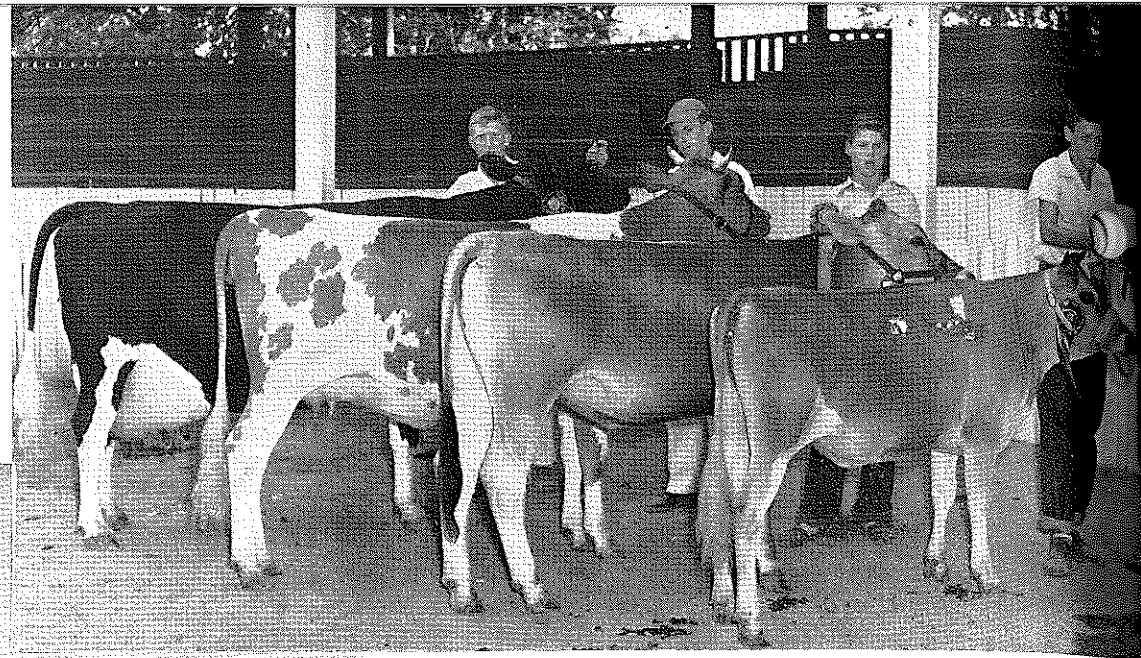


# Pictures of the month...

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

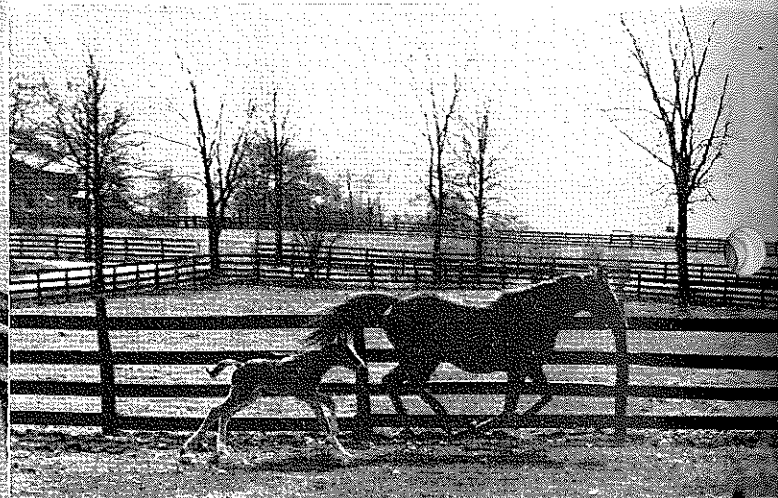


"District Dairy Show Champions" **FIRST PLACE**  
Warren C. Duncan  
Teacher of Vocational Agriculture, Lawrenceburg, Kentucky.  
Camera: 4 x 5 Busch Pressman  
Film: Superpanchro Press Type B



