher can suggest the cutting out of irrelevant material and the adding of new material which he considers of value. Most audiences appreciate humor. A joke at the beginning of the speech, if well told and appropriate, can attract the interest of the audience. Human interest stories concerning the subject may be used sparingly. Make comparisons using facts and figures.

After the speech is written the student may ask the high school English teacher to correct the manuscript for incorrect grammar and poor sentence structure. This is advisable since most of us vocational agriculture instructors while getting an education were more interested in how to make a hen lay a bigger and better egg than we were in the proper tense of the verbs lay and lie.

After the speech has been checked and a "go ahead" signal has been given by the instructor, then the student is ready to memorize the speech.

The final step is delivery. In this step the vocational teacher plays his most important role. The writing of the speech has been entirely the work of the student. Now the instructor can offer suggestions and drill the boy until he is a finished product. It would be a mistake not to employ the services of the high school speech instructor in this phase of the training. It is wise to utilize every opportunity for the boy to give his speech to the public. Civic organizations in our town are always happy to hear these speeches, and often give useful criticisms. They follow the progress of our contestants and offer encouragement since they feel this contest beneficial educationally and as a developer of good citizenship.

The following rules of public speaking may be emphasized:

1. Stand erect
2. Establish good eye contact with your audience
3. Speak so as to be heard easily
4. Pronounce words distinctly
5. Give correct vowel and consonant sounds

Finally, make the boy realize that you believe in what he has to say and his ability to say it well. From here out the instructor takes a back seat and bites his fingernails while his prodigy speaks, or he paces the floor like an expectant father until the judges enter with a fifty dollar bond neatly done up in a pink and blue bundle and announces the winner to be . . . . well your guess is as good as mine. ●

## Milk sales go up

(Continued from Page 130)

each room for each grade explaining and showing the value of the project and the importance of milk as a food for children. The boys were even invited to the nursery school with the rats and chart and made the explanations. The biology class (dissecting rats at the time) requested a showing and explanation of the project. This whole procedure seemed to prove popular and interesting.

Finally, near the end of the five-week period when the difference in size and weight of the two rats was very noticeable, a window display was set up in the hardware store downtown. Along with the progress of the experiment, articles were prepared for publicity in the local papers. Thus, we feel we have accomplished a number of things with the project. In the first place we cooperated with the Collegiate chapter, secondly, it was a means of cooperation for our local members with each other, thirdly, to advertise the F.F.A., and lastly, most important of all to emphasize the value of milk as a food for humans and hope for its increase in consumption. The only evidence that we had of the possible effect of our efforts was about a 25% decrease in sales of coco-cola reported by the seniors sponsoring the machine in school—the cafeteria noticing about a 25% increase in milk sales.

Perhaps our efforts may seem somewhat meager in view of the great problem of marketing milk. However, an opportunity was provided for the boys to get a more vivid picture of the situation, especially those with dairy animals for projects. I believe other similar activities could be initiated to encourage the marketing of agricultural products. Marketing certainly should be given considerable thought in planning farming programs. What boys want to produce 500 bushels of potatoes or 5,000 pounds of milk or 1,000 dozen eggs if a desirable market is not available? Find the answers to marketing and a boy's farming program will lead to successful establishment in a vocation as well as opening up opportunities for him in the tangibles through the Future Farmers of America organization. ●

# *Our lettuce project*

E. CECIL KELLER, Teacher, Hagerstown, Maryland

THE Jonathan Hager chapter of Future Farmers of America has just completed a lettuce project in cooperation with the University of Maryland. This cooperative activity was started while the agriculture teacher was attending summer school sessions in the horticultural department of the university in 1949. The project was experimental in nature, dealing mostly with varieties of head lettuce adapted to Western Maryland. At the same time it was an excellent cooperative activity for the chapter to use in training members to cooperate with other agencies. It may also open the field for head lettuce production in the Hagerstown area in the coming years.

### Organization of Project

In the fall of 1949, plans for the project were started at a regular F.F.A. meeting. The University of Maryland specialist sent the chapter plans for raising of head lettuce in Maryland; from this information the boys drew up definite plans to carry out the project. The chapter secretary was given the job of keeping accurate records.

The ninth grade agricultural class was given the first job on the list, that of selecting a site for the project. The tenth grade took soil samples and ran tests to determine needed plant food elements. When the testing had been completed, the eleventh and twelfth grades determined the amounts and kinds of fertilizers that would be needed in conducting the project. These jobs were all in line with units being studied in their individual classes.

The two varieties selected for this cooperative experimental project were Great Lakes and Progress. Seed was obtained from the specialist. Due to a lack of greenhouse facilities, the chapter made arrangements with a local greenhouse to grow the plants and to harden them off for field planting.

The plan called for planting one-fifth of an acre which required 1,700 lettuce plants. By April 16 the soil was prepared and the planting operation was ready to begin. The specialist advised the chapter to plant the lettuce on slight ridges to prevent rotting at harvest time. This also made it easier to irrigate if needed during the growing season.

### Results

At the end of the marketing season the chapter compiled results of the project. They were as follows:

| | Progress | Great Lakes |
|---|---|---|
| Number of heads marketed | 745 | 810 |
| Weight of average head | 2—2¼ | 2¼—2¾ |
| Date of marketing with starter solution | June 1-10 | June 1-10 |
| Date of marketing without starter solution | June 10-20 | June 10-20 |
| AVERAGE PRICE PER HEAD | $0.11 | $0.13 |

The lettuce from this project was marketed through local retail grocers in Hagerstown. The managers of these marketing agencies informed us the lettuce was of high quality.

We feel this has been a worthwhile project since it has shown possibilities of a new enterprise for the Hagerstown area. The students also learned much and were very well pleased by the results. We plan to continue the project next year to further check the advisability of raising lettuce as a cash crop around Hagerstown. ●

# Chapter meeting contests

## believed to be useful in the lives of F.F.A. members

MERLIN J. WELLS, Teacher, Highgate Center, Vermont

THE successful achievements of any local F.F.A. chapter are due primarily to the interest and leadership demonstrated by capable officers. What are capable officers? Above all, they must know parliamentary procedure and be able to direct the activities of the chapter through democratic channels.

Soon after school commences in September at least a week is spent studying the complexities of parliamentary law. The various types of privileged motions, subsidiary motions and incidental motions are studied as well as proper techniques for voting and making nominations. After having the fundamentals well in mind each boy takes his turn as president while the other members introduce items of business that will give application of material studied. The reference book is E. C. Utter's self-indexed *Parliamentary Law at a Glance* which is based on Robert's *Rules of Order,* and published by the Reilly & Lee Company of Chicago.

To stimulate and maintain interest the chapter owns all the necessary paraphernalia and F.F.A. shirts, jackets and ties for the officers. Each officer knows his part and all meetings are opened and closed with the ceremonies in the F.F.A. manual. The nominating committee presents the slate of officers which is composed of junior and seniors in June for next year. A parliamentarian is also included. In September a junior set of officers are appointed and are allowed to conduct occasional meetings and to fill chairs when any regular officers are absent.

It was the opinion of Vermont teachers of vocational agriculture there was such a high carry over value to adult life from the experiences acquired through the leadership training and parliamentary procedures in F.F.A. that a chapter meeting contest is conducted at the district and state level.

The material below is the rules, score card and explanations of the score card used for the chapter meeting contest.

Rules:

1. A team shall consist of a president, vice-president, secretary, treasurer, reporter and adviser.
2. The contest shall consist of the performance of parts listed in the F.F.A. Manual for opening and closing the meeting. One item of business shall be transacted by the chapter while the meeting is in session.
3. On a district and state level there will be at least 3 judges. No judge shall be connected with the school entering a contestant.
4. Chapter secretaries will draw for the order of competing and for the prepared item of business to be transacted extemporaneously by competing chapters.
5. Secretary's and treasurer's reports will not be included in the contest.
6. The judges will be considered members of the chapter for the purpose of participating in the business meeting.
7. The winning team in each district shall participate in a state contest to be held at the state convention.
8. District and state contests shall be judged according to the following score card.

**Explanations of Score Card**

Individual officers' scores should be based on the following:

1. Knowledge of parts in ritual.
2. Voice, stage presence, power of expression, sincerity, and dramatization.

General effect score should be based on the following:

1. Pleasingness of entire presentation, unity, general enthusiasm, and dramatic effect.
2. Presentation of parts by entire group.

*Awards:*

Suitable awards for district contests will be furnished by district organization. Cash awards of $5, $2, and $1 will be awarded for the state contest by the State F.F.A. Association.

| | Points Allowed | Points Awarded Teams TEAM NUMBER 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 |
|---|---|---|---|---|---|---|---|---|---|---|
| I. Individual officers' parts: | | | | | | | | | | |
| a. Reporter | 10 | | | | | | | | | |
| b. Treasurer | 10 | | | | | | | | | |
| c. Secretary | 10 | | | | | | | | | |
| d. Adviser | 10 | | | | | | | | | |
| e. Vice-President | 15 | | | | | | | | | |
| f. President | 20 | | | | | | | | | |
| II. General effect of entire presentation, including parliamentary procedure | 25 | | | | | | | | | |
| Total scores | 100 | | | | | | | | | |
| Ranking of Teams | | | | | | | | | | |

# New slants on banquets

GEORGE K. VAPAA, Teacher
Harrington, Delaware

G. K. Vapaa

HERE is a stunt that we have not as yet seen reported but which is easily adapted by most any F.F.A. chapter. Every other year our chapter holds a rabbit supper. It follows the general pattern of father and son banquets with several interesting variations.

