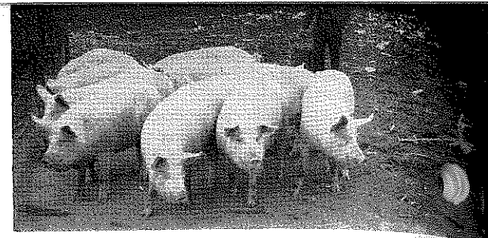
Pictures
of the month . . .

A contest open to all teachers of Vocational Agriculture and farm veterans



"TON LITTER"
Photo by: J. E. Nowels,
Hayesville High School, Hayesville, Ohio.
Argus C-3.
35 mm. Plus X
Shutter Speed: 1/100 second.

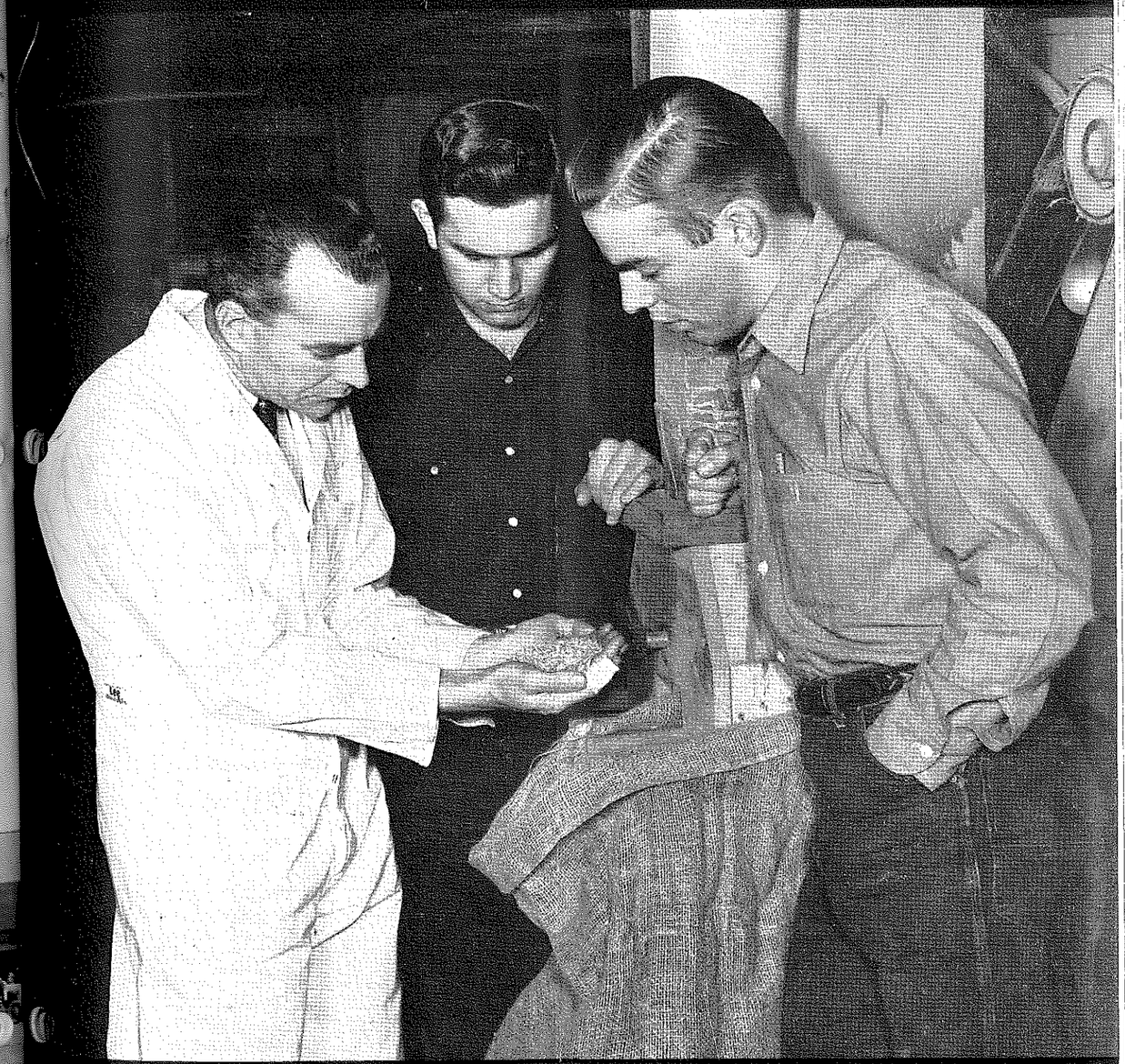
"DOCKING LAMBS"
Photo by: John H. Klipstein,
Wausau Vocational School,
Wausau, Wisconsin
4 x 5 Speed Graphic Super XX
Lens Opening: F.16; Shutter Speed 1/100.

FIRST PLACE:

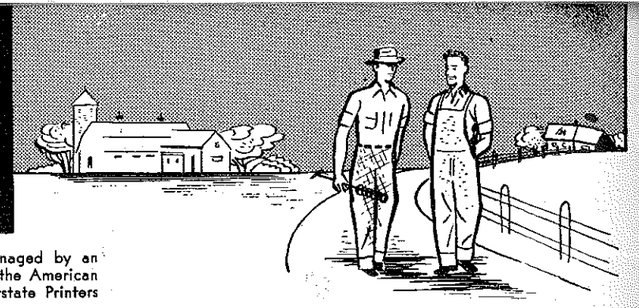
"IT'S MORE THAN HAY—IT'S GRASS SILAGE"
Photo by: Robert F. Taylor,
R. R. No. 5, Columbia City, Indiana.
School: Coesse, Indiana.
Camera Used: Brownie Flash—flash attachment used.
Camera has a fixed lens and only one shutter speed.

"WARMING UP FOR TRACTOR OPERATORS' CONTEST"
Photo by: Leon D. Harding,
Danville, Virginia, Southside High School.
Kodak Tourist.
620 Super XX
Lens Opening: 8; Shutter Speed: 1/50.

The AGRICULTURAL EDUCATION *Magazine*



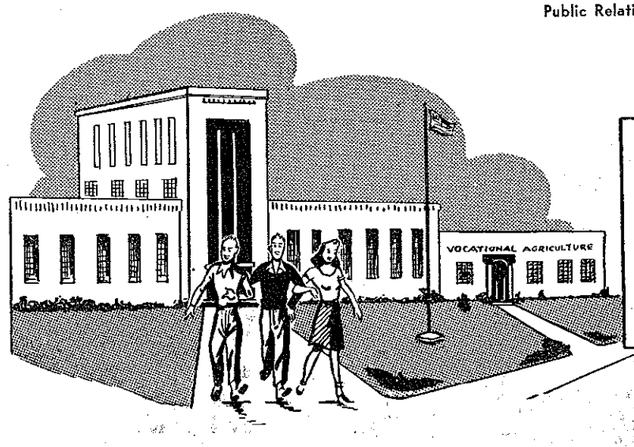
The Agricultural Education Magazine



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



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Editorials

Better teaching — still the greatest need!

Walter T. Bjoraker

DESPITE nearly half a century of teaching agriculture, the fundamental need still is the practice of better teaching technique in the classroom and on the farm. The Agricultural Education profession has a challenge in meeting this need. The trend in professional meetings, whether sectional, state, regional, or national, has been to devote nearly the entire time to new problems and new developments in the field of vocational agriculture and in having guest speakers covering general topics of interest outside the field of vocational agriculture ranging from industrial processes to travel talks. Despite the interesting and beneficial nature of these talks, there are strong grounds for questioning whether the time spent can be justified from an educational point of view when they are not the major part of a called professional meeting. The new developments in the field are important and should occupy their rightful place in a program. However, as important as it is that teachers become acquainted with new developments, it should not be assumed that when a training institution confers the teaching certificate, everything that can be done for the man in the area of methods has been done.

Teachers of vocational agriculture leave the teacher training institutions with a good background in technical information and in methods of teaching. They are, however, far from an optimum level of proficiency in methods of teaching. One important consideration is that the beginning teacher lacks the necessary actual experience in a teaching situation which must be interwoven with knowledge and skill, and thus has not reached professional maturity. This is a natural situation, but it points to a need for more training. Yet it seems that the training in methods has been largely passed over in later in-service contacts with the teachers in the field. Surely teachers can profit from further discussion of methods and in sharing techniques they have found to be successful.

It is easy to recognize and understand some of the reasons for not devoting more time to methods in the various professional meetings. With new discoveries and developments in agriculture, the instructors are held responsible for more technical information and skills. Another important factor is the growing number of government programs with which an instructor must become involved. Several of these would be the war production program of several years ago, and in the post-war era, the Institutional On-the-Farm Training program for veterans. Despite these demands on an instructor, the importance of good instruction must never be forgotten.

Indications are that further proficiencies need to be developed in such areas as:

1. Teacher preparation of a lesson;
2. The problem solving approach;
3. The demonstrational method;
4. The Supervised Farming Program instruction;
5. Use of teaching aids, including 16 mm. sound projectors, filmstrips, slides, field trips, specimens, models, tape recordings, radio, and the like.

Much has been written in the above areas giving valuable suggestions. The body of knowledge exists, but the problem is one of implementation. The problem is in having the better teaching practices actually followed in the classroom and on the farm.

It is recognized that excellent in-service training is carried on through workshops, extension classes and summer school. Unfortunately, these instructional opportunities are utilized by a very limited number of teachers who have for the most part recognized the value of continued professional improvement and are doing something about it. The greater percentage of teachers are influenced directly or indirectly by supervisors and teacher trainers through district, state, regional, and national professional meetings, yet the recognition of the needs for the use of better methods is nearly nil.

WALTER T. BJORAKER, *Teacher Education, Wisconsin.*

Looking to the future

What's new? How are things going? These are common questions of greeting. They indicate a general concern for the future. It was this interest which resulted in the decision to feature the theme of "needed developments."

Most of us do not have a magic device enabling us to see into the future. We do know that all institutions and programs must change if they are to continue. Only as we pool our ideas and knowledge can we participate effectively in the initiation of needed developments.

Developments may be interpreted to mean change—a change for the better in this case, we hope. Hence, a reduction in certain areas or activities, such as hazing (see Phipps' article) may represent a needed improvement.

Contributions selected for giving emphasis to the theme point to such needed developments as:

1. More exchange of information between countries and areas on the programs of Agricultural Education;
2. More emphasis on central purposes (see articles by Bjoraker and Dillon);
3. Increased service to other groups (see articles by Bledsoe and Struble);
4. Increased recognition of the importance of disseminating and using information gathered by others, and
5. A greater concern for leadership training.

Other needed developments for which we have a concern are outlined herewith:

Are These Needed Developments in Agricultural Education?

1. *Experimentation:* Has there not been a tendency to establish a pattern for the program of Agricultural Education on a *state wide* basis? If so, there is every reason to believe that it will need continuing readjustment to meet changing needs of rural people. *If not,* a variety of local programs are in operation for which no systematic evaluation is generally available. Following this line of thought one is forced to conclude that experimentation is desirable and necessary. It is, therefore, a question of degree. We would hold the opinion that there is need for further development of experimentation with *local programs.*
2. *Guidance:* We are concerned with educating for proficiency in farming. By and large we have not clearly spelled out what is meant by proficiency for different levels and groups. The problem of guiding all-day students to enter or leave training in terms of progress towards specific levels of competency is one that should challenge us. As a needed development it is definitely of major significance for the all-day program.
3. *Use of Federal Funds:* The original intent of the Smith-Hughes Act is generally said to be, *to promote and develop* - - - . We have promoted and developed. It may

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That primary aim . . .
"To establish young men in farming"

OTTO A. DILLON, Teacher, Tucumcari, New Mexico

O. A. Dillon

"TO Establish Young Men in Farming," was the *Major Objective* of the Founders of Vocational Agricultural Education some thirty years ago.

For several years teachers of vocational agriculture over the nation made this major objective their goal. Then, other objectives appeared in the program of many departments. Feeding beef calves, hogs and sheep for shows; judging contests; cooperative ventures and community service activities were but a few of the principal methods developed by many instructors of vocational agriculture to justify the existence of their departments.

The writer does not wish to minimize these activities in teaching vocational agriculture. Each has its place in the overall teaching program. However, none are of sufficient importance within themselves to be made the major objective of any agricultural department.

Educators are agreed that the purpose of vocational education is to train students for that *particular vocation.* Give training that will insure success to the greatest degree for each student studying a vocation. This should be the objective of all vocational agricultural instructors.

After teaching vocational agriculture for twelve years, attending several college summer sessions and vocational agricultural instructors conferences, the writer is of the opinion there are but a few minor reasons that stronger supervised farming programs are not developed.

Look To Establishment Not Glamor

The first is that several years are required to develop this program, and to bring it before the eyes of the public. Many agricultural instructors feel they must develop a program that makes for a good radio broadcast or good reading in the newspapers. It must be admitted that a good supervised farming program does not necessarily make *Glamorous Publicity* and newspaper headlines. At least, not to the extent as does the winning of a Grand Champion beef or barrow at a fat stock show; or a cooperative venture in which the chapter may purchase several tons of feed or seed; or some community activity which brings the group directly into the public eye.

Secondly, to develop a successful supervised farming program requires not only time but much planning by the instructor and the students themselves. If such a program is to be successful, it must from the onset, be based upon the needs of the student, of his home farm and those of the community. Surveys of the students' home farms as well as those of the entire community must be made, summarized and studied by the instructor and the students.

A third reason for weakly supervised farming programs is that the importance of the program is not taught early enough. This matter should be one of the first stressed with the first year students. It cannot be stressed too early. These beginning students should be carefully guided in planning their first year's work. As a matter of fact, this planning program should be carried throughout the year for the beginning group and repeated early each year for the second, third and fourth year classes. All groups should plan their supervised farming programs for three to five years in advance to give them a clearer understanding of their long-time supervised farming operations. The student should make two copies of these plans, keeping one with his account book and records, with the other copy being filed by the instructor in the student's individual record folder. Frequent reference and study of these plans should be made by the student. If the student finds he must change his program, these plans should be changed and brought up to date.