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

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



"Early Training"  
Warren C. Duncan

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



# The AGRICULTURAL EDUCATION Magazine

JUNE 1952

NUMBER 1



"Corn Harvest" by [Name]  
[Location]

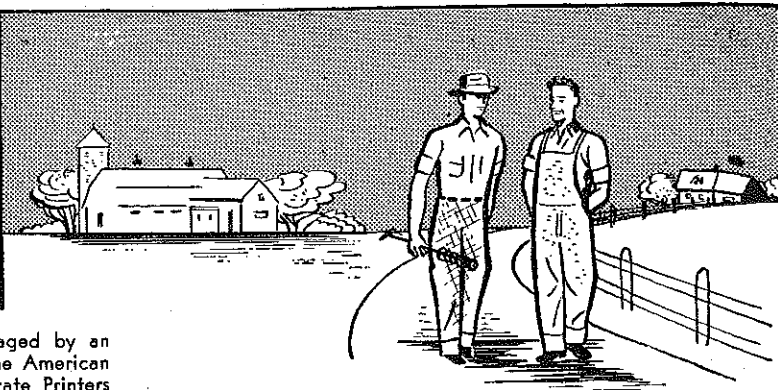
This Issue  
Features Articles on  
Teacher Leadership



# 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.

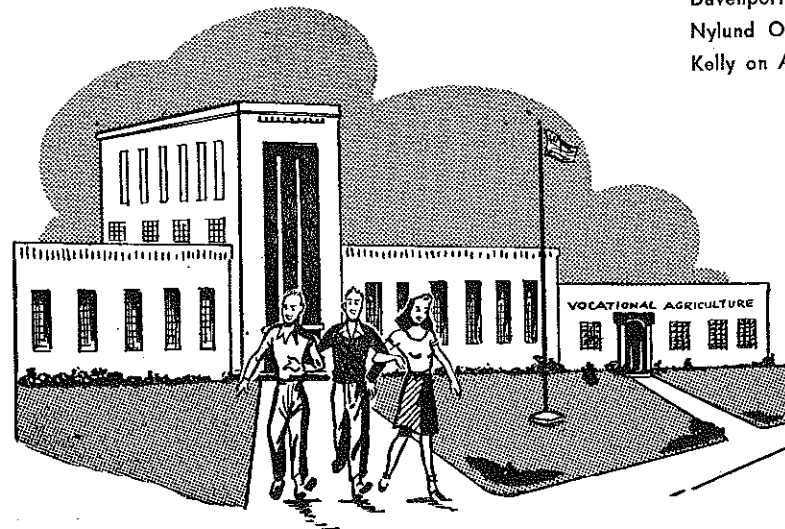
INTERSTATE PRINTERS AND PUBLISHERS, DANVILLE, ILL.



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## Editorials

### Leadership — a challenge

FROM the standpoint of society, the world may be divided into leaders and followers. The professions have their leaders, the financial world has its leaders. We have political leaders, religious leaders and social leaders. In all this leadership it is difficult, if not impossible, to separate from the element of pure leadership that selfish element of personal gain and advantage to the individual, without which such leadership would lose its value. In the teaching profession we can hope to realize leadership in a more exalted and disinterested sense.

Every teacher of vocational agriculture helps youth to mold its future. As a teacher you have under your jurisdiction partially trained citizens who look to you for instruction and guidance. Your word is their guiding light. Your most casual remark is remembered. Your mannerisms are aped. Your clothing, your carriage, your vocabulary, even your manner of control is imitated. You have a very willing group of farm people who ask from you nothing more than the quality that will command their respect and their loyalty. They are perfectly ready and eager to heed your teaching so long as you can convince them that you have these qualities. When the time comes that they are satisfied you do not possess these qualities, you might as well kiss yourself goodbye. Your usefulness to that society in that locality is at an end.