First, as to the rabbits. So far we have had more than enough to eat. And of course the boys hunt for them. The opening of hunting season in Delaware on November 15th usually means a day of hookey for many of our boys. But we hold a contest and make awards of F.F.A. jewelry and clothing for boys who gets the most rabbits and who do not skip school to do it. Surprisingly, a large percentage of boys then hunt either early in the morning, after school, or over the weekend. We usually have the banquet about a week after the opening of the season to allow enough time for a fair chance at the hunt.

And here, a word of caution. A class unit is taught on hunting safety rules prior to the opening of the hunting season. The boys are encouraged to hunt in small groups—of not more than three, but with at least one buddy. They are advised to go along with their dads if possible, and are given a careful demonstration on how to carry, clean, and examine and use their weapons.

In our school the regular cafeteria staff prepares most of the dinner. The dessert—usually pumpkin pie—is prepared by the F.H.A. girls, who also serve the meal. Everything for the meal is brought in from home by the boys, so the actual total monetary cost is less than $12.00 for 50 to 70 people—and this for the cafeteria help.

The rabbits are cleaned and soaked in salt water the same day as they are killed—and are brought into the school

(Continued on Page 138)

# *Area organization* • • • • •
## *as a help to F.F.A. in southeast Georgia*

D. L. STEPHENS, Teacher, Glenwood, Georgia

D. L. Stephens

HERE in District Two of Southeast Georgia, we advisers feel that we have started something that is going to bring about a tremendous improvement in our Future Farmer program. Early in the fall of 1948, several of the advisers recognized that the F.F.A. program was not as strong as it could be. In an effort to discover some ways of arousing additional interest and participation in F.F.A. work, several of the advisers met with Mr. J. N. Baker, District Supervisor, and Mr. J. G. Hatcher, District Adviser. At this meeting the group made plans to divide the district into seven sub-districts or areas with a teacher serving as adviser for each of these areas. An adviser was appointed for each area. He was to serve for one year, at the end of which, his teacher group was to elect an adviser for the next year. This group of advisers were A. R. Tuten, Baxley; T. K. Carrol, Rhine; R. E. Tanner, Graymont; H. L. Ariail, Sparta; J. F. Spence, Stilson; A. C. Bellamy, Warrenton; and D. L. Stephens, Glenwood.

### Ten Teachers In Each Area

This idea of dividing a district into smaller areas is not new. Several states have their federations or sub-districts. But it is the first time that such a plan has been tried in Georgia.

We have approximately ten teachers in each area of our district. These teachers hold area meetings once each month for a frank and open discussion of any problem arising in their F.F.A. programs.

We are now conducting in our smaller areas many activities which we should like to have had on a district basis but could not because of the number of people and travel involved. For example, the chapters in several areas have held area-wide Junior Farmer initiations and socials. In one area plans are underway to build a fishing camp for use by the chapter groups. In some areas advisers and members get together for demonstrations of fitting livestock and for other kinds of professional improvement. In some areas the advisers enjoy a dinner immediately following the discussion or business session. In some instances, the wives and children come along for a social hour. At one meeting held during the year, local chapter officers come for instruction in their work. At these they are given instruction in such things as planning the F.F.A. program of work, keeping the treasurer and the secretary books, and contest participation.

The area organization has proved to be a great help in carrying on contests in the district. Local chapter committees nominate the local winner and submit his records to an area committee. The area committee appointed by the teachers choose the area winner or winners. The names and records of the winners are then submitted to the next meeting of the area advisers and the district supervisor. There another committee chooses the district winner.

The Public Speaking and the Quartet Contests are examples of how the organization has helped to carry on contests. In the area meetings, the local advisers select the date and the place to hold the area eliminations. They also plan for securing judges and work out other details that are necessary in such activities. Above the area level, these eliminations are coordinated by the area advisers in planning district activities. The area organization promises to be an effective means of stimulating more interest and greater participation not only in the Public Speaking and Quartet Contests but in the many other contests which we have.

Quite frequently problems come up in area meetings which can not be solved on an area basis. These are carried to the monthly meetings of the area advisers, the district supervisor, and the district adviser. At these meetings district activities such as clinics, and conventions are planned. It is also at these meetings that the F.F.A. program is openly and frankly discussed and then coordinated on a district basis.

During the first year of the area plan in Southeast Georgia, F.F.A. activities and accomplishments expanded so rapidly that it was decided to continue the plan for another year. We could not drop a program that was improving F.F.A. work by leaps and bounds and was so popular with the teachers or local advisers.

The area organization is a big help to the teachers and the F.F.A. program of the district. It has provided new opportunities for teachers to learn from one another and has provided more convenient channels for participation in a larger and more effective program of F.F.A. in the local schools. •

# District organization gets results

ROBERT F. COFFIN, Supervisor, Vermont

OF THE teachers, by the teachers, and for the teachers is the theme of district meetings held in Vermont during the fall, winter, and spring months. For the third year, all teachers of agriculture and veterans instructors in Vermont have conducted monthly and bi-monthly meetings to discuss mutual problems, exchange ideas, develop policies, promote cooperation between departments, and to keep up-to-date on technical knowledge, procedures, and activities. The entire programs, schedules, and arrangements for the meetings are the voluntary responsibilities of all the teachers. No attempt by the state office or the Vermont Agricultural Teachers Association to dominate or reorganize these teacher generated meetings has ever been made.

The state is geographically divided into three districts; northwest having 22 (7 vo-ag, 15 veterans); northeast with 26 teachers, (13 vo-ag, 13 veterans); and southern totalling 31 (9 vo-ag, 22 veterans). Each district elects its own chairman, secretary, program committee and delegates to attend special meetings or to work in cooperation with other agencies on behalf of the district.

The meetings are usually planned for four hours in length; the first two hours devoted to a general session for all teachers in the district to discuss areas of general interest to both vocational agriculture teachers and veterans instructors. The concluding two hours are set aside for sectional meetings, one for vo-ag teachers and the other for veterans instructors.

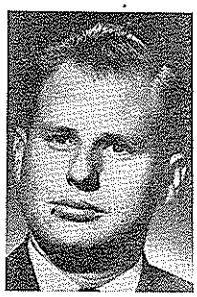
The majority of the meetings in all districts have been held from four to six in the afternoon and from 7:30 to 9:30 in the evening following a dinner program.

All of the meetings are designed to stimulate teacher participation. Panels, consultants, specialists, and farm tours are the major techniques used to motivate discussion in the group. Many meetings are led by the teachers, themselves, using guests only to secure contributory remarks to the general discussion.

In addition to the regular district meetings, county wide meetings for the county agricultural agents and agricultural teachers were held in February, 1950 to develop policies of cooperation between the two services. One teacher representative from each district met with Vermont Cooperative Council personnel and prepared a "Teaching Guide on Cooperatives," now being used by all agricultural teachers in the state in their classrooms. Two members from each district were chosen to meet with state personnel this spring to present suggested program topics for the Annual Joint Conference of New Hampshire and Vermont Teachers of Agriculture, held June 21-24-, 1950. Many other activities such as lesson plan pools, exchange of reading, film, and visual aid lists between teachers, and inter-departmental projects have resulted from these regular get-to-gethers of all teachers. •

# Criteria for constructing ... *a salary schedule*

J. E. DELONEY, Teacher Education, Alabama



J. E. Deloney

SINCE the problem of salary scheduling for teachers is a highly complicated one, any device that tends to alleviate the situation is very helpful and is welcomed by those who are charged with the responsibility of determining salaries. Teachers' salaries cannot be determined in terms of the salability of the finished product as can the industrial worker because the product of education cannot be accurately measured. This situation results in the necessity of the school systems to assure their employees of a definite salary schedule for growth and improvement after they enter upon teaching as a profession as well as to attract desirable young men into the profession.

The problem of determining salaries of teachers today is universally solved by the construction of definite salary schedules. As early as 1931, Dr. Willard S. Elsbree, Professor of Education, Teachers College, Columbia University, said,

> "The advent of the definite salary schedule was a long step toward the professionalization of teaching. The elimination of the personal element permits the school authorities to consider the problem in all its ramifications, impersonally and dispassionately, with an eye to the present and future welfare of all concerned. . . It is no longer a question of whether or not a school system shall have a salary schedule; the problem today is how to formulate the most effective schedule."

There are certain criteria involved in the construction of an effective salary schedule. Foremost of these is a sound philosophy on the part of administrators as to the qualifications desired of the teaching personnel and the general principles upon which payment is to be based.