Some Interest Avenues

A fourth reason for weakly supervised farming plans is the difficulty of creating interest of the students. As has been stated previously, this is in part due to the time required to develop the program and the lack of "glamor" which other phases of the work affords. However, if the instructor himself is "sold" on the supervised program, the task of arousing and keeping interest will not be too difficult. Developing an understanding of the parents with the supervised farming program of the department and the stimulation of their interest in getting their son established in farming is the first important step in arousing and keeping the interest of the son. Field trips with the first year group to the home farms of the advanced students should be made. These trips may be made during the regular class periods if the farms are not too far distant. All-day tours may be made if such trips meet the approval of the school administrators. Saturday trips and summer tours may be made. On such tours, the adult farmers and business men may be invited to attend. Such trips will not only arouse the interest and desire of the students to become farmers but will provide an understanding among the adults of the vocational agricultural programs and the problems it may have. Regardless of the time of year or the length of time spent, each trip or tour must be well-planned in advance. A class room plan to create interest is to have a chapter farmer who has received the State Farmer or American Farmer Degree talk to the first year group early in the year. His program should be placed on the blackboard or mimeographed and a copy given to each student to make it easier for them to follow his talk and to understand his program. The material placed on the board or mimeographed should show the program for each year in vocational agriculture and the program growth from year to year.

Not only should the production side of the supervised farming program be stressed, but also the Improvement Practices and Supplemental Farm and Ranch Jobs should be included in the student's home plans and activities. Doing these jobs will not only give the student valuable experience but will increase his interest and desire to farm, and at the

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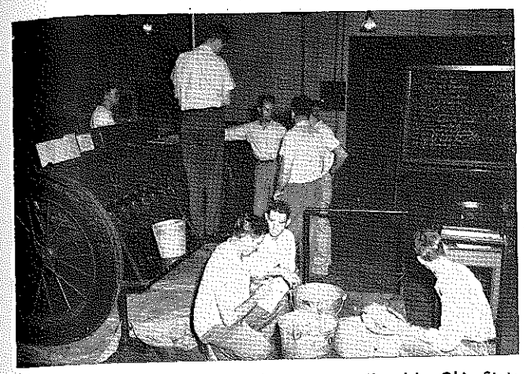
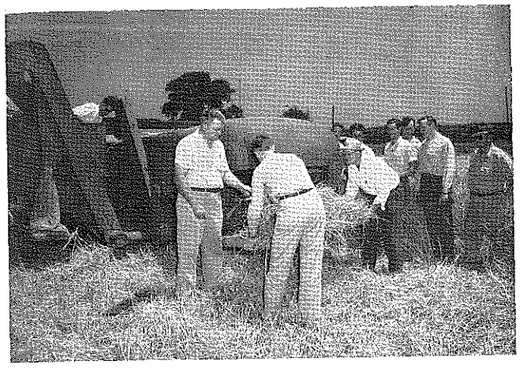
Albert Foote, a vocational agriculture II student in the Tucumcari, New Mexico high school, and a part of his swine production program.



Teachers improve abilities in graduate course offered by Ohio State University.



Teachers learn combine adjustment in district workshops organized on a doing level.

An all-out program in farm engineering

A. E. RITCHIE, Teacher Education, The Ohio State University

OHIO teachers of vocational agriculture have been cognizant of the need for keeping up to date in the area of teaching farm engineering. This is especially true when they consider the facts presented by agricultural economists who say that farm machinery and equipment on Ohio farms has increased in capital value from less than $4000 in 1930 to over $10,000 in 1950 on commercial-sized farms (160-200 acres). The economists further state that the physical equipment and machinery on these commercial farms has increased three times as much as it was during the 1935-39 period. This increase in farm equipment has brought about a multiplicity of problems in teaching farm engineering—many of which are new and unanswered. Teachers are confronted with these many problems in addition to being concerned about effective means for presenting the farm engineering course to all-day, young farmer, and adult farmer classes.

One Full Year of Farm Engineering

A first and important step was in 1947-48, when all departments in Ohio began alternating the teaching of farm management and agricultural engineering each year. This provided opportunity for teacher educators and supervisors to emphasize and improve in providing information and aids for teaching each of these courses in alternate years. This facilitated a concentration of effort for improving instruction at the local level, resulting from small group meetings, district meetings, annual conference, and graduate courses.

During the summer of 1948-49, 45 teachers of vocational agriculture who were enrolled in an agricultural education graduate course developed 14 resource units. These included such units as "Tractors," "Combines and Combining," and "Farm Electrification." Supervisors and specialists reviewed and adapted 12 film strips to Ohio conditions, plus locating several commercial film strips as an aid to further improve the teaching of farm engineering in Ohio.

Staff Participation

Teacher educators, supervisors, and teachers recognized this as being an excellent beginning and that continued effort should be made for improving instruction in farm engineering. Accepting this premise a committee was appointed, including representation from the teacher education and supervisory staffs, to study the existing situation and propose some recommendations for the teacher improvement program for the coming year. The committee conceived that thinking through together regarding pupil needs, teacher needs, and that teachers should have an important role in planning and conducting an improvement program are essentials for successful completion of such a program.

The committee recommended the following steps be pursued for initiating the proposed program.

A. That an evaluation be made of the previous program in farm engineering.

B. That the major emphasis be on principles of operation and adjustment and to limit overhaul and repair to those tasks that farmers should do.

C. That small groups of teachers be organized within geographical areas for developing a teacher-improvement program.

D. That the following be carried out at the annual conference for teachers of vocational agriculture:
   1. A member of the committee present a proposed program for teacher-improvement.
   2. An agricultural engineer present "What's New in Agricultural Engineering."
   3. Some teachers report their experiences in conducting previous engineering classes. (Examples: A program of instruction, field demonstrations, laboratory experiences, visual aids, demonstration boards, etc.)
   4. Two sessions be provided for the small group meetings of teachers to:
      a. Develop individual programs of instruction for the farm engineering course.
      b. Plan and organize their group meetings during the ensuing year which would meet their needs through study, discussion, and participating experiences.

These recommendations were accepted and 36 teachers who were geographically distributed throughout Ohio were requested to serve as chairmen for groups of 6 to 12 teachers in neighboring schools. This facilitated developing a teacher improvement program for meeting their specific needs. These groups met at the annual conference when time was provided for developing such a program.

It seemed logical after developing a program of instruction that each teacher could readily recognize his needs in preparing for the coming year's engineering course.

The small group meetings which the teachers planned ranged from one to three days, provided for a study of principles of operation, participation in operation and adjustment, and methods of teaching the various units. In most of these conferences a teacher was appointed to arrange for a specialist to be present for discussing specific problems within a unit. Examples of common meetings were combine clinics, tractor clinics, electric welding schools, farm wiring, electric motors, acetylene welding, sprayers and spraying programs, and concrete.

In several of the small groups where there was a sufficient number of teachers, each selected a unit which all teachers would be teaching in their engineering course and developed a plan for teaching this unit and presented it to the group. This included teaching aids and references which would be used for providing an effective learning situation.

Here is how the program worked out for the typical teacher:

1. Participated in the sessions during the annual conference.

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Serving part-time farmers

GORDON S. STRUBLE, Teacher, Lambertville, Michigan

"PART-TIME FARMING is a way of life in which the family lives on a small farm but derives its income from two sources, one of which is farming."*

Many teachers are faced with the problem of meeting the needs of the part-time farmer. The trend toward part-time farming is on the increase. The departments located near the large industrial centers are the first to feel the influence of the part-time farmer. Part-time farming is gradually presenting itself in departments in smaller population centers.

Our Part-Time Farming Community

Our school service area is but a twenty-minute drive from the center of Toledo, Ohio. The several large factories of that city offer employment to eighty per cent of our part-time farmers. They drive daily from their farms in to the factories, and return that night to their farms, which average in size from three to twenty acres. The farms are segments of the large general farms that existed in this area before the land became "farmed out."

The small new house, or the shabby temporary shack characterizes the part-time farm alone with the absence of other farm buildings. The old farm homes are often retained by the families of the original owners, but in many cases are remodeled into the duplex type apartment and rented to factory workers.

Agricultural Activities on the Small Farm

The part-time farmer in our area is a general farmer. He is not after high production nor is he concerned with efficiency of production. The average part-time farmer has at one time lived on a farm, perhaps as a child. He holds a fondness for rural life. He wishes to escape high living cost. He wants to rear his children in the country. In most cases he is willing to forego the convenience of the city, and assume a debt in order that in the future he can have his own farm. On his farm he usually plans to have six fruit trees, one-quarter acre of small fruits, one-eighth acre of vegetable garden. In the way of livestock he will have two pigs (one for home use, one to sell), and a small flock of chickens. Rabbits and ducks are found on many of these farms. The family milk cow is not to be found, for modern dairy service is provided in this area. An occasional milk goat is found, and one farm in seventeen has a family riding horse.

The Part-Time Farm Home

About seven in ten part-time farmers own their farm homes or are in the process of buying them. Bathrooms are found in one-half of these houses, and running water is installed in two-thirds of the houses in our area. All but one farm home has electricity, and about 80% have television sets. The part-time farms are not lacking labor, for large families are found at most every home.

*U.S.D.A. Bulletin, What Is Farming?, 1944.

Teaching Vocational Agriculture to Meet the Needs of These Part-Time Farmers.

These data have served as a basis for developing a course in vocational agriculture that will serve the needs of the boys coming from these part-time farms. In organizing the subject matter for classroom instruction I have used the modified cross-sectional pattern of instruction. I have allowed this pattern to tie in the enterprise method. Due to the nature of the farming done, I feel that every activity on the farm is dependent on another activity. In a unit on swine, we can move from the selection of a quality animal into feeding, then care and housing, and then management. When it is time to plant corn we may go back to swine feeding and from this lead into raising corn as feed for our swine. This would justify our raising corn. Farm management for the part-time farm is included with each unit, and not given separate emphasis as a unit. Wheat and corn are not studied from a viewpoint of a cash crop, but as a home-grown feed. The output of a part-time farm goes toward improved diet and better family living and is very seldom sold for profit. We do not have a dairy project listed among the boys' projects, therefore, dairy is not given much consideration. We study dairy from the standpoint of buying quality products.

Home Improvement

Our instruction is based on the individual as much as possible. Many individuals have problems that are uncommon to other members of the class. These individual problems are worked out by the instructor and the student during farm visits and the conference periods. There are, however, many needs that are common to all of the students, and in a part-time farming area they may sometimes be represented by the following jobs:

1. Selecting a suitable small farm.
2. Financing the farm (part-time farm).
3. Determining the advantages and disadvantages of rural life.
4. Planning the part-time farm.
5. Planning the farm home.
6. Remodeling the farm home.
7. Beautifying the home grounds.
8. Selecting quality equipment for the home.
9. Planning and constructing the home farm shop.
10. Conserving natural resources (soil, water, forest, and wildlife).

The Supervised Farming Program for Part-Time Farm Boys

At present we do not have shop facilities, but we are in the process of constructing a new building. We will have farm shop facilities in the future. We shall emphasize skills required for home improvement and better farm living. The boys have expressed a desire to learn skills that would lead to the installation of much needed plumbing fixtures.

The programs of supervised farming are designed to expand the farming program and to establish the boys in farming. The situation as now exists is similar to that of the full-time farm with the exception of the final outcome. The part-time farmer is not dependent on the farm for his income. He is producing principally for his own diet and family health and, consequently, his farm enterprises are on a smaller scale. I am trying to teach efficiency of production, and at the same time show how the boys can make the best use of their limited facilities. I, therefore, do not encourage the students to have larger projects for vocational agriculture than they would have on their home farm when they become part-time farmers. The students I have at present are really young part-time farmers, for they farm before and after school. During times of vacation they take jobs on a part-time basis.

Placement for Farm Experience

I do not encourage placement for my part-time farmers, for I feel that this would tend to create an unnatural situation, by placing them on a larger acreage than they will ever farm. Perhaps I have a few that would become so proficient in agriculture that they would become full-time farmers, but even then I would not be doing the job expected of me by the community. My job is to train part-time farmers. I can encourage the boys to rent additional land so they might expand their farming programs, but I do not feel that placement is a satisfactory solution to their problem.

The F.F.A.

The degree of Chapter Farmer is the greatest accomplishment the average part-time farm boy can expect to attain under the present system of awards. The local program of work can be constructed so the activities of the organization can become meaningful and functional to the part-time farm boys. The official manual is used by our chapter and the ceremonies, but when some of the terms are applied to the part-time farm boys they lose their meaning, and sound awkward in some situations. A phrase taken from the F.F.A. creed serves as one example of a very worthy thought, but one I feel does not apply to our part-time farming students. ". . . ability of organized farmers to serve our own and the public interest in marketing the product of our toil." In general, the part-time farming boys can be served by the F.F.A. manual as it is.

Young Part-Time Farmers

There are a few young part-time farmers in this area that are faced with the problem of establishment in farming, but as a rule these boys do not come up the ladder of farm ownership. The part-time farmer usually gets his farm by working in the shop and making payments on his piece of land. He later builds a house and a few buildings, and then adds equipment and livestock. Our young farmers consist of a rather mixed group. Many are continuing their supervised farming programs and holding down a factory job at the same time. This group is waiting until they will be called into the service. The boys that have returned from the service make up another group. Several of this type are working in the factory and living on the farm. They have their land rented out or laying idle. They spend most of their time working in the factory. Another group are the young men working large acreages, who attend college for short periods of time (usually in the winter), then return to the farm. This last group represents the smallest number. They contribute the most to agriculture in our area.

We have twenty members in the young farmer class at present but due to the varied work schedule of these young men, we have been unable to meet as a group. The interest and need for further organized training has been established. The problem we have to overcome now is one of scheduling classes. The subject matter the boys want to study is in the area of farm mechanics and home improvement.