Nearly all who read this will be certificated as teachers. The mere certificate does not make you an educational leader. You are merely certified as a qualified person to teach. Your certificate does make it possible for you to be placed in a position where you can become a leader if you possess the proper attributes. But you must make good, not so much with your fellow teachers or your supervisors, but rather with those in need of your services.

You might ask yourself, "Of what does leadership consist? What must I do to become a leader? What are the attributes of leadership and how can I cultivate them?" Leadership is a composite of a number of qualities. Some of the most important are *self-confidence*, *moral ascendancy*, *self-sacrifice*, *student welfare*, *fairness*, *initiative*, *dignity* and *courage*. Let's analyze these briefly.

*Self-confidence* results from an exact knowledge and the ability to impart that knowledge in a truly democratic fashion. To lead you must know—you cannot bluff. Rural folk are not easily deceived. There is no substitute for accurate knowledge. Prepare yourself and become so well informed that your clientele will seek you and your help.

*Self-confidence* is the result of knowing your professional subject field better than your constituents. *Moral ascendancy* over them is based on the belief that you are the better prepared individual. To gain and maintain this ascendancy you must have self-control, physical vitality and endurance, the will and way towards self-betterment and moral force. Your job as a teacher of vocational agriculture is a trying one. Many incidents will arise to try your temper and wreck the sweetness of your disposition. The true leader must not "fly off the handle," for men in anger say and do things which they almost invariably regret afterwards. Your hours will be long. As you well know, the "40-hour week" has not hit the profession. Physical endurance and vitality are essential here. Moral force is an important element in gaining moral ascendancy. You must live clean. You must have sufficient brainpower to see the right and to do right. Lead the kind of life you want imitated.

Essential also to leadership is the element of *self-sacrifice*. You must give—give all the time. Give of yourself, physically and mentally. Your own plans and wishes must of necessity be subjugated to the needs of your services. It is not entirely

### Not alone

FISHING is fun. It's even more fun with companions. Whether it be in recreation or in one's profession the affiliation with others contributes to personal satisfaction. In the profession of teaching agriculture this Magazine provides opportunity for all members to widen their affiliations with other members.

As members of a profession, the troubles and problems, the successes and gains are of concern to many. The profession is made up of men who have interests and problems in common which grow out of service to fellow men. No one walks this service road alone. The burdens to be carried or the blocks to be removed seem the smaller as one senses the power of affiliation in the profession. Likewise, individual achievements of success are the sweeter because of sharing in their attainment.

The Agricultural Education Magazine provides a medium through which workers in the profession may strengthen the bonds of affiliation by sharing ideas on problems and procedures. They, too, can get more fun out of the job by building this sense of doing things together by active belonging to the profession.

The three R's of active membership in this case may be said to be reading, writing and research. (In this case research is defined broadly.) Each member can increase his affiliation through reading his professional publication. Many will build stronger ties by writing articles, contributing pictures or even penning notes to the editor.

The Agricultural Education Magazine exists solely to serve teachers of agriculture. Workers in vocational agriculture have the benefit of a highly specialized professional publication not available to many other groups of comparable numbers. Its cost is low. It is as free from outside pressures or influences as possible. Not a single penny is received from advertising. No governmental agency, local, state or national, contributes to its support. The Magazine is a true professional organ and one which every worthy member of the profession can strive to strengthen as a means of increasing his personal effectiveness as well as his satisfaction in professional affiliations.