1. *Minimum Salary.*

   The minimum salary in the schedule should be based on the following principles:

   a. The minimum salary should vary with the amount of training. Since there is a greater scarcity of higher trained teachers than of teachers with the minimum preparation and since it is believed that further training increases the efficiency of a teacher, the more highly trained teacher should receive more pay than one with less training of equal experience. Professional improvement represents a financial investment and consumes much "salary-making" time which is not likely to be spent unless a reasonable return can be expected.

   b. The lower limit of the minimum salary of teachers of vocational agriculture, to be adequate, should bear a favorable relationship to the minimum salary of other agencies that employ agricultural education graduates as well as to the other states that would attract teachers from the state involved. Other things being equal, the young graduate will enter that vocation and in that state which offers the highest minimum salary.

   c. There should be a favorable relation between the minimum salary and the cost of living of the teacher. The teacher of vocational agriculture is usually a married man who establishes himself and his family in a community as an integral part of that community. He belongs to civic and religious organizations as a permanent part of the community and his cost of living is comparable to any other permanent family unit in his community.

2. *Maximum Salary.*

   Other things being equal, the young graduate will enter that vocation which offers the highest maximum salary. By setting a maximum to the salary schedule, school administrators safeguard the budget and uphold an ultimate professional goal of the teaching staff. This maximum salary is a potent factor in attracting ambitious teachers and holding them in the system.

   a. As in the minimum salary, the maximum salary to be adequate should bear a favorable relationship to the maximum salary of other agencies that employ graduates of agricultural education as well as other states that would attract these teachers.

   b. The maximum salary should be so graded, as was the minimum salary, as to give the teacher with more preparation a higher maximum than one with lesser preparation.

3. *Increments For Experience.*

   It is believed that under good leadership, continued professional growth is possible from initial appointment to retirement. According to an N.E.A. Committee on Salaries, the typical practice in the United States is for the teacher to receive the increment each year, thereby proceeding from one salary step to the next, from the date of the first appointment until the maximum is reached.

   a. The number of increments should be larger with greater amounts of preparation. This is based on the belief that well prepared teachers continue to improve with experience for a longer period of time than those who are less well trained.

   b. Teachers who, according to local and state administrators, are not doing satisfactory work should not receive an increment. This withholding is essentially a warning of dismissal and the following year without an increment is an opportunity for the teacher to demonstrate, if possible, his ability.

   c. The size of the increment varies greatly throughout the United States but it is generally believed that the increment should be graduated to carry the teacher from the minimum to the maximum in a continuous and professional manner.

   d. The number of increments can readily be determined after the criteria for the minimum and maximum salaries have been met and by giving point "c" above due consideration.

4. *Increment for Master's Degree.*

   The principle followed by industrial concerns of allowing bonuses to workers as an incentive to increased efficiency is one that educational administrators would do well to adopt more universally. Training which is adequate to insure increased efficiency represents an investment on the part of the teacher for which he should receive remuneration.

5. *Special Services.*

   As a result of a questionnaire sent to State Supervisors it was revealed that some states offer extra pay for extra duties or special services. One supervisor explained the theory behind this to be that additional pay can be obtained more readily for this service than for a regular general increase in salaries.

   The authorities on salary scheduling feel that extra pay for extra services should be given only where special training in addition to regular training of the teacher is needed and obtained.

6. *Cost of Living.*

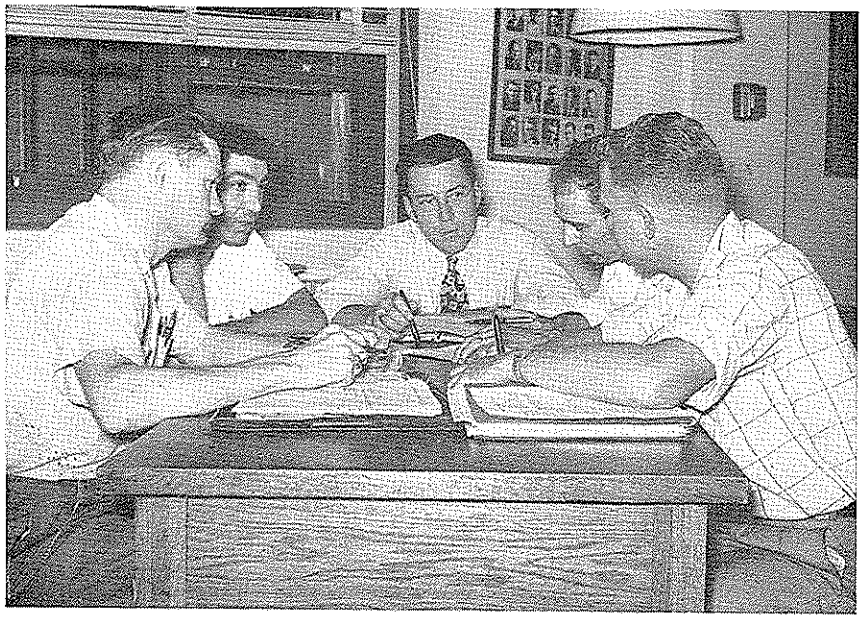
   It is not anything new in economics to know that when prices go up, a fixed salary decreases in value; when prices go down, one can buy more without a salary increase. It is believed that the standard of living of the teacher bears a relationship to the efficiency of his work.

7. *Super Maxima.*

   A super maxima is the addition of increments for teachers of outstanding merit who have rendered unusually valuable service. The major problem of the super maximum is selecting the individuals who are to reap its benefits. Most educators agree as to the soundness of the super maximum principle, both logically as a reward for conspicuous merit and psychologically as a stimulus to greater professional growth; but they differ greatly as to the methods of selecting the recipients.

   It is the opinion of the author that a schedule containing a super maxi-

(Continued on Page 136)



A group of supervising teachers working on problems of mutual interest.

# Nine state workshop

## For supervising teachers and teacher trainers

G. P. Deyoe, Teacher Education, University of Illinois
E. M. Juergenson, Teacher Education, University of California
L. J. Phipps, Teacher Education, University of Illinois

SUPERVISING teachers and teacher trainers from nine states participated in a four-week workshop at the University of Illinois during the summer of 1950. Two students from foreign countries also participated and two additional states were represented by persons who assisted as staff or resource persons. In all, 23 persons enrolled for credit in the workshop. The staff consisted of G. P. Deyoe, and L. J. Phipps (Illinois) and E. M. Juergenson (California). Resource persons included H. M. Byram (Michigan), C. E. Rhoad (Nebraska), C. C. Scarborough (North Carolina), and H. M. Hamlin, L. L. Knuti, and J. N. Weiss (Illinois).

The workshop resulted from a recommendation made by the 1949 Research Conference for the Central Region. (A similar workshop will be held at Michigan State College in 1951.)

The primary purpose of the workshop was to provide the opportunity for supervising teachers and teacher trainers to meet together to define problems of mutual concern on improving student teaching in agricultural education and to develop workable solutions for these problems. The principal problem areas which became the basis for working committees in the workshop were as follows:

1. Objectives and evaluation in student teaching.
2. Participatory experiences in student teaching.
3. Orientation of student teachers.
4. Supervisory techniques in working with student teachers.
5. Relationships at the training center.

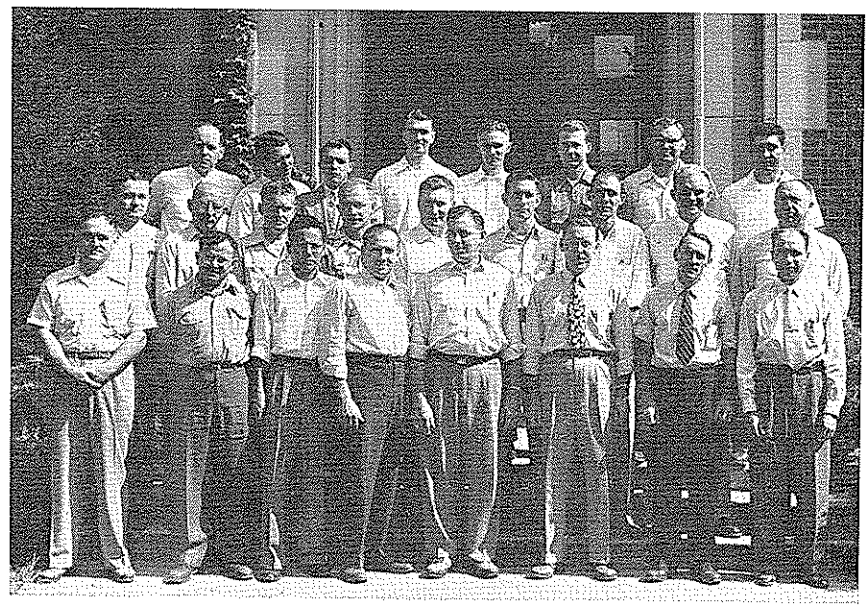
The following statements are brief summaries of the problems studied, philosophy, and/or results of each committee.

*Objectives and evaluation in student teaching.* The philosophy of this committee is best expressed by their suggestions for basic consideration for effective evaluation. They are: (1) "Evaluation is a continuous process. (2) Effective evaluation can take place only when there are well defined objectives to evaluate. (3) Evaluation is a cooperative process. (4) There is no single appraisal instrument, device or technique that will give complete evaluation. (5) The evaluative process must lead the student to constructively evaluate his own progress toward his objectives. (6) Evaluation is not to be separated from the student in the teaching process or learning process. (7) Evidence needed to show progress toward an objective must be decided upon immediately after the objective is formulated."