Adult Farmer Classes

Two distinct groups of adult farmers are within our area. The first group consists of the specialized vegetable growers. These men have a small farm and usually a greenhouse. They spend the growing season on the farm, and then seek part-time employment in the factory for the rest of the year. The second group is composed of the "hobby" farmers. They have full-time jobs off the farm, but since they live on a few acres of ground, they have a small garden and perhaps a riding horse. These persons have expressed a desire to learn more about feeding, care and management, as well as better housing for their animals.

Another group that should be considered for the adult class could be the wives. The part played by the wife is in most respects the same as the woman on a full-time farm. The care of the poultry and work done in the garden depend to a large extent on the women. The beauty of the home, along with improved family living, is largely brought about by the women. Food care and preservation is usually considered the woman's job. These jobs may be performed on a larger scale on the full-time farm, but the housewife is a very important worker on the part-time farm.

Part-time farming is on the increase and will be more widespread in the years to come. I have referred to it as a problem. I use the word problem in describing it for I feel that unless the programs of vocational agriculture are modified to meet the needs of these part-time farmers, serious difficulties will develop within the departments. The needs of these part-time farmers must be considered and provided for, as well as the changing needs of the full-time farmers, or we as teachers will not be serving the agricultural interests of our people.

To solve and overcome this problem we need the combined effort of all rural leaders. We cannot solve these problems unless we as teachers recognize them. ●

Alva Tabor

VOCATIONAL Agriculture Education in Georgia and the South lost one of its staunch exponents December 2, 1951, in the passing of Alva Tabor, Supervisor of Agricultural Education for Negro Schools.

Born in Haralson County, Tallapoosa, Georgia, March 3, 1894, Mr. Tabor received his formal education in Alabama at the St. Marks Industrial School, Birmingham H and I School, both of Birmingham, and Tuskegee Institute at Tuskegee.

His over 30 years with agricultural work began in 1918 with the Georgia Extension Service as first Negro County Agent in Washington County, Georgia. After three years, he was employed as the first State Agent for Georgia Negro 4-H Boys' work by the Georgia Extension Service. It was then that he was loaned to the State Board of Vocational Education for a period of three months to initiate the program of vocational agriculture for Negro schools. So impressive was he in the role of initiator, that he was retained as supervisor of Agricultural Education for Negro schools and also head Itinerant Teacher Trainer.

In 1922, there were only nine departments of vocational agriculture with an enrollment of 422. The program expanded to 108 departments with an enrollment of approximately 10,000 persons, not including the veterans enrolled in the Institutional on-the-Farm Training Program. On account of the close cooperation of the county and state administrators, there are now 215 teachers with approximately 5,000 farm families being reached.

W. T. JOHNSON
West Virginia State College

A new conception of Junior F.F.A.

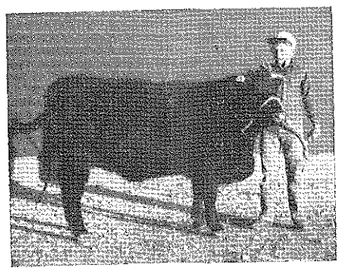
ROBERT BLEDSOE, Teacher, Pine Bluffs, Wyoming

ABOUT a year ago a mother of a 7th grade boy approached me and asked if it would be possible for her son to get started with a supervised farming project. The conversation continued and I found out from this mother that her son wanted to start now, so that when he entered high school his supervised farming project would be under way.

I began to wonder if possibly there were other boys who had this same desire. After considerable thought and study I proceeded to find out. Letters were sent to the parents of the farm boys that were attending the 7th and 8th grades of the Pine Bluffs School, stating that if they were interested in having their boys get started for the high school agriculture work to attend an organization meeting on the evening of January 8, 1951. There were 12 parents and 13 boys who responded.

The purpose of the organization was outlined and officers for the chapter were elected. From this meeting the Junior F.F.A. had its birth.

The boys started to work on a constitution at their next meeting and at the following meeting it was completed.



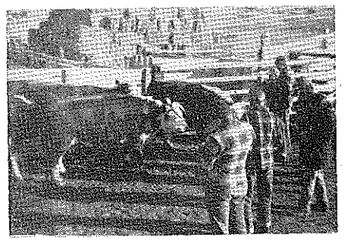
One of the Junior F.F.A. members and his registered Shorthorn heifer.

Each boy belonging to the Junior F.F.A. must have a supervised farming project on his own farm and keep records on this project.

The organization holds monthly meetings to discuss business pertaining to their projects and organization. At several of these meetings they have invited one or two of the high school agriculture boys to discuss their supervised farming program and give them hints and help for their projects. These meetings are run according to parliamentary procedure and Robert's Rules of Order, which is going to be an immense benefit to the high school chapter when they join. Generally a film is shown at the meetings that pertains to agriculture, from which some new ideas are obtained for their projects.

No school credit is given for these projects; they are carried out entirely because of the interest shown by these boys.

Just recently the boys have started a livestock judging contest between the members. They meet once a month on Saturdays and judge and give reasons on a couple of classes of livestock. The boys



Junior F.F.A. members doing some practice judging of some beef cows.

have shown a lot of interest in this activity and it will help them select livestock for their projects and also be an asset to the high school livestock team when they enter vocational agriculture.

This summer I hope it will be possible for these boys to participate with their livestock and crop projects in the Junior Division of the county fair.

I generally try to call on these boys about once a month and give them any assistance that may be necessary for the betterment of their projects. I also try to get pictures of the boys with their projects and display these pictures on the bulletin board of the vocational agriculture classroom, which of course makes them very proud. ●

A shepherd is telling the boys the points to look for when judging one of Scotland's famous Blackface sheep. This photograph was taken in Lanarkshire, Scotland.

How Scotland trains her young farmers*

BASIL GIBSONE

A DOZEN BOYS in waterproofs, sou'westers and Wellington boots, and carrying rakes and spades, stood on the banks of a little tributary of Scotland's River Clyde. There was snow on the hills, ice on pools in fields and rutted lanes, and the east wind was cold.

The man in charge of the group explained to them the soil formation of the bank opposite. The boys looked and listened and then all resumed their walk to a nearby farm. Here they went into action, one party to pile earth into a cart, another to cut and trim the banks, and the third to the byre to attend to the feeding of the herd of dairy cows.

At the end of an hour and a half six boys stayed behind to help with the milking. As the remainder made their way back across the bare wintry fields, a sheep, jumping a fence, caught a foot between the wires and hung suspended.

The boys stopped to assist the struggling animal. Without fuss one held its horns and others pulled the wires apart. No easy task, but after a minute the frightened sheep rejoined the flock.

Stopping the Drift to Towns

Arrived at their destination the boys cleaned their implements, washed their boots, removed their waterproofs and started tucking away a good square meal.

So passed an afternoon in the lives of some of the pupils of Kersewell College, a new-style school recently opened near Carnwath, in Lanarkshire, Scotland, where practical agriculture goes hand in hand with subjects normally associated with a school curriculum. Such an education, it is hoped, will contribute to the solving of a national problem in the United Kingdom—the drift from the country to the towns. More, indeed, may result from this experiment—a reverse movement, with townsfolk alive to the opportunities agriculture offers for their sons in the way of a full and satisfying life.

Twenty-five twelve-year-old boys chosen from among 300 applicants live at this school—a handsome mansion house, with a block containing classrooms and additional dormitories, and an estate of over 2,000 acres.

By next May they will have their own 400-acre farm. Eventually about 60 pupils will take the three-year course. Costs of tuition, accommodation and food are entirely borne by the Education Authority.

Subjects such as wood and metal work, mathematics and geography are taught with an agricultural bias, while in addition to farm work the boys have opportunities for practical horticulture, one of Lanarkshire's major industries, in a large walled garden. Here, twice a week, they dig, prune, transplant, make compost heaps, pot plants, and do something of everything, according to the season, that will enable them to become adept gardeners.

At their side, always ready with instruction and advice, stands a teacher, himself a farmer's son, a pioneer of rural science, and until lately the headmaster of a country school in the Northeast of Scotland.

Getting Back to the Land

To some of the boys, work on the land is no novelty. Sons of farmers, farm workers, woodmen or shepherds, the country is in their blood. Others, whose fathers may be bus drivers, riveters, factory or colliery-enginemen, must start from scratch, but what they lack in knowledge is made up in enthusiasm. Perhaps the best verdict on these town boys is that of 63-year-old James Forres, gardener on the estate. "Town boys are doing all right," he says.

The College has its Junior Farmers' Club, run entirely by the boys. Their activities include the arranging of talks and Brain Trusts, at which information is given by neighboring farmers.

The College Principal, Mr. David Marwick, comes from the Orkney Isles, took his degree of Bachelor of Science in agriculture at Aberdeen University, and was formerly principal of a school in Ross-shire. He believes Kersewell College provides the best, if not the only answer to the problem of getting boys back on the land.

"It is fulfilling a real need," he declares. "Here we acclimatize the boys to the land, and by allying the practical with the theoretical we are seeing to it that they will go out both mentally and physically equipped to take their place in the farming community." ●

* Article contributed through British Information Services, 30 Rockefeller Plaza, New York 20, N. Y.

Adult education association sponsors new developments

A MORE FAVORABLE climate for the development of vocational education for adults is being created through the activities of the Adult Education Association of the U. S. A. and some 60 local, state, and regional adult education associations.

Vocational educators have been pioneers in adult education. They have often been thwarted in their efforts by the attitudes of other educators and the general public. Changes in these attitudes are coming rapidly and adult education organizations are aiding them.

The Adult Education Association of the U. S. A. was organized in April, 1951. On its organization, the two existing national associations were discontinued. The first convention of the new association was held in Los Angeles in October, 1951. The 1952 convention will be held at Michigan State College on October 20 to 23, 1952.

One of the important features of the new organization is a Council of National Organizations in which the American Vocational Association has participated from the beginning. Ninety-two national organizations interested in adult education have thus far indicated their desire to participate in a convention of this group in Washington, D. C., on February 22 and 23, 1952. Headquarters for the Council have been located in New York City and an executive secretary is being employed. The Council, autonomous within the A.E.A., will become a clearing house for adult education literature and aids, now widely scattered, and an agency through which a united movement for adult education may find expression.

Another associated organization is a Council of Public School Administrators of Adult Education, which will have its headquarters with the National Education Association in Washington, D. C.

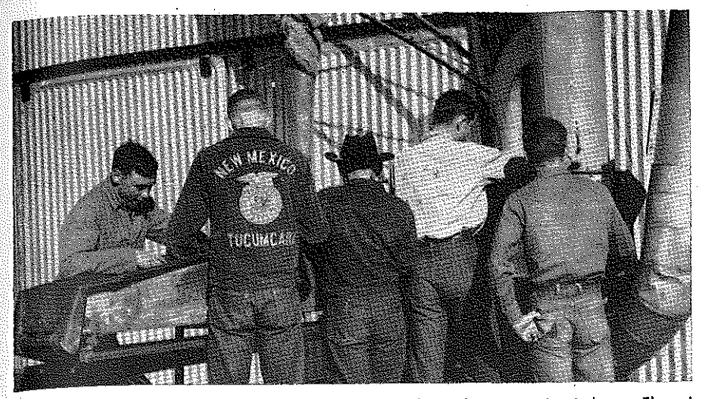
The office of the Administrative Coordinator of the Adult Education Association, Malcolm S. Knowles, is at 50 East Huron Street, Chicago 11.

The Association's Journal, *Adult Education,* is being edited at 743 North Wabash Avenue, Chicago 11.

A new monthly magazine, *Adult Leadership,* will be launched in March. It is designed for persons not professionally engaged in adult education who have adult education responsibilities. Included in the intended readers are leaders of farm and labor groups, service clubs, parent-teacher associations, and others. The total number of these lay leaders in the United States is estimated at 5,000,000. The magazine is to be a training magazine, that will help its readers to improve in the performance of their duties. There is to be provision for the readers to assist continuously in evaluating and editing the publication.

In the next few months a series of regional conferences of adult educators, intended to blanket the United States, will be conducted by the Association in cooperation with regional, state, and local groups. A major problem of the Association at present is to develop satisfactory working relationships with these groups of mutual benefit to them and the Association. Its officers are approaching the task creatively and without undue regard to the relationships which commonly exist among local, state, regional, and national groups.

The Fund for Adult Education, an independent agency created by the Ford Foundation, has provided $148,500 for the current year for three projects of the Association: the magazine, *Adult Leadership,* the Council of National Organizations, and the holding of area conferences. These grants were made for purposes conceived by the Association and will be administered according to plans the Association has devised. It is the policy of the Association to use such grants for the advantage of adult education, but to avoid dependency of the Association upon outside funds. ●



For a supplemental farm job, students of the Ag. II class adjust a feed grinder so Elwood Mowrer (extreme left) can grind feed for his dairy herd.

That primary aim

(Continued from Page 244)

same time, the home farm or ranch will be materially improved. The interest of the parents will also increase in their son and the program of the vocational agricultural department. This interest, in turn, will spread to other patrons of the community.

The writer has used these plans the past seven years in the vocational agricultural department of the Tucumcari, New Mexico, High School. In 1944, thirteen students were enrolled in two agricultural classes. The average production enterprise number was less than one per student, with four of this number without a supervised farming program. The fifty-one boys now enrolled in three classes this year have an average of over three enterprises per boy. The vocational agricultural I group has an average of 2.2 enterprises per member.

The boys are encouraged to plan a balanced supervised farming program of livestock, crops and poultry. In their long time planning, the boys give attention not only to increasing the size of their program but to continued improvement as well. The same plan is used in their improvement practices and supplemental farm and ranch jobs. The boys make a survey and study of their home farm or ranch, checking those phases that can be, and should be improved. Planning, both immediate and long-time, has resulted in an enlarged and improved Supervised Farming Program of the individual members. The parents have a clearer understanding of vocational agriculture's place in the community. This, in turn, has helped increase the boy's interest in farming. In this planning program the boys have adopted as their unwritten slogan, *"Plan Your Work and Work Your Plan."* The final result—more boys of the Tucumcari High School Vocational Agricultural Department are becoming *established in farming and ranching.*

To summarize, a successful supervised farming program in vocational agriculture may be assured by the following:

1. Realize that a good supervised farming program requires time to develop.
2. Careful and complete planning is required:
   a. Immediate.
   b. Long-time.
3. Stress the importance of the program early in the first year's work.
4. Develop early in the first year and retain during the remaining years, the interest of the boy. ●

BOOK REVIEWS

CITIZENS' COMMITTEES IN THE PUBLIC SCHOOLS, by H. M. Hamlin, Professor of Agricultural Education, University of Illinois, 306 pp., published by Interstate Printers, list price $4.00.