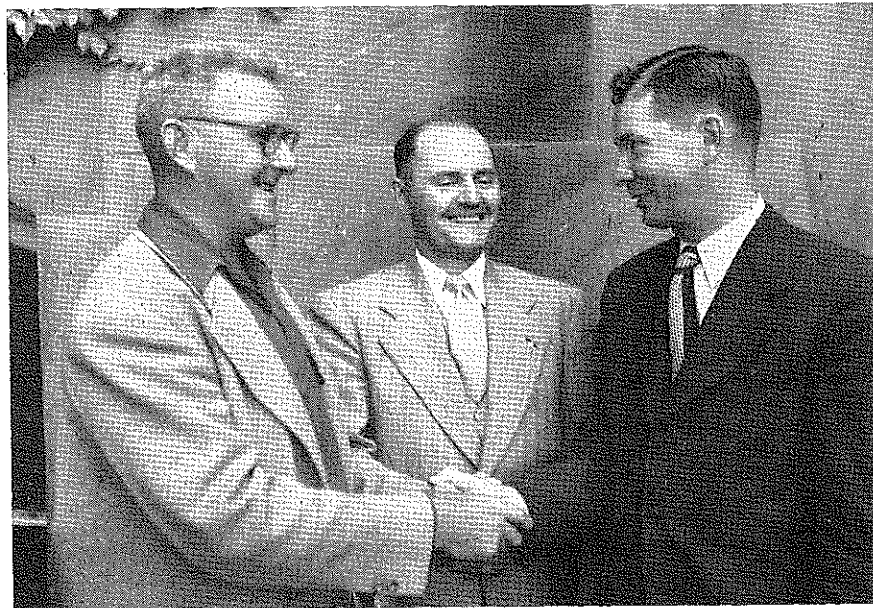
This opportunity for affiliation is highly valued by your present editor who concludes his three year term with this number of the Magazine. In this period hundreds of contributors shared their ideas. Correspondence has been exchanged with teachers in 46 of the 48 states. Cooperative planning has been carried on with special editors and other leaders from the several sections of our country. The help and advice of our publisher and his staff, especially Herschel Authenrieth, who has a major responsibility for the printing job, strengthened ties all the way down the line to final production. The support and help of supervisors and teacher trainers has been most gratifying. The importance of these cooperators in the production of a professional publication is recognized. The privilege of this affiliation is one which ever will be valued and cherished.

out of the realm of possibility that you will give of your own slender financial resources at times, as most well know.

The true leader is cognizant of *student welfare*. He watches over the comfort and welfare of those he would serve. Marital and family problems, social problems, vocational-avocational discomforts—all of these have a way of winding up on the teacher's doorstep and aid must be extended in a sincere, confidential manner.

*Fairness* is another element without which leadership can-

(Continued on Page 281)



L. F. Crabbe, the writer of this article, confers with Leon Boucher, former member of the Ohio Public Relations Committee, and presently, President of the Ohio Vocational Agriculture Teachers' Association, and Paul Mechling, Secretary of the group.

## The Ohio plan of public relations in vocational agriculture

L. F. CRABBE, Teacher, Mowrystown, Ohio

I AM taking for granted that all of us working in vocational agriculture are aware of a need for a more aggressive program of public relations. A committee of three Ohio teachers and one representative of supervision and teacher training were asked to submit a five-year plan for public relations for vocational agriculture in Ohio. This plan was submitted to the annual teachers' conference in June of 1951.

The Ohio vocational agriculture teachers seemingly were aware of this need and appropriated from their limited finances \$100 with which to initiate the new program to supplement what was already being done by individuals.

Some of the things this new program called for were:

- The formation of a speakers' bureau from our own teacher ranks.
- District chairmen to assign the preparation of certain feature news articles to local teachers.
- A county or district chairman to coordinate news within counties and districts.
- Providing prints of pictures taken at State Fair, State F.F.A. Convention, State Camp, or by supervisors or others at district or state-wide F.F.A. functions to any and all local chapters concerned in the picture. These pictures are to be used in local publications.
- A three-man public relations committee made up of teachers with one man to be replaced each year.
- A three-man public relations committee made up of two district

supervisors and one teacher trainer who are to assist the teachers' committee.

The *Speakers' Bureau* is made up of two teachers from each district who like to speak in public and the officers of the state teachers' association.

Letters telling of the availability of these men as speakers were sent to 1,500 service clubs such as Lions, Kiwanis, and Rotary, also to farm organizations, such as Grange and Farm Bureau.

Each speaker was provided with return cards to tell where he had spoken and a few other facts so that the results of the undertaking could be measured.

The results of the speakers' bureau are above expectation since this is only the first year. Some of our speakers have made four and five appearances already. Many of them invite F.F.A. members to go along with them.