*Participatory experiences in student teaching.* Considerable attention was given to the participatory experiences that student teachers should receive with the summer program of agricultural education. The committee decided that student teaching during the summer months should be provided in addition to the student teaching during the regular school year. The primary objectives of this summer experience are: (1) The development of an understanding of the local community program of vocational education in agriculture, and (2) the development of the ability to carry out the summer program of work of a teacher of vocational agriculture. Areas in which trainees need participatory experiences and a suggestive list of activities for obtaining these experiences were also developed for the total program of agricultural education, in addition to the suggestions made for the summer program.

*Orientation of student teachers.* This committee was composed of one person who was advised by the entire personnel of the workshop. The project undertaken was a student teacher's handbook. The main headings of the handbook in-

(Continued on Page 136)



Participants in the workshop for supervising teachers.
Front row: Thornton (Alabama); Riskin (Israel); Saguiguit (Philippine Islands); Kennedy (Michigan); Starling (Ohio); Chapman (Illinois); Richard (Virginia); Langdon (Michigan). Middle row: Berger (Illinois); Wichelmann (Iowa); Howey (Illinois); Espenschied (Illinois); Schultz (Nebraska); Carpenter (Kansas); Crowley (Illinois); Juergenson (California); Walker (Illinois). Top row: Deyoe (Illinois); Sharp (Ohio); Phipps (Illinois); Schroeder (Michigan); Beamer (Tennessee); Meaders (Nebraska); Richter (Illinois); Rohlfing (Illinois).

# *Success . . .*

D. W. SCHEID, Teacher
Kewaskum, Wisconsin

D. W. Scheid

HOW does an instructor of agriculture become successful in his first job?

After starting my second teaching job, I would like to stress the following factors which contribute to the success of a new instructor in vocational agriculture.

They are not listed in any order of importance as all of them are equally part of a strong program.

They are as follows:

1. Be interested in your job.
2. Know your community—farmers, doctor, undertaker, storekeeper, EVERYONE. Each one of them is a step in your ladder of success. If they know your program they will be your boosters and many times give you valuable aid.
3. Develop a strong program of supervised farming. Always keep the boy active and interested. No farming program is "good enough."
4. Develop a successful evening school program for adult and young farmers. They are the "backbone" of your department.
5. Visit each boy as often as possible. You are a vocational instructor—not a "book" instructor. At the farm is where you accomplish most. Visit the farm in farm clothes—not your best suit.
6. Use publicity. Each of us is self conscious about telling people about what we do, but unless we do this very thing some persons may think instructors are getting a big twelve months salary without working. Also, people like to see their name in print and will try twice as hard if they know they will get their names in the newspaper for it. Don't forget that most radio stations will help you also.
7. Cooperate—if the coach needs some help some evening and you have time, help him. He in return will help you.
8. Be a part of your school. Develop a good attitude with everyone there. Even the janitor is important to the success of a good department.
9. Be firm but fair in your school discipline. Make a mental set of rules which correspond with the school's and see that everyone lives up to them, including yourself.
10. Build up a good supply of visual aids with a well planned program of study. Use community resources for visual aids as much as possible. It cuts down costs and makes the community feel more at home in your department.
11. Don't become a "1950 agricultural instructor." Keep up to date on bulletins, magazines, and meetings. Professional improvement is more than just getting your masters degree.
12. Have a strong F.F.A. chapter. This is the key to interest in your department for all-day students. Recreation as well as education combines very well in your chapter.
13. Be critical of yourself. Carry out a self analysis at intervals. Find out what you can do better. When you find out—DO IT!

These factors I have found to be very important in your first job and every job throughout your teaching career. Adapt yourself to the community, be alert, and soon you will be so busy that you aren't aware that you are a success on your first teaching job. ●

## Minnesota star farmer

DOUGLAS Kern, a 17-year-old future farmer from Olivia, was named Minnesota State Star Farmer for 1950. Kern completed 4 years of vocational agriculture this spring. He won the top state honor from the largest membership of F.F.A. members in the 21-year history of the state organization.

In partnership with his father, Kern has earned $1,690.89 from his farming during the past four years. He owns 35 feeder pigs and 2 purebred Duroc gilts (hogs) and produces corn, soybeans, barley and oats on the family 280-acre farm. His total assets equal $3,240.32.

## Criteria for constructing a salary schedule

(Continued from Page 134)

mum is too difficult to administer at this time.

8. *Relation to Other Teaching Groups.* The salaries of teachers of vocational agriculture must bear a reasonable relationship to the salaries of other teaching groups. In Alabama, regular teachers serve nine months and teachers of vocational agriculture serve twelve months; therefore, salaries of teachers of vocational agriculture bear a twelve-ninths relationships to other teachers. Compensation for owning and operating a car should be given in addition in those states where this service is required. Great care should be exercised in order to insure compensation for after-school supervision, Saturday work and other services performed by teachers of vocational agriculture and not required of regular teachers. ●

## Nine state workshop

(Continued from Page 135)

cluded: Suggestions to student teachers; objectives; evaluation; history of local agriculture department; local school policies, activities, etc; personnel of high school; road district map; data on advisory council; summary of boys' supervised farming programs; summary of activities of department; pupils assigned to student teachers for supervision and direction; F.F.A. committees to be supervised; agricultural data by minor civil divisions; planning chart for summer practice; planning chart for student-teaching period; forms required of agricultural teachers; yearly calendar.

*Supervisory techniques in working with student teachers.* The problems studied by this committee included: (1) Supervisory techniques that will contribute to tactful supervision, (2) supervisory techniques that a cooperating teacher can use to acquaint student teachers with the details of classroom management, (3) the coordination of instruction by the resident teacher trainer and the supervising teacher, and (4) supervising the activities of student teachers.

The committee presented the following challenge: "The supervising teacher and the student must first agree on what is good classroom teaching, what is a good farm visit, a good field trip, etc. Nothing contributes to successful understanding like participation in the formulation of objectives. Responsibility must be given in a specific area so that some satisfaction of accomplishment can be achieved early. Beware of jobs that are likely to fail due to external causes over which the student has no control."

*Relationships at the training center.* The problems studied by this committee included: (1) How can effective relationships be developed between vocational agriculture and vocational home economics in a training center jointly used? (2) How can effective community relationships be developed in training centers? (3) How can an effective program of relationships be developed between vocational agriculture and the total school?

The committee felt that the area of relationships is especially important in student teaching. They felt that for success in the area of relationships all those concerned with the program should participate in planning the program. Some of the persons most concerned are the students, staff, public schools, administrators, deans of colleges, people in the community, and those teaching the technical courses in agriculture at the teacher-training institution.

Someone once said a workshop is a place where "Everyone wants to talk, few want to think, and no one wants to listen." However this may be, the general feeling of the participants in this workshop was that a great deal of benefit was derived from the exchange of methods and experiences in student teaching in vocational agriculture as it is conducted in the various states. ●

# *Evaluation and improvement of student teaching*

## In agricultural education at the University of Tennessee*

BONARD S. WILSON, Teacher Education, University of Tennessee

[This article will be presented in two installments]

I

THE problem was to evaluate the program of student teaching in agricultural education at the University of Tennessee and to improve the program so that it would better meet the needs of future teachers of vocational agriculture in Tennessee. The problem was considered to be a continuous one, not to be solved once and for all time. It was realized that if any educational program is to remain effective, it must be continually evaluated and improved.

### Procedures For Solving

It was recognized that the problem of evaluating and improving a program of student teaching can be solved only in the field by persons working with the program and while the program is in operation. Help must be secured from outsiders also.

It was also recognized that the problem could not be solved in a few years. On the other hand, the study, as a thesis study must have an end. Consequently, the study was planned to include an evaluation of the program in operation at the start of the study; the planning, operation and evaluation of the program during 1947 to 1949; and the planning of the program for 1949-50.

The evaluation was made by comparing the program in operation up to and during the 1946-47 school year with a construct of student teaching. The construct used was a statement of the author's beliefs and philosophy concerning requirements and operation of the program of student teaching in agricultural education at the University of Tennessee. The evaluation was in terms of changes needed to make the program compare more favorably with the construct.

Some of these changes were made during the first year of the field study, the school year of 1947-48, and are reported in a description of the program for that year. More of the needed changes were made in the 1948-49 school year and are also reported.

After two years of operation, the construct proved to be faulty in some parts. It was re-studied and revised. The revised construct was used as a guide in planning the program of student teaching for the 1949-50 school year.

### Assumptions

Many assumptions were made. Some of these are:

1. The program of student teaching in operation at the beginning of the study was in need of improvement.
2. Student teaching makes a major contribution to the education of future teachers.
3. Student teaching must be built upon a sound program of professional and subject matter courses.
4. Many aspects of the student and his former education affect his student teaching and must be considered as part of the program of student teaching.
5. Student teaching and undergraduate professional courses need to be followed by in-service education of teachers.
6. People learn by doing.
7. Future teachers must be taught as they are expected to teach.
8. A program of student teaching must be consistent with the democratic and Christian principles of our culture.

### Uses For The Study

It should be apparent that this study is and will continue to be very valuable to the program of student teaching in agricultural education at the University of Tennessee and to all the people who are concerned with the planning, operation, and evaluation of the program. The study is concerned with an actual program. The conclusions of the study are directly applied as the program for 1949-50.

### Conclusions

The conclusions of the study are the major points in the revised construct, and the program of student teaching for 1949-50 is the application of these conclusions.

It should be understood that this revised construct is the conclusions of the writer at the end of the study and is not something that is never to be changed. The construct is flexible and must be kept up to date.