The book deals with the nation-wide movement toward citizen participation. Six chapters present the author's ideas about public participation, the evolving public school and its implications for public participation, kinds of citizens' committees, and the purposes, organization, and activities of school-initiated committees. Six more chapters review the rapidly growing literature on the same subjects. The appendix includes examples of statements of policy regarding citizens' committees by boards of education, committee constitutions, and reports of committees. Credit is given to agricultural education for 40 years of experience in the use of citizens as members of advisory groups. The author had his first advisory group as a teacher of vocational agriculture in 1919. He began writing about advisory councils in 1924. For the past ten years, working with citizens' committees for agricultural education and for school systems has been his professional hobby. The text is strongly recommended for persons interested in citizens' committees in the public schools. APD

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LIVESTOCK HEALTH ENCYCLOPEDIA, compiled and edited by Rudolph Seiden, Ch.E., Consultant on Veterinary Pharmaceuticals, Disinfectants and Insecticides, pp. 614, profusely illustrated, published by Springer Publishing Co., Inc., New York; list price $7.70.

The author believes that progress in maintaining the health of livestock and control of animal diseases will depend on close collaboration between the many members of a big team that includes the veterinarian, farmers and county agents, manufacturers of drugs, scientific investigators, and teachers and students at agricultural schools. The indispensable function of the veterinarian is stressed throughout. The Encyclopedia is comprehensive in scope, the presentation concise and clear, and coordinates the findings of more than 300 experts.—APD.

Recent research in group dynamics

S. S. SUTHERLAND, Teacher Education, University of California

S. S. Sutherland

MOST of the research in the general field of group dynamics has been done in the past decade. While teachers, supervisors, and teacher trainers in agricultural education have long used many of the more obvious and basic processes in group leadership, practically no research in this field has been done by those of us in agricultural education. The newer methods which are being developed largely by research workers in the general fields of psychology, adult education, and human relations are worthy of study and many of them may be easily and profitably applied in our work.

Much material from many sources is being published. It is difficult to determine, however, how much of it is based on fundamental research and how much of it is primarily empirical. From the fact that the literature is liberally sprinkled with plaints bewailing the lack of basic research, the latter is probably true. Regardless of their source, and how they were developed, the findings should be of vital interest to us as advisers of F.F.A. chapters, as teachers of adult groups, as supervisors, as leaders in community affairs, as teachers of high school classes and, of course, as trainers of teachers.

Among the more significant of the areas which currently are attracting the interest of research workers are the following:

1. *The identification of leadership roles in groups.* Based on the work done by Benne and Sheats (2) in 1948, Hall (8) in his recent booklet, "The Dynamics of Group Discussion," identifies and describes eight aggressive and destructive and some fifteen democratic and constructive roles which are played by people in groups. Among the undesirable roles are those of the aggressor, the blocker, the recognition-seeker, the dodger, the dominator, and the blamer; among the more democratic are named the initiator, the orientor, the facilitator, the harmonizer, the summarizer, the status-giver, the encourager, and the compromiser.

Out of the defining of these roles has come the use of a leadership team, comprised of the leader who may combine many of these roles, the recorder whose role is obvious, the consultant, the resource person or fact-giver, and the observer.

Levy and Osten (10) have designed a sociometric test to identify the inter-relations of the individuals who make up the group, and are the authors of a guide for training in inter-personal relations generally. The National Education Association (12), (13), through their reports of their first and second national training laboratories in group development also have done and published some basic work on the growth and development of groups.

2. *Leading conference discussions.* In addition to the studies mentioned above, all of which deal directly or indirectly with leadership in discussion groups, the National Education Association Department of Adult Education (1) has published considerable material in this field. Bradford (3) summarizes much of this in reporting on the services of the adult department of the National Education Association. The Trade and Industrial and Business and Distributive Education services of the U. S. Office of Education and of the several states have done much developmental work in this field and published a number of handbooks dealing with the how of discussion leadership.

3. *Committee work.* The applications of the newer findings in group dynamics and some effective procedures are reported in the Educators Washington Dispatch (7). Much has always been made of formal committees in organized adult groups. Newer findings point the way to its use in a less formalized form in adult and even high school classes. The applications which can be made of improved techniques to committees of student organizations such as the F.F.A. should be of interest to teachers and advisers of local chapters.

4. *Supervisory techniques.* Most of the studies in this field emphasize the importance of truly democratic procedures in supervision and the necessity of replacing autocratic leadership with a type in which all, both the supervisor and the supervised, participate. Bradford and Lippitt (4) list the characteristics and the job reactions of four different types of supervision which they identify as the hardboiled autocrat, the benevolent autocrat, the laissez faire, and the democratic. They conclude that modern supervisory techniques must be democratic and list procedures for supervisors in developing democratic work groups. Wiles (16) applies democratic procedures to the supervision of school groups and cites some significant research documenting the validity of this newer concept of the school supervisor or administrator.

5. *Role-playing.* As a technique, this is not new, having been introduced in 1927 by Dr. J. L. Moreno. It was first used as psychodramatic role playing where a person acts out a personal life situation and as a therapy for relieving tensions. Recently attention has turned to new uses in education in the presenting of problems to a group by having unrehearsed actors act out problem situations involving personal relationships. Walsh (15) summarizes the results of studies, most of which have been conducted by the National Education Association, identifying role-playing as "reality-practice" and differentiating between role-playing per se and socio- and psycho-drama. She lists steps in the development of a reality-practice session, and precautions in using this technique. Bradford and Lippitt (5) show some of the implications of this technique to supervision and the training of supervisory personnel. Much use of role playing is being made in the training of sales persons by industrial and sales organizations. Its most promising applications in agricultural education seem to be in the training of teachers and generally as a means of presenting problems dramatically and visually to both student and adult groups.

6. *Techniques for larger group meetings.* Educational Trend, a supplement to Educator's Washington Dispatch (6) reviews the evils of traditional methods in the conduct of larger group meetings and presents several new techniques for improving them. It lists as barriers to better meetings audience apathy, the lure of the platform, the fallacy of platform status, and the fear of loss of control when traditional procedures are not followed. The "audience-listening team" is suggested as a method to bring about deeper involvement of the audience in the problem being discussed by the speaker. With the general subject known in advance, certain smaller groups in the audience are charged with the responsibility of listening particularly to certain parts of the speech and to raise questions regarding these parts. The "buzz session" in which an audience is broken down into informal small groups of not more than six people each and given six minutes to discuss the specific questions which they wish to raise during a discussion period. This technique is also called the "six-six" or the "Phillips 66" after the man who devised it, J. Donald Phillips of Michigan State College. The "audience representation panel" and the use of post-meeting reaction sheets are also discussed. The analysis presented is based on the work of the National Training Laboratory in Group Development sponsored by the Division of Adult Education of the National Education Association.

7. *Citizens committees and lay advisory committees.* The use of lay advisory committees in connection with specific phases of the school program such as agricultural education, and the use of citi-

(Continued on Page 252)

What do studies show?

This contribution is one in a series of twelve planned for the current volume. Each will review and interpret studies in a phase of the program in agricultural education. Each will provide the reader with an overview of the research and point up applications in a particular phase. The phases to be covered and the selection of possible contributors were planned with the A.V.A. Research Committee for Agriculture.

More help for state officers

W. G. WEILER, Supervisor, Ohio

Warren G. Weiler

"WE had a state officer on our F.F.A. banquet program and he made the most effective talk of any speaker we have ever had; and we have had some pretty important people on our program over the years." This statement was recently made to me by a chapter adviser. Others have made similar comments in regard to the work of our state officers in years past.

It has been my privilege to attend a number of state and national conventions and other F.F.A. activities and observe Future Farmers "in action." I marvel at their ability to handle groups, whether a small committee or a national convention. It would be natural to assume that these boys had a large amount of special training above the chapter level. They think well and they speak well. They have confidence and poise, and they know parliamentary procedure. Surely someone did a lot of special work with them.

As Executive Secretary of the Ohio Association, it was my privilege to work closely with fourteen groups of state officers. I must admit that, almost without exception, I too, have been proud of their work. However, I must also admit that their good work was not primarily due to my efforts. They were good officers because they came from good chapters; chapters with programs which gave them an opportunity to develop their abilities under the direction of a capable chapter adviser.

We learned long ago that good state officers do not come from chapters with mediocre programs. Therefore the first step in developing good state officers is to determine through an interview the kind of a chapter program the candidate helped to develop. This, plus observation of personality traits, gives a good basis for officer candidate selection. Unfortunately, this means that some very outstanding individuals will be eliminated, but that cannot be avoided. Future Farmers from weak chapters have not made good state officers.

However, this does not mean that newly-elected state officers can be expected to assume new responsibilities without some counsel. It seems to me we can assist in at least four ways:

1. Help them to thoroughly understand the state and national programs and how they function, as well as their responsibilities as officers.
2. Work with them in using what they have learned as chapter officers in new and somewhat different situations.
3. Observe them in action and offer constructive suggestions.
4. Inspire them to be enthusiastic and capable state officers, and to appreciate their opportunity for personal growth.

Featured in Camp Program

In Ohio we use our F.F.A. camp program to give added opportunities for experience by having the newly elected officers serve as junior counsellors for one week. During this period the executive secretary meets with the officers as a group two hours each day to discuss the problems of the junior counsellor as well as those the state officer will face.

Prior to the week at camp, printed materials regarding the F.F.A. organization are sent to the officers with the suggestion that they study them before the week at camp. During the first session the officers participate in an F.F.A. quiz, after which each grades his own paper. This impresses on each the important facts he may or may not know about the F.F.A.

Following this, the operations and activities of the State Association, the F.F.A. Camp, and the National Association are thoroughly discussed. This will help the officers in transacting the business of the association and in answering questions which may be raised in chapter and district meetings. It is assumed that the officers know their regular duties as president, secretary, etc.; so the major portion of time is used to discuss what they will do in the new situations they will face. Some of these follow:

1. *Speaking Before Various Groups*

To prepare for this the officers divide into groups and prepare outlines for talks to be given during: (a) F.F.A. banquets; (b) chapter officer meetings; and (c) non-Future Farmer meetings. These outlines are presented to the entire group for suggestions. Later all the officers receive these outlines for future use in preparing talks. Each officer also addresses the entire camp assembly on some phase of the state program sometime during the week. Officers are impressed with the absolute need for definite preparation for every appearance.

2. *Conducting Discussion Groups*

Since state officers can be very effective in meeting with chapters or groups of chapter officers, some techniques to be used in leading group discussions are valuable. These are discussed and then the officers practice these techniques while serving as junior counsellors.

3. *Meeting People and Groups of People*

The officers discuss desirable and undesirable personality traits, appropriate dress, how to meet people, carry on a conversation, correspondence, and many other factors which will help them personally and make them more effective state officers.

4. *"Selling" Future Farmers on Their Program*

State officers must be enthusiastic about their program in the F.F.A.; and, to be enthusiastic, they must see the values in their organization. The experiences of the week added to those already experienced in a good chapter program should result in an enthusiastic officer who will be able to enthuse other Future Farmers.

We are obligated as teachers to help boys meet new situations satisfactorily. This will give them confidence and poise. It would be cruel to put five boys on a basketball court before hundreds of people and ask them to play without knowing the game—without coaching. It is equally cruel to have a Future Farmer appear on a program before his parents, teachers and hundreds of fellow students without some help in meeting that situation. Recently, after a rather mediocre chapter banquet program, I was shocked to hear

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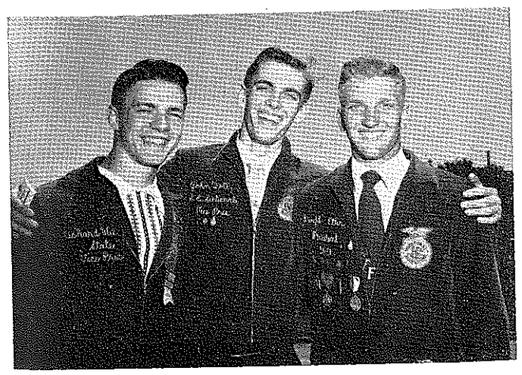

Capable F.F.A. officers are the result of planned officer training.

Weiler acquainting officers with the job of selecting State Farmers.

Recent Research

(Continued from Page 250)

zens' committees (11) as advisory to the school program as a whole are attracting merited attention. Hamlin (9) has summarized the activities of advisory councils for agricultural education, and the Agricultural Education Service of the U. S. Office of Education (14) has outlined in detail the procedures for establishing and using this device. Many school systems are experimenting with citizens' committees as fact-finding and public relations agencies and as liaison agencies between local boards of education and the communities which they serve.

It should be understood that the limitations of both time and space make a complete review of the literature in this field and of the research publications a virtual impossibility. Those selected for review are the ones which either seem to have dirct application to the problems of vocational education in agriculture or which present the results of fundamental research.

There is an evident need for further research to refine procedures already developed and to bring to light new ones. There also is need for popular or less technical publications dealing with how this new knowledge and these new devices may be put to use not only by professional educators, but also by lay persons.

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Providing a Green Hand with a "big brother" in the F.F.A. helps him make necessary adjustments and is a positive step in the elimination of hazing activities. (Photo from John Hunt, Illinois teacher, Indianola, Illinois.)

F. F. A. hazing

LLOYD J. PHIPPS, Teacher Education, University of Illinois

Lloyd J. Phipps

THE awarding of of the American Farmer Degree is interesting, impressive, and dignified. All Future Farmer members would profit and be enthused by witnessing this ceremony. It is unfortunate that all degrees awarded in the F.F.A. are not surrounded with activities which excite the imagination of the members regarding the constructive possibilities of the Future Farmers of America.