Part B was designed to provide a steady flow of news and feature articles to state and national magazines. I believe this matter of assigning these articles will work and is working. Prof. Ralph J. Woodin of Ohio State University teacher-training staff makes his office available as a clearing house for these articles, as well as providing a headquarters for the general activities of the public relations committee.

The *County or Area Chairman* handles that news which involves more than one school. In our own county of Highland, the county publicity program is bearing fruit. We now have a weekly column to which each of us four teachers contribute one article per month. We meet

together once each month and decide what is to be publicized and who is to do it.

We do have several county-wide F.F.A. functions such as the F.F.A. section of the County Fair, Green Hand and Chapter Farmer initiations, and livestock sales and shows which are deserving of this publicity effort. I attempt to do the news photography on county functions since our school and the F.F.A. together own a 4 x 5 speed-graphic and we have a complete dark room which the F.F.A. boys and I set up in the school.

Our four schools cooperated in sending one teacher from this county and one F.F.A. boy from each chapter to National F.F.A. Convention in 1951. We plan to rotate the driving responsibility among the teachers.

### Dividing The Job

Publicity, which is an important part of any public relations program, seems to break down into four logical areas: local, county, state, and national. We felt that the local publicity is still the job of the local teacher and that no one is in a position to do the job better. The county set-up, I have already covered. The state functions, many of which I have already named, involve taking many pictures. At the State Fair, for instance, I took more than 30 pictures. Not more than 10 of these have been used in publications. If 4 x 5 prints of these can be gotten back to the chapters involved they may be able to use some of them in their local papers, or at least in their chapter scrap book. This 4 x 5 contact print can be secured for 10 cents and this is a small cost compared to the original 31 cents cost of film, bulb, and developing of the negative.

Our Ohio program is not even far enough along yet to be experiencing growing pains, but our public relations committee is working at such places as the State Fair and National F.F.A. Convention, helping to get F.F.A. on the radio, in news pictures, and into print.

We realize we must reach all the voters, school patrons, and legislators. I am reminded of a statement of the State Supervisor of Vocational Agriculture, Warren Weiler. He said, "We are told many times by legislators of what an excellent program we have, yet appropriations do not bear out their convictions." We hope to get legislators invited to all the F.F.A. banquets in Ohio so that these men may know our program better. Our guiding principle is one which has been frequently expressed by AVA Secretary M. D. Mobley—"Let the people know." If our program succeeds to the extent of letting Ohio people know about their own program of vocational agriculture, we will feel richly rewarded for our efforts.

I hold that the time has come when civilization will put men of my profession into the ranks of the permanently unemployed. Moreover, I believe that the principal weapon of civilization of bringing about this result is logical, intensive, and inspired education.

General Eisenhower

## Teacher welfare

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

THE problem of teacher welfare is concerned with the conditions that affect a teacher's thinking and attitude as well as his physical well being. Let us consider welfare as a state of faring or doing well; a condition of health and happiness and prosperity. It is recognized that this condition of doing well is relative and exists in varying degrees with each individual in the profession, yet regardless of the standard used there are many things in common.

A person's success is very much dependent upon his outlook, attitude and liking for his work. There are many factors which influence and have a direct bearing upon a person's thinking and attitude. In this review, major consideration will be given to the professional welfare of the teacher. Many of the factors that relate to and influence the welfare of our vocational agriculture staff are: salary and other income, living conditions, recreational and social activities, provisions for tenure, retirement provisions, teaching load, location of his work, professional improvement, advancement, and satisfying relationships in the community. To the extent a teacher finds the above factors satisfying he will be more contented and take a desirable and favorable outlook toward his work. This writer believes that teacher welfare is one of the most important to the vocational agriculture profession since the attitude and performance of the teacher is determined to a large extent by his welfare. As he is free from oppressing physical or mental conditions, his performance will be better and his tenure longer.