It should be further recognized that these conclusions are for student teaching in agricultural education at the University of Tennessee. They are not a universal philosophy of education or even of student teaching. If the conclusions are usable in their entirety in any other situation, it is coincidental.

### A. Relationships

*Why Relationships Are Important*—Student teaching affects many people and its success depends upon all these people functioning cooperatively for the greatest good to the greatest number. Student teaching is only a part of the total program of teacher education so it must fit properly into it. Student teaching in agricultural education must often conform or try to conform to the widely divergent philosophies held by people in the Colleges of Education and Agriculture.

*Relationships with Whom*—The program of student teaching and the persons responsible for its operation must maintain proper working relations with many other programs and with many other people. Relationships must be maintained with the students in agricultural education, the cooperating teachers, the staff members in agricultural education, the public schools and their administrative officers, the deans of the Colleges of Education and Agriculture, the other supervisors of student teaching in the College of Education, and others.

*The Method of Relationships*—Relationships are based upon certain principles. Some of these that may be considered basic, in the opinion of the writer, are:

1. There must be free exchange of information about all aspects of the program.
2. Communication among all parties concerned must be maintained.
3. The teacher must have the desire to achieve.
4. Identification of common objectives is essential.
5. Plans for procedure should be made cooperatively.
6. All concerned must adhere to the "Golden Rule."

These principles must be followed. There are other principles underlying relationships and perhaps some more basic than the ones listed.

There must be free exchange of information on both sides if relationships are to be successful. All the facts must be known by both sides if all are to work with these facts.

People must be able to communicate their ideas. This is a part of exchange of information, but it is so important that separate treatment is necessary. Everyone has to be talking the same language or there is little progress.

Relationships are not successful when some of the people involved do not wish to achieve satisfactory working relations. They are equally unsuccessful if one does not want to achieve, to make progress. There must be a desire on the part of everyone concerned to achieve and to do it in a satisfying manner.

Not only must people want to achieve, but they must want to achieve common objectives if they are to maintain proper working relations. One pulling in one direction and the other in another, like the two mules tied together with a rope, ends up with neither getting anyplace.

After deciding upon common objectives, there must be a common and agreed upon plan of procedure for reaching the objective. It cannot be

*Based on Doctoral Dissertation, University of Illinois, 1950.

only one person's plan, but it must be the plan of the group.

The last principle listed would probably include or at least pervade all the other principles. If everyone followed the "golden rule," relationships should be perfect. If everyone did as they would like others to do to them, there would be few problems of relationships. Too often, the practice of doing before the other person gets an opportunity to do us is the rule followed by many.

Educators and the program they plan and operate must, by example, teach others. If educators cannot solve the problem of their relationships, it is doubtful if the world problems of relationships, or even the problems of two people getting along together will ever be helped by the educators.

### B. Local Counsel

*Why Local Counsel is Needed*—Democratic education demands that the people concerned with the education must have a say in its planning, its operation, and its evaluation. This is true at the college level just as it is true for other levels in the educational system. Local counsel is needed to plan a program that will fit the needs of the people being served; local counsel is needed to advise on the operation of the program; and local counsel is needed to evaluate the progress of the program.

*Who Is to Give Counsel* — Counsel should be given by the staff in agricultural education, the cooperating teachers, the student teachers of vocational agriculture, school administrators, state supervisory staff, faculties of the Colleges of Education and Agriculture, and parents of student teachers.

*How to Secure Counsel*—Counsel of all these various groups could perhaps be secured best through an organized advisory council where all of them were represented. This council should be selected by the supervisor of student teaching and appointed by the Dean of the College of Education. It should meet at regular intervals and advise on matters of planning, operation, and evaluation of the program of student teaching in agricultural education.

### C. Determining Needs

*Why Needs Should be Determined*—Educational programs must be based upon the needs of the people to be served. There is no other sound basis. They are based either upon known needs or assumed needs. Too many mistakes are made when the teacher assumes that he knows the needs of the students. The teacher must determine the educational needs of the people to be educated.

*Whose Needs Should be Determined*—The needs of rural people in the state, the needs of teachers of vocational agriculture, and the needs of student teachers should be determined. The job of the teacher of vocational agriculture depends largely upon the needs of the rural people of the state. If these needs are known, teacher educators are in a better position to teach their students how to fulfill these needs when they become teachers of vocational agriculture. The needs of teachers of vocational agriculture must be determined to give more specific direction to the program of teacher education. A student teacher is planning to be a teacher of vocational agriculture, so he must learn to solve the problems of such a person as he does his job in the community. In addition to these needs, the needs that are peculiar to individual students must be taken into consideration in designing the program of student teaching.

### D. Objectives

*What They Are*—Educational objectives are the goals we seek, the abilities we wish to develop. Educational objectives are not fixed. As progress is made toward objectives, the objectives are being altered and moved farther away. There are short-term objectives and long-term objectives. There are individual objectives and objectives of groups. Every educational activity or any activity of life has an objective, a target to be hit.

*Why Have Objectives*—Objectives are necessary to give direction to our actions. A program cannot exist without objectives either real or assumed. Objectives in teacher education have the purpose also of teaching, by example, the student teachers to have educational objectives.

*Who Should Formulate the Objectives* —The people concerned with reaching the objectives should formulate them. This includes the student teachers, as well as the cooperating teachers, university supervisors and others. Perhaps the best way to get representation of these groups in formulating the objectives is through an advisory council as described in the previous section.

*Objectives of Student Teaching* — There are three major objectives of student teaching, in the opinion of the writer. These are:

1. To develop the ability to test conclusions reached in the methods courses.
2. To develop sufficient skill for psychological security.
3. To develop the ability to solve new problems that arise.

The objectives of the individual student teachers will be discussed in the section on the student teaching period.

### E. Evaluative Devices

*What They Are*—Evaluation is the other side of the coin called determining needs. Evaluation becomes the determining of the need for further education. The evaluative devices would necessarily be very similar to the devices for determining need. After the objective is decided, evidence must be agreed upon that can be used to show progress toward that objective. The next steps are finding means of collecting this evidence and weighing it properly.

*Why Consider Evaluative Devices at this Point*—Trying to agree upon evidence to be used in measuring progress toward an objective is one of the best ways of testing an objective. If progress toward an objective cannot be measured it must be changed. Evaluation is in terms of progress toward objectives so the time to think about how to measure this progress is immediately after the objective has been formulated. The evidence that is to be collected must be known before the learning activities start so that the evidence can be collected.

*Evaluative Devices for Student Teaching*—Evaluative devices for the objectives of student teaching would be evidences that could be agreed upon to use in determining progress and means for collecting this information. Using the first objectives, "To develop the ability to test conclusions reached in the methods courses" as an example, the following evidence might be used to check progress toward that objective:

1. Students know what they are testing.
2. Students understand why they are testing conclusions.
3. Students have the opportunity for testing conclusions.
4. Students have the necessary skills for testing.
5. Students are given adequate supervision in testing conclusions.
6. Students satisfactorily test their conclusions.

### F. Guidance

*Definition of Guidance*—Guidance is helping a person solve some of his problems. Guidance is a teaching situation where the counselor helps the student use the method of intelligence to resolve his difficulties. Guidance is usually considered to mean the helping with problems of vocational choice and others of a more personal and individual nature. The method of guidance, however, is the same method as used in good teaching.

Guidance does not allow, any more than good teaching allows, telling a student what he should or should not do. The student should be helped to secure all the necessary facts and he should be guided in making the proper decision.

Students who are intellectually too immature to use the method of intelligence may have to be screened out of the program. Such instances are rare, if the teacher has the ability to counsel. However, high school students must be protected and there is justification in using force to do so, if all other methods fail.

[To be concluded]

## New slants on banquets

(Continued from Page 132)

freezer as soon as possible on the next school day. Each boy is cautioned to watch for any signs of disease as he cleans his rabbits.

Prior to the banquet our chapter invites a neighboring chapter to play a soccer game and to attend the meal. This works up a good appetite for most of the boys—and because the idea works so well, we are usually invited back by the visiting chapter for a basketball game and chicken supper later. ●

# Analysis of teaching units

## By students and teacher

JOHN R. GEE, Jr., Teacher, La Plata, Maryland

THE teacher of vocational agriculture who meets his class with a complete analysis of the unit or farm job that he is going to teach has done much to insure that the lesson will end with success and that good teaching will be accomplished.

The terms "teaching unit" and "farm job" can be used inter-changeably in vocational agriculture because the farm job is the teaching unit. This definition may be somewhat different from the conception of the teaching unit in fields other than vocational agriculture. For example, a course in general biology may include a unit on insects. To the teacher of agriculture the teaching unit becomes the particular insect that must be controlled on the farm, such as Controlling the Japanese Beetle. The teaching unit in crop and livestock enterprises is the farm job which is a part of the production cycle of a particular enterprise. It may be Controlling Insects in the Home Garden, or Controlling Coccidiosis in Poultry. The farm job is the basis of teaching not only in crop and livestock enterprises, but in other areas of farm work such as Maintaining the Farm Tractor or Protecting Wildlife on the Farm.