Unfortunately some F.F.A. chapters violate the dignity, impressiveness, and importance of the awarding of degrees by promoting hazing activities, especially at the Green Hand Degree level.

Hazing is a sign of immaturity in an organization. It is a barbaric practice which indicates the immaturity or insecurity of the members. It may also indicate a lack of proper guidance by an adviser and by parents.

Hazing is especially dangerous at the Green Hand Degree level. Most of the boys becoming Green Hands are first year pupils in high school, and successful adjustment to high school is difficult at best. A boy coming to high school must adjust to many new classmates, to new teachers, to new courses, and often to new facilities. All of these adjustments produce a mental strain. School systems are doing all they can to ease these adjustments by providing visiting days for elementary school pupils, by providing homeroom teachers, by providing "big brothers or sisters" for new pupils, and by providing guidance and counseling services.

Often these efforts by a school system are more than nullified for farm boys by informal initiation activities sponsored by the school's F.F.A. chapter. F.F.A. hazing or informal initiation activities may provide the additional mental strain necessary for causing serious damage to prospective State or American Farmers.

In one instance a boy on his way to the ceremony for his Green Hand Degree, which included an informal initiation, broke under the strain and detoured to the local railroad station and took a train out of town. He was located several days later in a town hundreds of miles from his home. In addition to the mental strain which hazing or informal initiations produce, there is always the danger of physical harm.

Many instances could be cited of boys receiving broken arms and legs or sprains in hazing activities. Often a well organized hazing or informal initiation ceremony, with physically harmless activities backfires in the enthusiasm of the moment and produces physical violence.

Physical violence or mental breakdown resulting from F.F.A. hazing often cause an F.F.A. Adviser serious problems. It could easily result in the dismissal of a teacher, or perhaps it may mean that a teacher does not obtain an otherwise deserved raise. Parents resent hazing and informal initiation activities and hold teachers responsible for them.

Even though hazing or informal initiation activities do not produce physical damage or a mental breakdown, they have untold effect on the number of F.F.A. members. In many instances boys of considerable ability who are enrolled in vocational agriculture never become F.F.A. members because of informal initiations. They either refuse to submit to the indignities of hazing, or an organization that engages in such barbaric and infantile activities fails to attract their interest. Hazing may also keep some boys from enrolling in high school altogether.

Hazing may also have an undesirable effect upon an F.F.A. program of work. Boys who have experienced hazing to become a Green Hand are often more interested in designing hazing activities for future Green Hands than they are in developing a superior program of work. Hazing also detracts attention from the educational objectives of the F.F.A. and boys become members without developing valid appreciations for these educational objectives.

Causes

There are a number of possible reasons why hazing or informal initiations are permitted or sponsored by F.F.A. chapters. Hazing practices may become established in some chapters as a result of the suggested informal initiation described in the official F.F.A. Manual. It is unfortunate that the official manual of a boys' organization appears to sanction hazing. Hazing practices may also become established as a chapter activity because an adviser, who often has just graduated from college, has accepted hazing without thinking. He transposes his superior knowledge of hazing practices to his F.F.A. also without thinking, at least without thinking until some hazing practice backfires and parents start criticizing. Then he usually does plenty of thinking.

Often hazing by an F.F.A. is a carryover from hazing of new students which is permitted on a schoolwide basis. Boys occasionally develop ideas regarding hazing from their parents or other adults in the community who belong to organizations that practice the hazing of new members.

For some chapters the tradition of hazing may have existed for so long that its source cannot be traced.

Elimination

The methods which may be used to eliminate practices of hazing depend on how firmly it has become established, on the attitude of the school and the community toward hazing, and on the importance of the F.F.A. chapter in a school.

Teachers confronted with the problem of eliminating hazing or informal initiations in their F.F.A. chapters must recognize that the elimination of these activities will be opposed by prospective members as well as by present members. Often teachers are surprised when prospective members indicate a desire to experience hazing or an informal initiation. One of the probable reasons for this attitude is the need of new members for a feeling of belonging. Hazing experiences allow a boy to identify himself with the group—he belongs. This is important. Hazing cannot be successfully eliminated in a chapter unless other means are provided which will give new members a feeling of belonging.

Some chapters have given this feeling of belonging by making the degree raising ceremony more impressive. Often chapters invite parents and others to these ceremonies in order to increase the importance of the degree. Other chapters have designed ability or performance tests to determine an individual's readiness for the Green Hand Degree. These tests may be designed to measure a boy's understanding of the F.F.A., and to further aid in developing the feeling of belonging. Giving boys who have just received Green Hand Degrees some vital responsibilities for the success of the chapter is probably one of the best ways of developing feelings of belonging.

A teacher desiring to eliminate hazing in a chapter where the practice has become well established cannot do so by telling the members that it should be eliminated. Groups are often ruled by mob psychology.

Often it is best to discuss the problem thoroughly first with individual leaders in the chapter. If their cooperation can be secured, they can then submit the problem to the F.F.A. executive committee. If the executive committee can be educated regarding the undesirability of hazing, they are usually successful in educating the rest of the members regarding the desirability of substituting meaningful and worthwhile activities for the hazing activities usually practiced.

A teacher in attacking the problem of hazing should first discuss it and the school's policy and attitude toward hazing with his school administrators. Other teachers should also know about the problem. Often a teacher can obtain many helpful suggestions from the administration or from other teachers. If a teacher or an administrator has been in teaching very long, he has usually had some experience in handling the hazing problem. The cooperation of the administrators and other teachers should also be obtained because a united front regarding hazing is very helpful in eliminating it in an F.F.A. chapter.

Parents should not be overlooked. If they understand the problem, they are in a strategic position to provide really effective assistance. The cooperation of parents may be solicited at parents' meetings and during on-farm instruction.

It is often impossible to completely eliminate hazing in a chapter in one year. A teacher needs to continue intelligently to educate the boys he is advising regarding the dangers of hazing until it is eliminated. Progress at first may seem slow, but hazing can be eliminated. It is usually easy to keep hazing from creeping back into the activities of a chapter when it has been eliminated through education and when other worthwhile activities are substituted for the hazing activities. In a chapter which does not practice hazing, it can be kept out of the activities of the chapter by consciously educating the members regarding its dangers. ●

An all out program in farm engineering

(Continued from Page 245)

2. Participated in developing a small group program.
3. Participated in an exchange of ideas for developing a program of instruction.
5. Participated in a small group meeting on arc welding.
6. Participated in a small group meeting on concrete.

Many of the 294 teachers of vocational agriculture in Ohio are reporting how well this type of program is aiding them in conducting a more effective program in farm engineering for all-day, young farmer, and adult farmer students. ●

We are now in what might well be called the Age of Radiation. We can say there are four R's—Reading, Riting, 'Rithmetic, and Radiation.

The results: John Starling, teacher of vocational agriculture at Shawnee High School, Lima, Ohio, gives his farm engineering class practical instruction in calibrating a grain drill.

Studies in progress in agricultural education*

NORTH CENTRAL REGION*

Compiled by G. F. Ekstrom, University of Missouri.

ANDERSON, WILLARD—"Implications for Adult Education in Agriculture from Responses of Participants in the Veterans Farm Training Program in the Central Region: I. Administration." Thesis, M.S., Department of Vocational Education, Iowa State College.

BENDER, RALPH E.—"Personal Problems of Male Freshman Students in the College of Agriculture." Non-thesis study, Department of Agricultural Education, The Ohio State University.

BETTS, MERLE E.—"Probable Mortality of Students of Agriculture in First Quarter Chemistry at Iowa State College." Thesis, M.S., Department of Vocational Education, Iowa State College.

BJORAKER, WALTER—"Study of Upper Classmen in Vocational Agriculture to Identify Certain Factors Associated with the Level of Desire to Remain on the Farm." Thesis, Ph.D., Department of Agricultural Education, University of Minnesota.

BYRAM, H. M.—"Study of Mechanical Activities of Selected Farmers in Michigan." Non-thesis study, Division of Education, Michigan State College.

CAMPBELL, JULIAN—"Survey of Non-Reimbursed Programs of Instruction in Agriculture in Michigan Schools." Problem M.A., Division of Education, Michigan State College.

CARDOZIER, V. RAY—"An In-Service Program for Teachers of Vocational Agriculture in Louisiana." Thesis, Ph.D., Department of Agricultural Education, The Ohio State University.

CARPENTER, FRANK R.—"A Study of the Occupational Status of State Farmer Degree Members in Kansas." Thesis, M.S., Department of Education, Vocational Division, Kansas State College.

CRUMBLISS, WALTER M.—"The Occupational Status of Male Graduates of Ravenna High School from 1941-1950." Thesis, M.S., Department of Vocational Education, University of Nebraska.

DAVISON, STANLEY—"The Financing of Agricultural 4-H Projects in Relation to Project Completion and Continuation of Membership." Thesis, M.S., Department of Vocational Education, Iowa State College.

DEYOE, GEORGE P.—"Supervised Farming Activities for Adult Farmers in Vocational Agriculture." Non-thesis study, College of Education, University of Illinois.

DONAHOO, ALVIN W. — "Behavioral Changes in High School Students of Mechanized Farming as Related to the Pre-employment Training Received by Their Vocational Agriculture Instructors." Thesis, Ph.D., Department of Agricultural Education, University of Minnesota.

DUCK, JOE—"Productive Efficiency of Livestock and Dairy Projects Owned by Students of Vocational Agriculture." Non-thesis study, College of Education, University of Missouri.

EKSTROM, G. F. and HUTSON, DENVER B. —"Study of Training Needs for Prospective Teachers of Vocational Agriculture." Non-thesis study, College of Education, University of Missouri.

FIELDS, ADDISON J.—"An Analysis of the Farming Programs of One Class of Veteran Farm Trainees in Madison County, Alabama, for the Years 1949 to 1951, Inclusive." Thesis, M.Sc., Department of Agricultural Education, The Ohio State University.

FIELDS, MARVIN A.—"An Evaluation of Negro Departments of Vocational Agriculture in Virginia." Thesis, Ph.D., Department of Agricultural Education, The Ohio State University.

GUILER, GILBERT S.—"An Evaluation of the Young and Adult Farmer Program at Canal Winchester." Thesis, M.Sc., Department of Agricultural Education, The Ohio State University.

HAFDAL, ARTHUR AND OTHERS—"Factors Influencing the Development of a Community School." Non-thesis study, Department of Agricultural Education, University of Minnesota and others.

HALL, HAMPTON T.—"Implications for Adult Education in Agriculture from Responses of Teachers of Vocational Agriculture in Schools in the Central Region Maintaining Veterans Farm Training Program." Thesis, M.S., Department of Vocational Education, Iowa State College.

HAMLIN, H. M.—"Future Programs in Agricultural Education." Non-thesis study, College of Education, University of Illinois.

HAMILTON, JAMES E.—"Implications for Adult Education in Agriculture from Responses of Participants in the Veterans Farm Training Program in the Central Region: V. Methods of Improving Instruction." Thesis, M.S., Department of Vocational Education, Iowa State College.

HAUSER, HERVEY J.—"Differential Factors in Determining Community Action Areas." Thesis, M.S., Department of Agricultural Education, University of Minnesota.

HOLTREY, KENNETH L.—"Problems of Youth in the Celina, Ohio, Community with Some Implications for Their Solution." Thesis, M.Sc., Department of Agricultural Education, The Ohio State University.

JOHNSON, WILBUR—"Instruction Concerning Agricultural Cooperatives in Vocational Agriculture and Farm Veterans Classes for Negroes in Georgia." Thesis, M.S., Department of Vocational Education, Iowa State College.

JORDAN, JOHN WILLIS—"A Study of the Availability and the Use of Certain Audio-Visual Aids for Teaching Farm Mechanics in Kansas High Schools." Non-thesis study, Department of Education, Vocational Division, Kansas State College.

KENESTRICK, HAROLD G.—"A Comparison of Reported Crop Yields and Livestock Production in the First and Later Years of the Conduct of Production Projects. Non-thesis study. Department of Agricultural Education, The Ohio State University.

KIRKLEY, FRANCIS E.—"A Study of Veterans Taking Institutional On-Farm Training in South Carolina, with Suggestions for Teaching." Thesis, M.S., Department of Agricultural Education, University of Kentucky.

KORPI, MILTON — "Factors Associated with Low School Attendance in Belle Plaine, Minnesota." Thesis, M.S., Department of Agricultural Education, University of Minnesota.

KREBS, ALFRED H.—"Study of Farm Veteran Education in Illinois." Non-thesis study, College of Education, University of Illinois.

LAMAR, CARL—"Vocational Intentions of Teachers in the Institutional On-Farm Training Program in Kentucky." Non-thesis study, College of Education, University of Kentucky.

LEGGETT, JOSEPH D.—"The New Farmers of America Organization and Its Educational Relationship in Improving Rural Communities in Mississippi. Non-thesis study, Department of Education, Vocational Division, Kansas State College.

LEONARDSON, R. M.—"A Study of the Opinions of Michigan Farm Veterans Regarding the Institutional On-Farm Training, with Implications for Adult Education." Thesis, M.A., Division of Education, Michigan State College.

LINTNER, JULIUS H.—"An Evaluation of the Institutional On-Farm Training Program by Veterans Who Have Completed Their Training Program." Thesis, Ph.D., Department of Agricultural Education, The Ohio State University.

LUSTER, GEORGE L.—"An Evaluation of F.F.A. Chapter Programs in Kentucky." Thesis, M.Sc., Department of Agricultural Education, The Ohio State University.

MAKEL, GEORGE—"A Follow-Up Study of the Graduates and Non-Graduates from the Saranac, Michigan High School During the Period 1935-1949." Thesis, M.A., Division of Education, Michigan State College.

MARTENS, DELVIN W.—"A Summary of Procedures Used in Institutional On-Farm Training Programs from Responses of Instructors of Veterans Classes in the Central Region." Thesis, M.S., Department of Vocational Education, University of Nebraska.