It is the purpose of this article to present a few brief findings that relate to teacher welfare as are given in the *Summaries of Studies*. Considerable study has been given to these areas: why teachers leave the service, teaching load, activities engaged in by teachers, and problems faced by teachers on the job. Other phases of teacher welfare have received little attention. This writer will present findings along with suggestions as to phases of the topic that seem to merit future study so as to fill in where no particular study has been made in the past or to strengthen previous findings.

### Reasons For Leaving

One phase of this topic which has attracted as much attention as any other is why vocational agriculture teachers left the teaching profession and the subsequent occupation or service they entered. Canada (4), Roland (38), DiVesta and Olney (11), Stringfield (41), Fraiser (14), and Tuthill (45) reported these factors as having influenced teachers in leaving service: (a) they preferred other work, (b) they saw limited chance for advancement, (c) their salaries were too low, (d) they felt a lack of security in their work, (e) health, (f) they lacked adequate training in college, (g) inadequate supervision from the state office, (h) lack of understand-

ing between teacher and school superintendent, principal or state supervisory staff and (i) school and community demanded too much from the teacher. The occupations entered by the vocational agriculture teachers who left the service were: (a) Agriculture Extension Service, (b) farming work, (c) Soil Conservation Service, (d) graduate work, (e) Farmers Home Administration, (f) college teaching, (g) Federal Land Bank Service, and (h) secondary school administration.

In a study to find what conditions the vocational agriculture instructors considered unsatisfactory, Bartlett (2) in Washington state found these: (a) too many duties and responsibilities to do a good job on any one of them was the criticism most frequently offered, (b) no time to devote to family life, (c) limited opportunity for advancement, (d) not enough difference in salary for beginning teachers as compared with experienced teachers, (e) limited school facilities and (f) little or no opportunity to attend summer school.

Another approach to the problem of tenure is a study by Robles (37) to determine the factors that contributed to vocational agriculture teachers liking their work and remaining in the pro-

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fession. Factors influencing them were: (a) it was their profession, (b) they felt that they received decent salaries, (c) opportunities for professional improvement, (d) active participation as a citizen in the community, (e) economic interests in the community, and (f) owning a house. Robles (37) stated, "The teachers who stayed in the service unlike those who relinquished their work, kept on cordial relationships with their administrators and supervisors."

Another group of studies relate the problems, needs, and difficulties encountered by teachers in their teaching. Kirkland (23) reported the difficulties of first year teachers as: the inability to perform activities in the area of long-time and annual program planning, adult farmer program, and physical plant and facilities. Many of the difficulties were ascribed by the teachers to a lack of participation during pre-service training. Godfrey (15) reported the problems of a group of beginning teachers in California in conducting a satisfactory program as: adult activities, farm mechanics activities, guiding young farmer groups and supervising F.F.A. activities. Godfrey found that problems tended to disappear as the teachers gained experience. Santos (40) gave these in-service training needs required by vocational agriculture teachers: (a) assistance in locating and securing materials for instruction: (b) help needed in teaching methods and techniques for supervised farming programs, F.F.A. activities, and farm mechanics activities.

Recent studies by Gustafson (16), McClay (28), and Coombs (7), which

### 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.

were an outgrowth of and the follow-up of the North Atlantic Regional Project on participating experiences of student teachers and the performance of first year vocational agriculture teachers, indicate the strong and weak phases of the first year teacher's work. The highest mean performance was found in getting established in a school and community, keeping records and reports, teaching all-day classes and advising F.F.A. Chapters. The performance of first year teachers was the lowest in: teaching young and adult farmer classes, placement and follow-up of pupils, selection of pupils for vocational agriculture classes, evaluating the effectiveness of the program, and planning the course of instruction and the long-time program for the department.

### Performance Compared

One point that has not been given consideration in research studies, and it seems important to the vocational agriculture program, is just how does the performance of the teachers leaving the profession compare with those who remain in service. Are we losing the best teachers?