### The Unit Analysis

With the above concept of the farm job or unit, what is meant by unit analysis? What purpose does it serve, and how does the teacher of agriculture succeed in accomplishing the analysis? Job analysis is not a plan for teaching. It differs from the lesson plan in that it outlines *what* you are to teach instead of *how* you are to teach. It may be further defined as a systematic and orderly arrangement of subject matter in the teaching unit. Job analysis is applicable to both the operative and the managerial job. In the operative job, the analysis includes operations or problems that are necessary to complete the job and presents information telling what is to be done, how it is to be done, when it is to be done, and where it is to be done. In the managerial job, the analysis lists the decisions that have to be made, the factors that must be considered and the information necessary to arrive at a sound decision.

A look at an outline of the analysis of an operative job may make the explanation clearer.

Job: Caring for the Brood Sow at Farrowing.

| *Operations* | *Practices and Information* |
|---|---|
| 1. Providing quarters | Describe in detail and answer the questions: What? How? Where? When? |
| 2. Care before farrowing | |
| 3. Care during farrowing | |
| 4. Care after farrowing | |

The teacher must not only know his subject matter, but he must be able to arrange it in a logical sequence for teaching and insure that no important points have been omitted. A good analysis meets both of these requirements.

Although the teacher has a complete analysis of the unit he is going to teach, it will never be presented to the students in such a manner. Student participation is a vital point in good teaching. The student who can assist in developing the problems for study and can contribute towards the analysis of practices through experience or observation will develop a greater interest and have more desire to learn the practices with which he is not familiar.

Through guidance by the teacher a class can usually analyze an entire job into operations and can suggest problems or practices that need to be learned to a point that the assignment for study is practically made by the class. After the assignment is clearly made and the students have a period of supervised study, the analysis can be completed by the students without difficulty.

What to teach and how to teach go hand in hand, but unless the teacher has a definite arrangement of the subject matter he wishes to teach, he will have difficulty in planning how to teach it. Although the analysis of the unit is developed largely by the class under the direction of the teacher, this is a part of teacher planning that cannot be overlooked. Before attempting to teach any unit the teacher should have, at least in outline form, an analysis of the unit to be taught. This will insure the teacher that he is familiar with the subject and will prevent important details from being omitted. Knowledge of, and proper arrangement of subject matter is therefore a prerequisite to good teaching.

The ideas that have been presented are not new, but are merely a repetition of some of the practices that have been proven to be good. It is felt that an understanding of these practices will be helpful, especially to the beginning teacher. Although the experienced teacher may be familiar with many of the ideas presented, a review of good practices can always be of some value. ●

# *Library and visual aids*

## Problem solved at North Cache department

AMOS BAIR, Teacher, Richmond, Utah

THE selection of references and the accumulation of Visual Aids in a library is an important job for the vocational agricultural teacher, and demands his best efforts. Too often we fill our departments with out-dated and unsuited materials. Very few references can be used in their entirety and most of them are not adapted to the particular locality in which you teach. For this reason and others, it is important that care be taken in choosing the ones that can be used as a guide. In my opinion, books and references should be used only as a guide of your discussions and your decisions should be made on the basis of the conditions of the locality.

### Student Fees

Many years ago I was alerted to the need of an up to date library at our school, and after discussing the problem with my students in vocational agriculture, we decided that the first year, in order to get it started, that each student would contribute one good book. With this started, a library fee was set at $1.50 per student which was to take care of the regular purchase of textbooks. With this beginning and the aid of free references, we had the beginning of a fine library. Each year after that the students were charged $1.00 rental fee for the use of books and other references and with that fee we have built the library up until today we are able to give the student a project record book, note book with paper and the use of the references, all for the same fee of $1.00 per year. This makes the course in agriculture much cheaper than any other course in school, and the student has a much wider variety of references to use than any other department.

There are two types of books that we are using in the library at the present time. The type which covers a large field in a brief way, sometimes spoken of as a textbook, and the specialized type. I believe both types are needed to equip the department adequately for the use of all students. Enough of the textbook type should be put in the library to enable each student to have access to one during the discussion of common problems.

In the selection of these references, we took into consideration the following points: (1) First consideration was given to the content of the reference. Does it contain materials that are adaptable to our section of the country, and how many units can be used as a teaching aid? (2) Is the book so organized that it adapts itself well to the problem method of teaching? Is the book organized into activities, jobs and problems in a way that the student and the teacher may get the desired information hurriedly. I like to see references where the headings and sub-headings stand out in bold type, that will draw the student's attention and get him to thinking in an organized way.

Some of the best special references

that I have been able to obtain have been free references available from commercial institutions such as the Lederle Laboratories, Union Pacific Railroad, and others. These bulletins will be furnished in sufficient number so that each student may have a reference, and new ones can be obtained each year. This keeps your information up-to-date. Perhaps I am not able to pull the right strings, but I have not been able to do this from the extension service or the U.S.D.A. When I have received an excellent reference that could not be obtained in quantity, I have made mimeographed sheets of that part of the bulletin needed, and placed them in the files for use. The filing cabinets with twenty-seven, 9 x 7 x 3 inch drawers, made by Hobart Cabinet Company of Troy, Ohio, make an excellent place to file the organized units of work with bulletins or mimeographed sheets.

### Good Storage Facilities Required

The file mentioned above also makes an excellent place to store seed varieties and keep them free from rodents. I have made up judging contests of varieties and classes of grains and other seeds, and placed them on paper plates and kept them until we are ready for their use. In the six sets of such files in our department, I have placed mimeographed sheets for most of the units being taught, crop seeds in all market classes, and varieties common in our section, judging contest materials for seeds and weeds and many bulletins that are to be used as references. Seeds, if treated, may be kept this way for several years and still serve the purpose well.

In front of the room in the department and beneath the blackboard, is a space that has been made into a cabinet for charts. Marketing charts, pictures of breeds, maps, machine charts and many other charts have been placed and organized for immediate use. I believe visual aids of this type should be placed as conveniently as possible.

The department has been equipped with blinds and a draw curtain so that, with organization, the room can be made ready for pictures (motion, slide or strip) in about one minute. We have a 35MM camera which has aided us in the making of many of our own film strips and slides. These have been placed in a small wooden cabinet in the rear of the room where they can be made ready for use immediately. We have developed and purchased strips and slides on nearly every unit of work to be studied. Colored slides of weeds in bloom, varieties of grains and crops, pictures of livestock being exhibited by the students, and pictures of erosion problems make excellent references, especially do they bring the problems home because they are of the local conditions.

At the present time our library contains 994 books which are both general and specialized, approximately seventy-five hundred bulletins, 125 film strips, 600 colored slides, and many charts which have been made up by the students themselves. The books, bulletins and pictures are all classified and catalogued for use when needed, and students may find them as easily as the teacher. On the shelves of the magazine rack, in the library part of our room, many of the best magazines are made ready and kept in order by the students. I believe magazines are an excellent source of current information and should be made ready for student use at all times.

It is my opinion that the vocational agricultural department cannot operate efficiently and give maximum service to the student without an adequate library made up of books, bulletins, magazines, pictures, film strips and slides, mimeographed sheets, charts and seed samples organized in such a way that they may be used efficiently by both teacher and student. This is a big problem and merits the best effort of the teacher. ●

## F.F.A. is democracy in action

(Continued from Page 123)

Prior to the war, the west coast had a considerable Japanese population. Some people were always "suspicious," and when the shooting started a wave of Hitlerian hate swept the state. Toward the end of the war, when these people (against whom not one case of espionage was ever proved) were permitted to return to California, some restaurants boasted signs "No Japanese Served," and anti-Japanese bumper-cards were seen on the automobiles of itinerant crops workers. There was little difference, except in control of violence, between the situation here and in the Nazi's anti-Jewish heyday.

It is gratifying to note that the wave of hysteria passed rather quickly—perhaps spurred by the burgeoning post-war prosperity of the state. But it is noteworthy that under such circumstances a Japanese boy back from a relocation center entered a California high school and in four years was accorded many honors culminating with the student body presidency. These observations, for the benefit of any future witch-hunters, are not pro-Japanese—they are pro-American. This nation was made great by its mingling of nationalities. Let's keep it great, and let's cheer the Future Farmer chapter as a contributing factor.

G. P. COUPER
Supervisor, California

## Community service work

(Continued from Page 125)

greatly to the F.F.A. Program of Work. A few activities along this line are:

1. Testing soil, milk, and seed.
2. Beautifying grounds of both public and private buildings.
3. Repairing and building machinery and equipment.
4. Culling poultry.
5. Caponizing and castrating.

This is a very incomplete list of the possibilities that could be encouraged.

There are many dangers that may be encountered, even in this second phase of the community service work. Some of them are:

1. Certain jobs may lose their educational value and become an ordinary job to raise money. If money is needed and this is the purpose of the job, it will generally be allowed to continue, even though the teacher disagrees with this principle. If it is not a money-making plan, and this happens, the service should be discontinued or changed. A community service program is worthwhile only as long as it serves an educational need.

2. In certain cases, services rendered by boys might cut into work done by adults as a business and a means of livelihood in the community. This should be guarded against, and not allowed to continue unless there is a definite need for improvement in the particular field invaded. This last situation must be handled *very* diplomatically.

3. Parents, and even students at times, may complain that the boys are sent to school to learn instead of doing work for the farmers. A thorough explanation of the course and what it stands for should show parents that learning is taking place through these activities.