MARTI, FRED R.—"A Study of Selected Factors Influencing the Tenure of Dairy Production Testing on Holmes County Farms." Thesis, M.Sc., Department of Agricultural Education, The Ohio State University.

MEADERS, O. DONALD—"The Effects of Vocational Agriculture Instruction Through Changes in Community Practices in Production of Corn." Thesis, M.S., Department of Vocational Education, University of Nebraska.

MILLER, ADOLPHUS—"The Factor of Time in Teaching Certain Farm-Mechanics Skills." Thesis, Ed.D., Division of Education, Michigan State College.

MILLER, HOWARD L.—"A Study of the Opportunities for Establishment in Farming on the Home Farms of Boys Enrolled in Vocational Agriculture in Wayne County, Ohio, 1951-52." Thesis, M.Sc., Department of Agricultural Education, The Ohio State University.

MONTGOMERY, ROBERT L.—"A Program of In-Service Education for Teachers of Vocational Agriculture in Alabama." Thesis, Ph.D., Department of Agricultural Education, The Ohio State University.

MORRISON, RICHARD—"A Study of Occupational Opportunities in Agriculture and Their Implications for Agricultural Education of Negro College Students." Thesis, Ph.D., Division of Education, Michigan State College.

NELSON, BEN T.—"A Study of Future Farmers of America Who Were Awarded the American Farmer Degree from the South Dakota Association During the Years 1930 to 1950 Inclusive." Problem, M.S., Department of Education, South Dakota State College.

NELSON, KENNETH G.—"An Investigation into the Holding Power of Departments of Vocational Agriculture." Non-thesis study, Division of Education, Michigan State College.

NELSON, KENNETH G.—"Bibliographical Research on Occupational Information in Agriculture." Non-thesis study, Division of Education, Michigan State College.

PANCOST, LAWRENCE—"A Study of the Opinions of Michigan Teachers of Agriculture and Teachers of the Institutional On-Farm Training Program." Thesis, M.A., Division of Education, Michigan State College.

PARKER, GLENN C. AND OTHERS—"Identifying Factors to Determine the Role of Social and Economic Factors in Structuring Community Education." Non-thesis study, Department of Agricultural Education, University of Minnesota.

PEARSON, ARVID N.—"A Study of the Occupational and Socio-Economical Status of Graduates of the University of Minnesota, Agricultural Education Curriculum." Thesis, M.S., Department of Agricultural Education, University of Minnesota.

PERDUE, CHARLES — "Implications for Adult Education in Agriculture from Responses of Participants in the Veterans Farm Training Program in the Central Region: VI. Course Content in Present Programs." Thesis, M.S., Department of Vocational Education, Iowa State College.

PETERSON, M. J. AND MARSHALL, D. G.— Rural Life and Education Series, No. 4. "Patterns of Education in 26 Rural Communities." Non-thesis study. Bureau of Educational Research and the Agricultural Experiment Station, University of Minnesota.

PHIPPS, LLOYD J.—"Future Farmer to Farmer, A Study of How Young Men Become Established in Farming." Non-thesis study, College of Education, University of Illinois.

PHIPPS, LLOYD J.—"Innovations in Adult-Farmer Education." Non-thesis study, College of Education, University of Illinois.

PHIPPS, LLOYD J.—"Status and Trend of Adult Farmer Education." Non-thesis study, College of Education, University of Illinois.

POE, JAMES V.—"Interests and Opinions of Negro Veterans Relative to an Agricultural Program for Adults in Bullock County, Alabama." Thesis, M.Sc., Department of Agricultural Education, The Ohio State University.

PROBST, ELMER J.—"Factors in Tenure Records of Missouri Teachers of Vocational Agriculture." Non-thesis study. College of Education, University of Missouri.

PURKEY, DORRIS R.—"Evaluation of Use of Time of Teachers of Vocational Agriculture by School Administrators." Non-thesis study, Department of Agricultural Education, The Ohio State University.

PURKEY, DORRIS R.—"Time Used for Professional Activities by Teachers of Vocational Agriculture in Ohio." Thesis, M.Sc., Department of Agricultural Education, The Ohio State University.

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RHODES, CLARENCE—"Implications for Adult Education in Agriculture from Responses of Participants in the Veterans Farm Training Program in the Central Region: IV. Needs." Thesis, M.S., Department of Vocational Education, Iowa State College.

RICH, ALLEN—"An Occupational Study of American Farmers in Missouri, 1929-1951." Non-thesis study, College of Education, University of Missouri.

RIDENOUR, HARLAN E.—"A Survey of Procedures and Devices Used by Selected Ohio Teachers of Vocational Agriculture for Interpreting Agricultural Research." Thesis, M.Sc., Department of Agricultural Education, The Ohio State University.

RIGGS, MARVIN L.—"A Study of the Plan of Cooperation Between the Veterans On-Farm Training Program and the Vocational Agriculture Program in Kansas High Schools." Non-thesis study, Department of Education, Vocational Division, Kansas State College.

RISKIN, KHAIME—"Proposed Plans for Developing Curricula for Training Teachers of Vocational Agriculture in Israel." Thesis, Ed.D., College of Education, University of Illinois.

RITCHIE, AUSTIN E.—"An Evaluation of Outcomes of the Beginning Teacher of Vocational Agriculture with Some Emphasis on the In-Service Program in Ohio." Non-thesis study, Department of Agricultural Education, The Ohio State University.

RITCHIE, AUSTIN E.—"An Evaluation of the In-Service Training Program for Beginning Teachers of Vocational Agriculture." Thesis, M.Sc., Department of Agricultural Education, The Ohio State University.

ROBINSON, HENRY—"A Follow-Up Study of Former Students of Vocational Agriculture from the Kalispel, Montana High School." Thesis, M.A., Division of Education, Michigan State College.

ROBINSON, H. H.—"Problems in Evening School Classes." Non-thesis study, Department of Education, Vocational Division, Kansas State College.

RYDER, GORDON H.—"A Study of the Fatal Accidents to Farm People in Ohio During 1951." Thesis, M.Sc., Department of Agricultural Education, The Ohio State University.

SANDAGER, LEE—"The Emerging Pattern of Young-Farmer Education in Minnesota." Thesis, M.S., Department of Agricultural Education, University of Minnesota.

SCARBOROUGH, C. C.—"A Proposed Program of Education for Prospective Teachers of Vocational Agriculture in North Carolina." Thesis, Ed.D., College of Education, University of Illinois.

SCHROEDER, WALTER P.—"Determining Criteria for Planning and Evaluating Adult Education in Agriculture." Thesis, Ph.D., Division of Education, Michigan, State College.

SCOTT, M. J., and PHIPPS, LLOYD J.—"Assistance Needed by First-Year Teachers of Vocational Agriculture." Non-thesis study, College of Education, University of Illinois.

SMITH, CARL—"An Analysis of Course Offerings in Agricultural Education, University of Minnesota." Thesis, M.S., Department of Agricultural Education, University of Minnesota.

STARRAK, JAMES A.—"The Needs of Iowa Farmers for Technical and Professional Services in the Agricultural Engineering Phases of Their Occupation." Non-thesis study, Department of Vocational Education, Iowa State College.

STERNBERG, ROBERT—"Leadership Abilities Desired by Representatives of Farmers' Organizations, with Implications for Chapters of Future Farmers of America." Thesis, M.A., Division of Education, Michigan State College.

STEVENS, GLENN—"Relationship Between Pre-Employment Training, Aptitudes, and Interest of Teachers of Vocational Agriculture and Their Performance." Thesis, Ph.D., Department of Agricultural Education, University of Minnesota.

STRAND, FORREST—"A Study of the Opinions of Farm Veterans Regarding the Institutional, On-Farm Training, with Implications for Adult Education." Thesis, M.A., Division of Education, Michigan State College.

SUNDET, STANLEY—"Administrative Determinants and Their Relationship to Individual Student Growth in South Dakota Rural Communities." Thesis, Ph.D., Department of Agricultural Education, University of Minnesota.

SUZUI, RICHARD S.—"Needs for Farm Mechanics Instruction in Vocational Agriculture as Indicated by Responses of Veterans in the Farm Training Program in Hawaii." Thesis, M.S., Department of Vocational Education, Iowa State College.

SWANSON, GORDON I.—"Predictive Values of Selected Factors in Relation to Success or Failure in the Agricultural Education Curriculum." Thesis, Ph.D., Department of Agricultural Education, University of Minnesota.

SWAYZE, JAMES E.—"The Adoption of Improved Practices and Their Relation to the Progress of Veterans Enrolled in the Farm Training Program at the Shepard School, Zebulon, North Carolina, from 1948 to 1951." Thesis, M.Sc., Department of Agricultural Education, The Ohio State University.

SWEANY, H. P.—"Continued Study of Student Achievement in Beef and Poultry Production Projects." Non-thesis study, Division of Education, Michigan State College.

SWEANY, H. P.—"Types of Educational Programs for Part-Time Farmers (Pilot Centers)." Non-thesis study, Division of Education, Michigan State College.

TAMURA, SHIN—"A Triology: Pre-War, Transition, and Past-War Development of Agricultural Education in Japan." Thesis, M.S., Department of Agricultural Education, University of Minnesota.

TIMMONS, GUY E. and CLARK, RAYMOND M.—"The Status of the School Farm in the Program for Vocational Agriculture." Non-thesis study, Division of Education, Michigan State College.

TOLBERT, RALPH H.—The Use of Professional Time by Teachers of Vocational Agriculture in Georgia." Thesis, Ph.D., Department of Agricultural Education, The Ohio State University.

VAN PETTEN, L. L.—"A Survey Study of the Textbooks and the Supplementary Textbook References Used in Kansas Vocational Agriculture Departments." Non-thesis study, Department of Education, Vocational Division, Kansas State College.

WARREN, MARSHALL—"Implications for Adult Education in Agriculture from Responses of Participants in the Veterans Farm Training Program in the Central Region: VII. Audio-Visual Methods and Materials." Thesis, M.S., Department of Vocational Education, Iowa State College.

*Prepared as a special project in cooperation with the National Research Committee for Agricultural Education, American Vocational Association.

G. F. EKSTROM, *Chairman.*

WATSON, ROY H.—"The Relationship of Certain Personal, Family, Farm and Economic Factors to the Farming Status of Former Pupils of Vocational Agriculture in Three Counties of Virginia." Thesis, Ph.D., Department of Agricultural Education, The Ohio State University.

WELTON, HUBERT W.—"Problems of Young Men Beginning Farming in Buffalo County, Nebraska." Thesis, M.S., Department of Vocational Education, University of Nebraska.

WENDORFF, URBAN E.—"Techniques and Procedures Employed in the Institutional On-Farm Training Program for Veterans Which May Be Effectively Used in Training Young and Adult Farmers." Thesis, M.S., Department of Vocational Education, University of Nebraska.

WILSON, RICHARD H.—"Use of Demonstration Plots in Teaching Vocational Agriculture." Thesis, Ph.D., Department of Agricultural Education, The Ohio State University.

PACIFIC REGION

Compiled by R. W. Canada, Colorado A. & M. College.

ADAMS, MEL—"Influence of Former Vocational Agricultural Students Now Farming Upon Present Programs of Vocational Agriculture." M.Ed. in Agr., Colorado A & M College.

ANDERSON, LOUIS—"Evaluation of the Institution On-Farm Training Program for Veterans of World War II in Northeastern Washington." Master's Thesis, Washington State College of Agriculture.

BALL, WILBUR P.—"Student Drop-Outs in the High School Vocational Agriculture Program." M.Ed. in Agr., Colorado A & M College.

BENNETT, HOWARD—"The Place of a Swine Program in Teaching Livestock Management." M.S., Oregon State College.

BUNTEN, JOHN—"Effectiveness of Secondary Vocational Agriculture as Preparation for College Agriculture." M.Ed. in Agr., Colorado A & M College.

CHAVEZ, DANIEL J.—"The Establishment of Veterans in Home and Community Life and Their Reactions to the Institutional On-Farm Training Program in Arizona." M.Agr.Ed., University of Arizona.

CHRISTENSEN, HOWARD—"Readability of Agriculture Textbooks and Bulletins Used as Instruction in High School Departments of Vocational Agriculture in the Pacific Region." M.Ed. in Agr., Colorado A & M College.

CROMER, C. A.—"Recommended Farm Safety Activities for Vocational Agriculture Department in Nebraska." M.Ed. in Agr., Colorado A & M College.

DOOLEY, DELMER J.—"Status of South Dakota State Farmers. M.Ed. in Agr., Colorado A & M College.

DOYEN, LEE W.—"Methods Used in Financing Farm Mechanics Programs in Kansas High Schools." Thesis, M.Ed. in Agr., Colorado A & M College.

FAGAN, DICK V.—"The Summer Program of Work of Vocational Agriculture Instructors." Thesis, M.S., Montana State College.

FOOTE, DONALD A.—"A Program of Terminal Courses in Agriculture for Eastern Arizona Junior College." M.Agr. Ed., University of Arizona.

FULLER, WILLIAM—"The Success of Carl Raymond Gray Scholarship Students at Oregon State College." Non-thesis study, Oregon State College.

GASKIL, JOE—"A Farm Safety Program in Vocational Agriculture for the Arkansas Valley in Colorado." M.Ed. in Agr., Colorado A & M College.

GENTRY, G. A.—"Factors Which Influence the Success of Farms for Departments of Vocational Agriculture." M. Agr. Ed., University of Arizona.

GRAY, W. P.—"Occupational Statuses of Colorado State Future Farmers." M. Ed. in Agr., Colorado A & M College.

HARTZOG, DAVE—"Buildings and Facilities for Vocational Agriculture in Washington." Master's Thesis, Washington State College of Agriculture.

HARTZOG, DAVE—"Vocational Agriculture Building Plans." Non-thesis study, Washington State College of Agriculture.

HAUGEN, ED—"A Survey of State Farmer Degree Recipients from 1941-1945." Master's thesis, Washington State College of Agriculture.

HAUGEN, ED—"Some of the Changes that Have Taken Place in the State of Washington in Agricultural Education." Non-thesis study, Washington, State College of Agriculture.

HILL, ROY F.—"Academic Achievement of Vocational Agriculture Students." M.Ed. in Agr., Colorado A & M College.

HOLLOWAY, WILLIAM—"A Livestock Program on a School Farm." Thesis, M.S., Oregon State College.

JEAN, CLARENCE—"Follow-Up Study of Former Students of Vocational Agriculture." Thesis, M.S., Oregon State College.

JOHNSON, PAUL—"Use of Homemade Still Pictures in Teaching Specific Units of Vocational Agriculture." M. Ed. in Agr., Colorado A & M College.

JOHNSTON, STANLEY—"Why All-Day Students Do Not Complete Supervised Farming." Thesis, M.A., New Mexico A & M College.

KNUTI, LEO L.—"Follow-Up Study—Use of Time by Montana Teachers of Agriculture." Non-thesis study, Montana State College.

KNUTI, LEO L. and LEE, DON G.—"Average Use of Time by Montana Teachers of Agriculture." Non-thesis study, Montana State College.

LAWSON, LLOYD—"Guidance Responsibilities of Vocational Agriculture Teachers as Viewed by Former and Present Students." M.Ed. in Agr., Colorado A & M College.

LECHNER, FRED G.—"Participating Experiences of Student Teachers in Vocational Agriculture." M.Ed. in Agr., Colorado A & M College.

LEE, DON G.—"A Study of Montana Institutional On-Farm Training Veteran Trainees." Thesis, M.S., Montana State College.

LINSON, M. G.—"The Success in High School Non-Vocational Subjects of Pupils in Vocational Agriculture as Compared with that of Pupils in Other Curricula." M.Ed. in Agr., Colorado A & M College.

LITTLE, MAURICE—"Value of Master's Degree in the Field of Agricultural Education." M.Ed. in Agr., Colorado A & M College.

MEMMOTT, EVAN—"A Follow-Up Study of State Farmers to Find Out Present Occupations and to Determine How Effectively the Objective of Agricultural Education (to aid young men to become established in farming) Has Been Met." Thesis, M.S., Utah State Agricultural College.

MORRILL, HORACE—"The Attitudes of School Board Members, Superintendents, Principals and Teachers of Vocational Agriculture Towards Post High School Programs in Vocational Agriculture and Recommendations to Improve These Programs." Thesis, M.S., Utah State Agricultural College.

REED, J. O.—"A Proposed Plan and Record Keeping System for Supervised Farming Programs in Wyoming." M. Ed. in Agr., Colorado A & M College.

RHOBACHER, FRED—"Accepted Practices in Establishing Supervised Farming Programs in Departments of Vocational Agriculture." M.Ed. in Agr., Colorado A & M College.

SCHAPER, FREDERIC—"Mock-ups for Teaching Volume Measurement in Vocational Agriculture." M.Ed. in Agr., Colorado A & M College.

SCHWENN, FLOYD O.—"Community Status of Farm Boys with and without Training in Vocational Agriculture." M.Ed. in Agr., Colorado A & M College.

SUTHERLAND, S. S.—"Teacher-Administrator Relationships in Vocational Agriculture." Non-thesis study, College of Agriculture, University of California.

SUTHERLAND, S. S.—"The Educational Value of Cooperative Work, Experience." Non-thesis study, College of Agriculture, University of California.

THORNTON, H. J.—"Criteria for Leadership Training for Members of the New Farmers of America Organization." M.Ed. in Agr., Colorado A & M College.

WAGLEY, LEON—"Operation and Management of School Farms." Thesis, M.A., New Mexico A & M College.

WHATLEY, HERBERT—"Credit Needs of Vocational Agriculture Students." Thesis, M.A., New Mexico A & M College.

SOUTHERN REGION

Compiled by J. B. Kirland, Dean, School of Education, North Carolina State College.

ABRAMS, JAMES T.—"A Study of the Peanut Enterprise in North Carolina with Teaching Procedures Adapted to Vocational Agriculture." Thesis, M. of Ag. Ed., North Carolina State College.

ALTON, N. A., CHANCE, GEORGE A., LONE, WILLIE C., and WILLIAMSON, R. E.—"Awarding the Georgia Planter Degree in Each of the Four Districts of Georgia for the Years 1929-49." Problem, M.Ed., University of Georgia.

BIGGERSTAFF, DON ALBERT—"Principals' Evaluations and Suggestions Concerning the Vocational Agricultural Program in Selected Areas of North Carolina." Thesis, M. of Agr. Ed., North Carolina State College.

BLACK, IRA E.—"A Study of the Work Done by Agricultural Workers to Control Insects and Diseases of Peaches in Morris County, Texas. Research Problem," M.A., Sam Houston State Teachers College.

BONNER, HENRY LOVED—"A Study of the Factors Influencing Agriculture on the Cherokee Indian Reservation in North Carolina." Thesis, M.S., Alabama Polytechnic Institute.

BOONE, JERRY B.—"Selected Units in Animal Nutrition with Suggestions for Teaching These Units in All-Day Vocational Agriculture Classes." Thesis, M. of Ag. Ed., North Carolina State College.

BOSTON, KLEVEN—"Improving the Production of Beef Cattle in the Avery Community of Cherokee County, Georgia." Problem, M.Ed., University of Georgia.

BRYANT, W. L.—"Factors Leading to Financial Success in Farming." Thesis, M. of Ag. Ed., North Carolina State College.

CAUSEY, W. C.—"Developing a System of Storage for Visual Aids Equipment in Departments of Vocational Agriculture in Georgia High Schools." Problem. M.Ed., The University of Georgia.

CHILDS, WALLACE C.—"Improving the Vocational Agriculture Shop and Classroom in the Blackshear High School." Problem. M.Ed., University of Georgia.

COOK, WILLIAM A.—"An Analysis of the Use of Expense Funds by Vocational Agriculture Teachers in Forty Counties in 1948-49." Thesis, M.S., College of Arts and Industries (Texas).

COLVIN, THOMAS S.—"A Study of In-Service Teacher Training for Instruction of Farm Veterans in Louisiana." Thesis, M.S., Louisiana State University.

CORN, DEWEY M.—"A Study of the Relationship Between Fathers' Occupations and the Occupations Chosen by Their Sons." Thesis, M. of Ag. Ed. North Carolina State College.

DAILEY, JAMES L.—"An Analysis of the Accomplishments of Veterans Enrolled in the Institutional On-Farm Training Program in Alabama, with Implications for Future Planning." Thesis, M.S., Alabama Polytechnic Institute.

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Regional Study—"Follow-Up Evaluation of Participating Experience in Critic Teaching Centers." Brunner, Study Committee Chairman.

Regional Study—"Why Teachers Leave Vocational Agriculture." Oliver, Study Committee Chairman.

Regional Study—"Relationship of Teaching Load to Quality of Supervised Farming Programs." Martin, Study Committee Chairman.

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WORLEY, WILLIAM H.—"History and Development of Vocational Agricultural Education in Montgomery County, North Carolina." Thesis, M.S., Department of Agricultural Education, University of Maryland.

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The Central Luzon Agricultural College curriculum in agricultural education

ARCADIO G. MATELA, President, Central Luzon Agricultural College.

Arcadio G. Matela

THE Philippines have embarked upon a national economic mobilization program. To implement this program, effective vocational education is being stressed in public and in private schools. This necessitates properly trained personnel, trained not only on the academic but also along scientific ways of production. Many graduates of agriculture are employed as teachers, but only a few of those have the proper professional education.

In the past, the public school system was dependent on the U. P. College of Agriculture for the supply of agricultural teachers. That college, however, has not produced an adequate number of teachers. Due to this inadequacy of vocational teachers of agriculture, graduates of secondary agricultural schools have been employed as teachers.

After the liberation, many graduates of C.L.A.C. found employment in the public school as emergency teachers in agronomy, horticulture, and swine and poultry raising. Subsequently, with the introduction of agricultural courses in the curriculum of public and private schools, more C.L.A.C. graduates found jobs as teachers. Of course, the emergency positions are temporary in nature, and the incumbents will be replaced as soon as qualified applicants are available. But the incumbents accepted the positions not with the prospect of remaining permanently employed, but to earn money to start their agricultural ventures.

Our agricultural high school graduate may know the subject matter of what he is expected to teach, but he lacks professional training as a teacher. Although he may have availed himself of summer classes in education, still he has not had enough professional background to be able to teach efficiently. It was, therefore, deemed necessary to provide a thorough preparation and a solid background for our would-be teacher of agriculture. To do this, he must be given a two-year or a four-year course in instruction of collegiate level. Thus, was born the idea of opening a course in agricultural education.

Executive Order No. 393, promulgated by His Excellency Elpidio Quirino, President of the Philippines, on December 31, 1950, converted the former Central Luzon Agricultural School into a College. Section 1 of this Executive Order states:

> "The present Central Luzon Agricultural School, located in Munoz, Nueva Ecija, Philippines, is hereby converted into the Central Luzon Agricultural College, which will offer not only its present four-year secondary agricultural course, one-year, farm mechanics course and special courses, but also a two-year, a four-year, and a post-graduate course leading to the title of Associate in Agricultural Education and the degrees of Bachelor of Science in Agricultural Education and Master of Science in Agricultural Education, respectively."

Implementation of this Order gave birth to the second agricultural college in the Philippines supported from national funds.

Section 2 of the same Executive Order provides that "the aim of the said College shall be to provide professional, technical, and special instruction for special purposes, promote research, extension service, and progressive leadership in the field of agricultural education." In order to accomplish these aims, a curriculum of agricultural education was evolved, based on a study of the curricula for the preparation of teachers of vocational agriculture in 22 separate land-grant colleges in America, as studied by the author in 1948 while he was taking his Master of Science degree in the Iowa State College. The following table will show the distribution of the average relative importance of the different major areas of the curriculum in the Central Luzon Agricultural College as compared with that of 22 land-grant colleges in the United States.

	Percentage	
	C.L.A.C.	22 Land-Grant Colleges in U. S.
Technical Agriculture	42.75	38.0
Science	24.14	23.6
Professional Education	22.76	14.4
Humanities	10.35	9.0
Other Required Content	.....	5.9
Elective	.....	9.1
TOTAL	100.00	100.0

Besides the academic subjects, practicum or practical work in agricultural projects for at least six months or its equivalent is required for graduation. For present and local purposes, the practical work is distributed throughout the eight semesters of the four-year course. Thus, if a student does fieldwork two hours daily, he shall have completed the six-month fieldwork requirement by the time he graduates. Students are also rated in fieldwork as in the other subjects. For those taking the two-year course, practicum is also distributed throughout the four semesters of the two-year course.

Completion of the first two years of this curriculum leads to the title of Associate in Agricultural Education while completion of the four-year course leads to the degree of Bachelor of Science in Agricultural Education. Graduates of the two-year course are qualified to teach agriculture in the elementary school while those of the four-year course are competent to teach classes in agricultural subjects in the academic and agricultural high schools.

Professional instruction prepares a C. L. A. C. graduate to teach effectively and efficiently, producing "desirable changes within the learner," through studies in such subjects as introduction to education, educational psychology, principles of vocational education, methods of teaching vocational agriculture, observation and practice teaching, principles of guidance, tests and measurements, administration and supervision of school and home gardening and agricultural clubs in elementary schools, rural sociology and rural education, administration and supervision of school and home projects in secondary schools, and agricultural school administration and supervision. These subjects make a total of 18 units for the Associate in Agricultural Education and 33 units for the Bachelor of Science in Agricultural Education course, a unit of credit being given to satisfactory work in a lecture course given one hour a week, or a laboratory course offered three hours a week.

Technical instruction is provided for in such subjects as fundamentals in animal husbandry, principles of crop production, general horticulture, poultry husbandry, swine husbandry, vegetable gardening, farm shop practice, agronomy, principles of agricultural economics, principles of soil science, economic entomology, plane surveying, livestock feeds and feeding, cattle and carabao husbandry, horse and goat husbandry, genetics, diseases of plants, farm management, and farm machinery and farm motors. Of these subjects, an A.A.E. student should take 32 units while a B.S. A.E. should take 74 units.

The curriculum offers to the student a general education consisting of English composition, world literature, public speaking, scientific reporting, physics, chemistry, general botany, economic zoology, hygiene and physical education, making a total of 36 units for the Associate in agricultural education, and 52 units for the bachelor of science in agricultural education.

A unique feature of the C.L.A.C. curriculum is the requirement of practicum. It is a special instruction requiring 10 hours a week, carrying five units of credit. It consists of actual work experiences in poultry and pig raising, rice farming, vegetable growing, fruit growing, onion culture and raising such field crops as sugar cane, corn, camote, etc. The ideas, theories, and principles learned in the classroom are put into practice in the field during the two-hour period for practicum. Learning by doing and the development of desirable skills are the results. The value and dignity of work is emphasized and the "white-collar" attitude is forestalled.

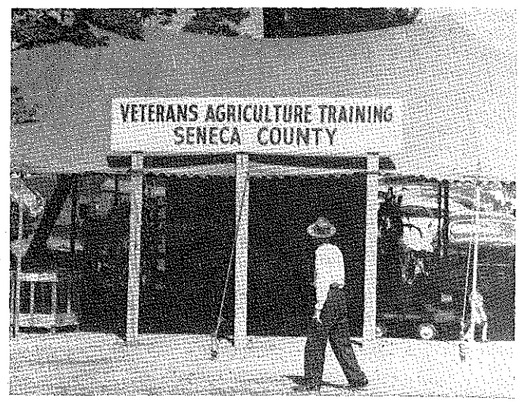
Participation in the student government and the class organization inculcates the rights and duties of citizenship, and the ways of life in a democracy. In convocations, subjects pertaining to agriculture, the community-centered school, the home, winning and keeping friends, discipline, attending-your-church on Sundays, food production, conservation, thrift, etc., are taken up. Important or food-for-thought parts of the speeches or lectures always appear in the *Plowman*, a student publication which gives training to students in newspaper work and incentive for the production of literary work.