4. The county or school administration may not approve of the program. The only thing that can be done in this case is to explain the purpose of the work to them and only proceed if they approve. ●

## On the cover

ROY Murakami, after returning from the Japanese camp at Postman, Arizona, entered the North Hollywood High School, and after one semester in school he entered the department of vocational agriculture for work and study in ornamental horticulture.

In the 2½ years, Roy has made quite a reputation for himself.

At the present time Roy has a supervised farming program in non-productive nursery practice. With his brother, George, they intend to take over the nursery at present being operated by the father and mother. Roy is keeping a good set of records on all the phases of this sort of operation. Just for variety and experience he has had a fat lamb project as well as a poultry project, with which he did very well at the fairs in the area.

Roy's activities have been many in the F.F.A. and school student body and received several trophies for his efforts. In the F.F.A. chapter he was a chapter officer, a member of the chapter agronomy judging team at San Luis Obispo and won several ribbons there, participated in the chapter public speaking contests, and was chairman of the chapter loan committee and fair booth committee. During the year Roy won and received the perpetual and permanent small animal trophy as well as the chapter sweepstakes trophy.

In the student body activity line, Roy started out being a class room representative, president of boys court, a 2-year letterman in football, winning the league trophy this year and was acting captain. He won the district trophy from the Bank of America, in the field of vocational agriculture and industrial arts, which was a real accomplishment. To finish off his school career he was elected student body president. ●

# Planning your program In audio-visual aids

EARL E. WALTER, Director Veterans Training, Woodstown, New Jersey

"I WISH my boys would retain more of their classroom material. They're crazy about shop, but——!" Sound familiar! Let's face it—few of us are so fascinating in classroom discussions or expert enough in all phases of agricultural education that we can maintain undivided interest and truly get across gems of information and "know-how" every day of the school year . . . . solely through our own talents. This is why the well-planned program will include the generous and wisely integrated use of audio-visual aids.

Most of us are familiar with at least several audio-visual media and it is now hard to realize this phase of education was still in the pioneering stage as recently as ten years ago.

It should always be borne in mind that audio-visual aids are not a magical cure-all, nor is it desirable to use these aids to the exclusion of all else. They are merely the means to an end and must be utilized with discrimination plus good timing. We can all profit by devoting more study to the many types of visual aids available, and observing these factors:

1. Which aid is best for each particular subject.
2. How to most effectively prepare and present each aid.
3. How to insure maximum retention by the proper follow-up.

*Audio-Visual Methods in Teaching* by Edgar Dale, published by the Dryden Press, 1946, is invaluable and probably contains some of the most authoritative discussions, instruction, and really helpful information on the subject that can be found.

### Relationships

Audio-visual materials must be understood in their relationship to teaching as a whole and to the learning process as a whole. Unless the teacher grasps this relationship, he can scarcely expect to make intelligent use of these techniques that may offer him so much help in his daily tasks.

Audio-visual methods are one group of methods designed to improve teaching but not the only group. It is important above all that the teacher realizes they are a means to an end—good teaching.

What type of visual aids are available? Does the local school have provision for a film library? How can the teacher be sure films are *selected* and *evaluated* in order that maximum benefits are obtained from them? These are all good questions and should be answered carefully.

How many audio-visual aids can you think of? Consider the blackboard, demonstrations, field trips, bulletin board, film strips, 16 mm. motion pictures (sound and silent), photographic slides, graphs, maps, charts, lantern slides, exhibits, objects, specimens, prints, recordings, radio, dramatics, television, diarama, sterograph, flash cards, and visual casts. Maybe you can think of more. If properly used, instruction is improved by these media and by life experience that will aid the students in understanding.

Here are a few pointers I have found helpful in teaching vocational agriculture students and veterans on-the-farm trainees:

1. The mere *selection* of a good teaching aid does not necessarily guarantee maximum benefits from the 16 mm. film, 35 mm. film strip, 35 mm. slide or any other type of visual aid.
2. *Select adapted films*—keeping your area in mind.
3. *Teacher preparation*—preview the film or aid well before using.
4. *Class preparation*—explain purpose clearly, motivate, look for key questions to ask, and for outstanding techniques.
5. *Presenting the film or film strips*—always under the best possible conditions, keeping in mind properly functioning equipment, blackout shades for windows, proper ventilation, and proper lighting.
6. *Follow-up immediately*—this can be done by leading questions to class members, utilizing the suggestions offered in the instructor's guide.

Why is a follow-up necessary? Because everyone doesn't see the same thing. You should allow enough time to ask questions in order to impress upon the minds of the students the key points of the film and promote a discussion which may lead into other phases of the subject.

In all types of visual education, and in many other fields, slides have been used with striking success. Careful planning is necessary to make certain that the slide sequence will do the job it is intended to do. The versatility, usefulness, and economy of 35 mm. slides as teaching aids—either black and white or colored—is such that they bring to the classroom the wonders of nature which formerly could only be recorded in books.

### Planning Pointers

Careful planning with the following points in mind will make the slides both educational as well as interesting.

1. *Decide the main purpose* of the sequence—is it to tell, sell, or explain, and what? It is wise to be as specific as possible on this point, for unless the basic concept of the sequence as a whole is given sound consideration, the story told by slides may be faulty.
2. *Determine the audience* to which the slides will be shown as well as their attitude and experience level. This is important because, while you can speak to technically trained personnel about technical matters, you may only confuse a layman. Plan your illustrations, commentary, and general story so that it will hit home to the audience in which you are principally interested.
3. *Plan the character* of the sequence and presentation, after taking the purpose and audience of the slide sequence into consideration. Is it to be humorous, sober, breezy, informative? Is it to shock the viewer into action? Is it to start out with a bang to catch and hold attention?
4. *Outline the story or message.*

The advantages of slides far outweigh the limitations.

### Use Own Slides

Many of us have become increasingly interested in the hobby of taking 35 mm. slide pictures for pleasure. This hobby has proven very advantageous in the vo-ag field, not only as a colorful presentation of outstanding projects and F.F.A. events but excellent public relations material. At parent and son gatherings, I have found the parents are greatly pleased and interested in seeing slides of their boys in action and their more important projects. I have been invited by local Junior Chambers of Commerce and similar interested organizations to present such slides, and in each instance, there was increased understanding and new respect for the program thereafter. One concrete result was that a certain local organization presented a deserving F.F.A. boy with a purebred spotted Poland China sow, which was to be carefully managed on a long-term basis. He would keep two of the litter, and the rest would be given to other outstanding F.F.A. boys. The idea was that after a number of years of good management, a number of farms throughout the county would be raising purebreds.

In classroom teaching, pertinent and well-made movies and filmstrips are of great value. I have prepared a handy reference file on 5" x 8" cards of some current selected and evaluated films and film strips in the agricultural field.

Comments are noted by the instructor after he has evaluated the film and should the film prove unsuitable for his immediate purposes, he will then always have a record of his opinion on such a film for future reference.

This type of information at one's fingertips will provide the instructor with a nucleus for a film library. By previewing the film and determining whether it is suitable for his class, the instructor of agriculture can prepare himself and provide his students with the latest information developed through superior educational research in many fields.

Through the well-planned use of appropriate audio-visual aids of all types, proportionately combined with textbook information, the student's attention is stimulated and learning becomes a rich experience.

# Orient for establishment . . . *a five point basic program proposed*

HENRY L. TAYLOR, Graduate Student, Cornell University*

H. L. Taylor

EVERY department of vocational agriculture in a junior or senior high school conducts some type of orientation program in agriculture for its beginning pupils. There appears to be as many different procedures as there are departments of agriculture. However, their fundamental purpose remains the same. That is, to get the pupils started in the type and kind of supervised farming programs that are in line with their home farm situations and for which they have adequate facilities and equipment that will ultimately lead them toward progressive establishment in farming.

Even though there are varying interests and needs of these pupils in an orientation program, it appears that a more uniform approach to the phase of the supervised farming program where it must be "tailor-made" to fit each individual pupil's situation, will help us to more adequately arrive at this point.

To get pupils interested in agriculture and well on their ways with good supervised farming programs suited to their needs, interests, and facilities on the home farms or in the communities, it appears to me that there are about five uniform steps teachers of vocational agriculture could follow that would be most successful in achieving this goal. These steps are:

1. Organizing an agricultural class
2. Selecting a supervised farming program
3. Estimating costs and receipts from a project
4. Making out project plans
5. Activities for the pupils

STEP 1: Organizing an Agricultural Class.

*The Situation:*

1. The pupils you are dealing with have never been in a class of this kind before.
2. The nature of a course in agriculture is vague in their minds.
3. Some of the pupils are taking the course for credit in terms of high school graduation, rather than for what they can get from the course in terms of ideals, dignity, finance and finally establishment in farming.
4. The pupils do not know about the N.F.A. and the ideals for which it stands.

*The Aim:* To get the pupils interested in agriculture and the New Farmers of America organization.

Some probable procedures to follow:

1. Explain objectives of a course in agriculture and the requirements for and benefits which they should receive.
2. Define and explain the meaning of productive projects, supplementary practices, improvement projects and how these make up a supervised farming program which will help them to improve the situations on the home farms as well as serving as a vehicle toward becoming progressively established in farming.
3. Have the pupils list some supplementary practices and improvement projects they would like to carry out. They could also think about some productive projects in which they may be interested.
4. Explain the N.F.A. organization to them and the ideals for which it stands. Have the pupils study its constitution and by-laws.
5. Encourage each pupil enrolled in vocational agriculture to become an active member of the N.F.A.