Social affairs in the College are quite numerous in order to keep our students within the campus, to avoid petty misdemeanors, and unpleasant incidents. A social affair usually consists of a literary-musical program and a dance, followed by the serving of refreshments. The planning, preparation, and essential services are accomplished by the students. Attendance of students is compulsory. A guest of honor, usually a high government official, or a successful private citizen, is present to grace the occasion. Guests coming from nearby communities and visitors, who happen to be on the college campus at the time, are all invited to attend the affair. In such a natural setting, the behavior of students is observed in action. Good manners and correct social attitudes are emphasized.

At present, research in rice is being conducted. The research will determine the most effective amount of ammonium phosphate fertilizers to be applied and the best time when the fertilizer should be applied. For the production of ham, bacon, sausage, pasteurized milk, butter, and cheese, plans have already been laid out. These activities will form a part of

(Continued on Page 263)

Frank Vetters, Farm Veterans teacher at Paulding, Ohio (right) interviews two of his I.O.F.T. students after class.



A sound county-wide program of public relations planned by I.O.F.T. teachers included County Fair Educational Display.

Public relations in the farm veteran program

PAUL HARTSOOK, Veterans' Supervisor, Ohio

Paul Hartsook

ANY publicity or public relations necessarily is predicated upon successful accomplishment of the job being performed. The Veterans Administration estimates that farm veterans' education will cost taxpayers $300,000,000 in 1952. Teachers have a responsibility to inform the public of the workings of such a program. They should also know the accomplishments growing out of it.

During supervisory visits the writer often finds outstanding achievements. These may or not have been publicized. Some teachers fear that they may be considered to be "tooting their own horn" in any public mention of their achievements. Others have met their responsibilities by different means of informing the public of the progress and accomplishments in the training course.

Using A Recorder To Good Advantage

An excellent job in public relations was recently brought to the writer's attention during a supervisory visit in a Western Ohio county. Four teachers have enrolled approximately 75 veterans in four schools. Much use has been made through media of radio in disseminating information about the veterans and the program of Institutional On-Farm Training. Veterans and/or instructors have appeared on 25 different programs in the past four years on two nearby stations. A tape recorder is owned and used by one instructor for programs for later broadcast. Subjects used for these programs include: explanation of the organization of the Institutional On-Farm Training, what effect the I. O. F. T. has had on certain farms, test plot results, outcomes of keeping farm accounts, why crop rotations were changed, and many others. The County Agricultural Agent has appeared on several of these programs, exemplifying the close cooperation existing between the two groups.

A joint county fair exhibit has been prepared by the four groups each year since 1948. These not only reviewed program accomplishments but presented information valuable to farmers living in the area. A new 4-H building was constructed on the fair grounds largely through cooperation and help from I. O. F. T. trainees.

Blood donations were pledged by the veterans and a mobile unit dispatched to the county for this purpose. Through an educational and promotional campaign these same veterans banded together and were instrumental in the passing of a tax levy for the county health department.

Teachers reported desirable relationships with farm organizations by not only holding memberships but by serving as officers in P. M. A. Council, County Safety Council, Crop Improvement Committee, Dairy Association, Agricultural Planning Committee, Grange, Farm Bureau, and others.

Pictures and stories about the activities and accomplishments appearing in local and area newspapers are one of the favorite means of Ohio teachers to inform the public about the program. Pictures are especially effective to attract attention of the reader. Many teachers have reported the purchase of camera equipment since assuming the position of Farm Veterans' Instructor. These cameras consisted largely of 35mm and were used for making film strips and other pictures for class use as well as for publicity use. Pictures submitted for use by teachers to a newspaper or magazine in nearly all cases depicted some kind of action on the part of a veteran. Outstanding animals in the livestock enterprise, laboratory and shop work, and certain jobs performed in the field have all been successfully used to publicize the program. One or more veterans have appeared in nearly all pictures used by a paper or magazine. This has been highly desirable for maximum news interest.

Let The Light Show

During the summer of 1950 considerable time was used by the writer in making individual visits to farms of veterans. Many accomplishments were in evidence and these were recorded on color film for future use. After approximately 75 such pictures were taken, others were made of classroom, laboratory, shop and other related activities. These 2" x 2" slides were placed in a logical sequence and a story prepared to explain the pictures. This also included details of the I. O. F. T. program. These pictures have been used for showing at various organizations and during pre-service and in-service training sessions. Many teachers have requested and used the pictures for use in a local class or other group in the community.

The challenge comes to every teacher not only to achieve his objective of helping young farmers beome successfully established in farming but to apprise the general public of these accomplishments through a sound program of public relations. Veterans teachers should recognize this value of a good public relations program and not "hide their light under a bushel." ●

More help for state officers

(Continued from Page 251)

the adviser say: "Well, it was the boys' program. I let them go ahead with it; I didn't even know what they were going to say." Is that what we as supervisors and teachers are hired to do? Is that teaching? I doubt it.

We have a responsibility, an obligation. "Being older than the rest of you, I am asked to advise you from time to time as the need arises. * * *" The good adviser supplies that advice at the right time, not too much but enough to develop the boys' abilities. I believe that is our obligation. ●

Editorials . . . *continued from page 243*

Leaders or followers

The Editorial by Mr. David R. Archer[1] causes me to retort, "Speak for yourself, John."

Before I attempt to defend the agriculture teacher, let me first say that what is really involved in this matter is the basic philosophy under which we teach. *Do we want to produce leaders or followers?*

If we are to attempt to make our students (future citizens) into self-respecting, clear-thinking individuals, shall we concentrate our efforts on the few and let the majority catch up if they can, or shall we work with the majority—who must of necessity be the followers—and, if possible, give the few a little extra shove? It should be understood that by followers I mean people who will think for themselves and not, a third class of people, those who stay on the side lines and are content to watch the parade go by. (Herein lies another problem. It's this third group which invites the dictatorial forms of government to overrun a country.)

It is my opinion that we should strive to make everyone be an intelligent follower. The leaders will appear by themselves by virtue of their ability rather than by their oratory.

Mr. Archer's article presents other problems. Where are we going to find the agriculture teacher who knows it all—and knows it all first, better, and more completely than anyone else in the community? Where are we going to find the agriculture teacher who even has the time to just read about all the new developments in agriculture, let alone become familiar enough with each new idea to be able to teach it?

I, and this applies to practically all the agriculture teachers in New Jersey, am continually taking in-service courses; refresher courses; subscribe personally and through the school to about twenty agricultural publications. As an individual, I operate a large farm while teaching but find that to be of questionable value—except to impress some student with the idea that I am a "dirt" farmer and not a "book" farmer. I work as an assistant to Mr. Earle C. Stillwell, who has taught agriculture in this department since 1914, and I know he could add many cases to the one related by Mr. E. O. Bolender (*Does It Pay?* February, 1952), which would show that the farmer who took vocational agriculture will give credit to vo-ag for whatever success he may have attained.

In vocational agriculture, shouldn't we teach primarily to the youngster who is or intends to become established in farming on the farm—rather than to the prospective college student who may eventually become a teacher?

I trust that Mr. Archer is indicting himself rather than all the agriculture instructors. I taught my boys about "Krilium" two months before the agricultural publications announced its existence. Are my boys, therefore, automatically good leaders? I've taught (more correctly, advocated) poultry raising practices which no one in our area—a highly specialized poultry area—had practiced but which I thought were the things to do. Did that make leaders of my students?

Mr. Archer says, let's spend more time with principles and fundamentals than with skills. Apparently he relegates the skill to merely a manual operation, devoid of any mental attitude or ability. I, and again I speak for most of the New Jersey agriculture teachers, won't teach the skills needed to select a breeding animal, sharpen a tool, test milk, prune a tree, or to do anything before I've inculcated a feeling within the youngster to know the whys and wherefores relative to that skill. We certainly haven't the time to teach proficiency in each skill, but if the youngster understands why he should milk a cow in a certain way, it won't take him very long to attain the skill of hand-milking, for example.

Mr. Archer suggests that we use as a teaching method—discussions that are democratic. What does that mean? Is it equality of rights and privileges? (I'm sure he doesn't mean its political implications.) Shall the teacher let any student say whatever the student wants to, be it true or untrue, thoughtful or thoughtless, good or bad? If the teacher were to criticize the student, would that be un-democratic? Or has Mr. Archer dabbled in some form of catachresis?

May I close with this statement. The successful farmer should not be the first to try out a new idea nor should he be the last one to try it. The average farmer cannot afford to be an experimenter. It takes a lot of money as well as technical know-how to carry out experiments. Let's leave the experimenting to the organizations, both public or privately owned, that have the means with which to do the job. In addition, if we were to attempt to give the future farmer all the information he will ever need, besides being an impossible task, it would cut into the realm of what I like to refer to as "American Ingenuity." We will push him more to be reliant upon his teacher, his community, his state, his government, and less to accept his own responsibilities.

Above all, let's not throw stones at all the agriculture teachers, for what may be the sins of a few. I'm sure that most of us could not remain in our school systems very long if we told Junior to go home and carry out a practice that his father discarded ten years before our time.

IRVING E. BACH, *Teacher,*
Freehold, New Jersey.

[1] Archer, David R. "Teach for Tomorrow." *Agricultural Education Magazine,* 24:171. January, 1952.

Looking to the future

(Continued from Page 243)

also be said that once a program was *developed* we went on using federal funds for its continuation rather than to further extend and promote education in vocational agriculture. State by state and community by community there is need for a careful re-examination of the use of federal funds for developing or promoting activities in Vocational Agriculture.

4. *Teachers:* Vocational Agriculture is only as effective as the teachers. It is high time that there was developed some more definite standards as to conditions under which teachers can render effective service. Teacher tenure, morale, health and other factors are likewise involved. Standards as to load are vague and for the most part founded on opinion. Let there be developed a growing concern for discovering and fostering those conditions which make possible a quality program.
5. *Private Funds:* We have at least a slight case of the *"Gimmies."* At local, State and National level there has been a significant increase in the amount of donations sought and procured for making gifts and awards in vocational agriculture. We can conduct a sound educational program with money under public supervision and control. Should we not review our use of private funds with strict regard to their contribution to educational objectives?

The Central Luzon agricultural college

(Continued from Page 261)

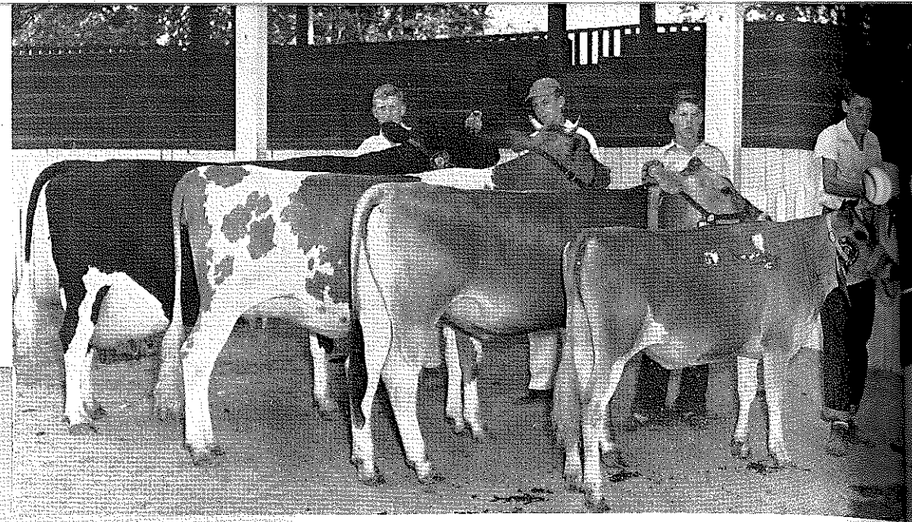
the training of students in animal husbandry and will provide an extensive field for the promotion of research.

The extension service of the college has benefitted not only the farmers of neighboring communities, but also those of some cities and certain municipalities in the provinces as Nueva Ecija, La Union, Pangasinan, Nueva Vizcaya, and Bulacan. As more funds, equipment, and land become available, this feature of the curriculum will be given greater stress commensurate with its importance.

Within the compass and span of the agricultural education envisioned in this curriculum, the C.L.A.C. is expected to produce, not only graduates efficient in teaching, but also, desirable citizens proficient in farming, capable of constructive thinking, appreciative of their personal, social, and civic duties and opportunities, and intelligent agricultural leaders. ●

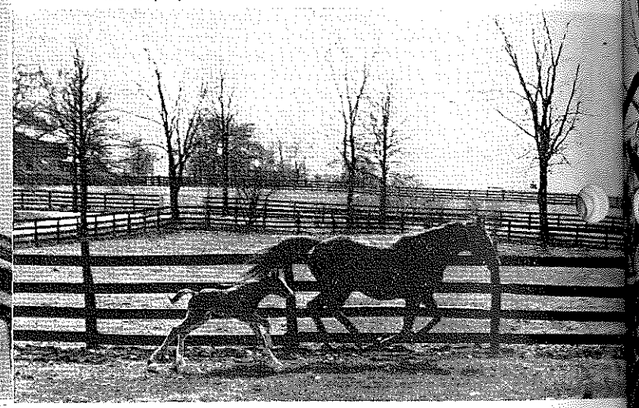
Pictures of the month...

A contest open to all teachers of Vocational Agriculture and farm veterans



"District Dairy Show Champions" ⇧FIRST PLACE
Warren C. Duncan
Teacher of Vocational Agriculture, Lawrenceburg, Kentucky.
Camera: 4 x 5 Busch Pressman
Film: Superpanchro Press Type B

"Stairway to Success"
Gerald Van Singel, Teacher
Hudsonville, Michigan



"Early Training"
Warren C. Duncan

"A Good Beginning"
Bond L. Bible, Teacher
Morgantown, West Virginia

"F.F.A. Hayride"
Warren C. Duncan

The AGRICULTURAL EDUCATION *Magazine*

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Corn Belter Painting by Elmer Carlson (left)
Iowa F.F.A. Member in 1928
(See Story on Page 281)

This Issue
Features Articles on Teacher Leadership