STEP 2: Selecting a supervised farming program. (The teacher should set up a sample program for discussion purposes.)

*The Situation:* Most pupils do not carefully select their supervised farming programs. They get up something near the close of the spring term just to say they are carrying on a supervised farming program. This method usually leads to failure because they have not thought their program through carefully. Sometimes their minds are larger than their pocketbooks. They choose programs that take more financing than they have available; therefore, they fail and wonder why. These ills can be corrected if the pupils will give some thought to the nature of their programs before they go into them.

*The Aim:* To have the pupils understand the procedures they should follow in determining and selecting their supervised farming programs.

Some problems to consider: (The teacher should discuss these problems carefully so that the pupils will better understand how they can best set up good supervised farming programs.)

1. The pupil's likes and dislikes
2. The type of farming carried on in the community and on the home farm
3. Facilities for carrying on the program
4. The financial status of the pupil and his family
5. The probable financial returns from the program
6. The parents willingness to cooperate with the pupil
7. The ultimate plans or goal of the pupil.

STEP 3: Estimating costs and receipts from a project. (The teacher should give an example in detail on how to estimate the costs and probable recepits from a project.)

*The Situation:*

1. Most pupils do not consider the cost of their programs before they enter into them.
2. Most pupils do not give enough consideration to their project selection on the basis of facilities with which they have to carry on their programs as well as the means of financing them, and therefore, their programs usually fail or they do not materialize.

*The Aim:* To get an overview of what it will cost a pupil to carry out his program and his probable financial returns.

Some problems:

1. How much money is needed for your program?
2. Do you have ample facilities or will you have to buy some?
3. Is there a great demand for the productive projects which you have selected?
4. What are the chances for a year-round market with good prices?

STEP 4: Making out Project Plans.

*The Situation:* These pupils have never made out project plans before, nor have they seen any made out. A great number of pupils try to get around making out project plans so that they can go about their project work as they see and understand them without any regularity. This often times contributes to failure.

*The Aim:* To show the pupils how to set up a guide to go by in carrying out their productive projects.

*Problems to Study:* Study carefully the sample plan of a project that is laid out by the teacher. Try to understand the things you must consider and the information you must have in order to make out functional project plans.

STEP 5: Activities for the Pupils. (Assignments to be carried out.)

1. Make a careful study of the home farm situation.
2. Have pupils select their supervised farming programs.
3. Set up a temporary supervised farming program on a long time basis.
4. Work out probable costs and receipts for the first year of their programs.

(At this point the teacher should set up a functional course of study based on the needs of the pupils which can now be fairly well defined.)

(Continued on Page 143)

*Henry L. Taylor is on leave from Tennessee A. and M. State College, Nashville.

# Farming programs of former pupils

## Some relationships to educational and occupational success*

MELVERN Watson, Agriculture Instructor, Arkansas Polytechnic College, Russellville, Ark.

THE primary purpose of this study was to determine the relationship of the supervised farm training program of former students to their success in higher education and the occupations in which they are now engaged. A further purpose was to present data for possible use by vocational agriculture teachers in developing programs of supervised farm training which would contribute maximum effectiveness toward the achievement of objectives important in vocational agriculture. Some points that were given particular attention in this study were: (1) The number of former students that are now actively engaged in farming; (2) The ownership status of the former students that are now actively engaged in farming; (3) A comparison of the scope of productive-improvement project work in high school of the individuals now farming; (4) Present occupation of the former high school students being studied; and (5) The number of students of the group studied that entered college number continuing their work in agriculture in college, and the success of these students in their college work.

### Procedure

Information contained in this study was secured through a questionnaire which was completed for each boy by the vocational agriculture teachers of the high schools in the study, and from the files of the district supervisor of vocational agriculture. High schools where the boys received their training were chosen by placing all the schools in the northwest district in alphabetical order and taking each odd numbered school. There was a total of 141 boys selected from sixteen different schools. These boys were among the graduates of 1945-46, 1946-47, 1947-48, and 1948-49.

### Summary of Findings

1. Relationship of productive-improvement project scope of former high school student to his present occupation.

Students that had the highest total number of productive-improvement projects in high school showed a tendency to continue their work in college, and to enter farming or work related to farming. When considered from a productive-improvement project per student year basis, the study showed the group now attending college having the highest average, with the group now farming having the second highest project average. The project averages of the entire group studied are shown in Table 1.

Table 1 clearly reveals that those boys who had large project totals at the end of their high school work become established in farming or entered college.

2. Relationship of project work in high school to ownership status in the group now farming.

The former high school student now farming who is a farm owner had the highest average of total combined productive and improvement projects per year, and those who are now half-owners and one-fourth owners had the next highest project average in the high school program. The average for productive projects alone was highest for those who are now farm owners and second highest for those who are now half-owners. Information contained in Table 2 shows that those high school students who had the best project programs in high school were the ones that became best established in farming.

3. Other Conclusions.

Students who had the lowest number of productive-improvement projects per student year in high school agriculture showed a tendency to enter occupations in salaried groups other than agriculture.

The former high school agriculture students who entered college having an average of 1.00 productive-improvement project per student year, showed a low grade point average in their college work. The grade point in college work increased with an increase in average number of high school projects in nearly all cases, but did not increase in proportion to project increase.

*Based on Master's Thesis, Oklahoma A. and M., 1950.

TABLE 1. The supervised farm program completed by former students now farming in comparison with that of those now engaged in other occupations.

| Present Occupation | Total Number Involved | Total Number Projects (Prod-Imp) | Total Student Years in H. S. Agri. | Average No. Projects per Student year (Prod-Imp) |
|---|---|---|---|---|
| Farming | 33 | 213 | 78 | 2.73 |
| Farm laborer and related work | 20 | 130 | 54 | 2.43 |
| Attending college | 27 | 194 | 66 | 2.94 |
| Daily, weekly, and monthly salary from sources other than agriculture | 34 | 195 | 83 | 2.35 |
| Armed services | 19 | 119 | 47 | 2.53 |
| Business owner other than agriculture | 1 | 3 | 2 | 1.50 |
| No Information | 7 | 49 | 17 | 2.88 |

TABLE 2. Comparison of project work of group now farming.

| Present Farming Status | Total Projects (Prod-Imp) | Total Prod. Proj. | Yrs. of Ag i-cu'ture in High School | Average Projects Per Year (Prod-Imp) | Ave. Prod. Projects Per Year |
|---|---|---|---|---|---|
| Owners | 56 | 33 | 17 | 3.29 | 1.94 |
| Half-owners | 43 | 26 | 15 | 2.87 | 1.73 |
| One-third owners | 3 | 2 | 2 | 1.50 | 1.00 |
| One-fourth owners | 24 | 10 | 8 | 3.00 | 1.25 |
| Tenants | 87 | 58 | 36 | 2.44 | 1.33 |
| Totals | 213 | 129 | 78 | 2.73 | 1.65 |

If you doubt yourself, then indeed you stand on shaky ground. —Isben

## Orient for establishment

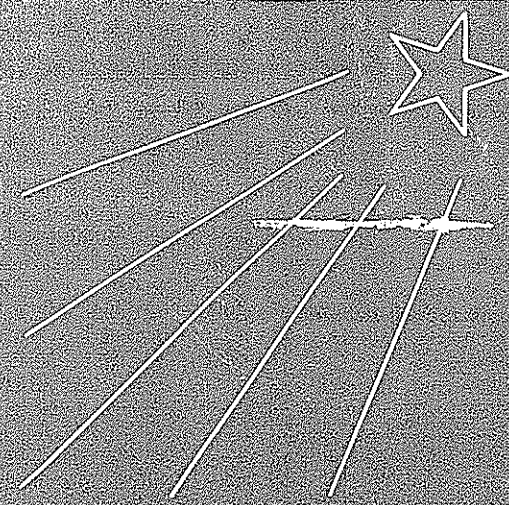
(Continued from Page 142)

5. As you develop and progress in the functional course of study let the pupils write up plans to follow in carrying out their supervised farming programs.

In the statements above, I have not attempted to stereotype your thinking or destroy your initiative in developing and carrying on an orientation program in agriculture. The sky should be your limit in trying to do the best job for your pupils. I have only listed a few things a teacher should consider in planning his orientation program. It only appears to me that the above procedure will be a good way to get pupils on solid ground in supervised farming program selection and planning that will guide them toward establishment in farming which is the big objective of supervised farming programs in vocational agriculture.

He who every morning plans the transactions of the day and follows out that plan carries a thread that will guide him through the labyrinth of the most busy life. The orderly arrangements of his time is like a ray of light which darts itself through all his occupations. But where no plan is laid, where the disposal of time is surrendered merely to the chance of incidents, chaos will soon reign. —Victor Hugo

In this life, if you have anything to pardon, pardon quickly. Slow forgiveness is little better than no forgiveness. —Pinero



# A Christmas Carol

By Charles Dickens

As Tiny Tim Observed:

*"God Bless Us Every One"*

*. . . and*

*A Very Merry Christmas*

*To You All*