Phipps (33) and Chapman (6) investigated the number and percentage of trainees entering vocational agriculture teaching and their tenure. Chapman reported that 64.3 per cent of the trained teachers entered the field, and the tenure for all qualifiers was 5.9 years. Phipps

Financial status and salary problems have been given limited attention. White (46) presented the following information on the financial status of Texas teachers for 1940-41. A group of 27 married teachers had an average of 9.81 years of teaching experience. Their average salary was \$2,353.45 with other

(Continued on Page 284)



# Appraising the in-service education

V. RAY CARDOZIER, Graduate Student in Agr. Ed., Ohio State University



V. R. Cardozier

**THE JOB OF** teaching vocational agriculture is becoming increasingly complex; professional and scientific developments require that teachers continue to improve their professional competences. Pre-service teacher education cannot prepare one to

meet all problems successfully in this rapidly changing world. The teacher education profession generally recognizes that they can only start the individual on the path to becoming a highly qualified teacher. A solution to better qualified teachers and improved programs of vocational agriculture seems to be in a continuous program of in-service education.

If teachers are to realize the most from an in-service education program, all those responsible for its implementation must look at the total program with the view of improving it. This involves analyzing and appraising the total program on a state-wide bases. When the writer undertook the analysis and appraisal of the in-service education program for vocational agriculture teachers in one state recently, he discovered that there was no instrument available for the appraisal of a total program. Thus, it became necessary to develop some kind of evaluative instrument that might be used in appraising the total program of in-service education of teachers within a state.

From a rather comprehensive study of the literature in the field, it was found that in the development of a successful state-wide program, responsibility might be assigned to four groups:

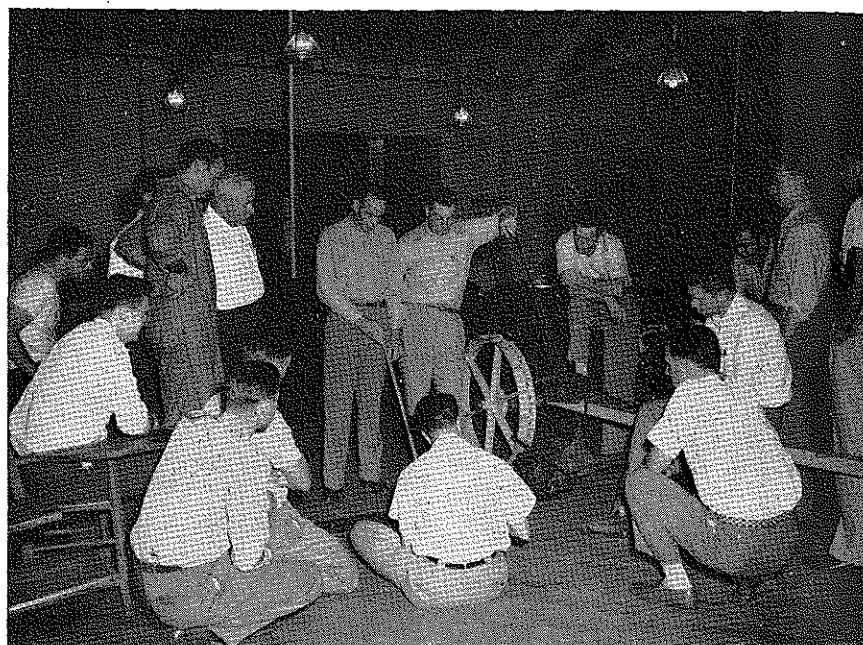
1. Teacher-trainers in agriculture education in the state.
2. Personnel from the office of the state supervisor of vocational agriculture.
3. Local school administrators and supervisors.
4. Teachers of vocational agriculture, themselves.

An analysis of the various practices used in the in-service education of teachers as reported in periodicals, research reports, and other educational literature revealed a sizeable and varied list. These practices were classified into general groupings, each of which served as a basis for formulation of a general principle covering those practices. These principles, when placed under the appropriate area of responsibility constitute a set of "guiding principles" which are presented here for those who might find them useful in the improvement of teacher education in service in their state.

I. It is the responsibility of the teacher-education program in agricul-

tural education to stimulate and provide teachers an opportunity for continuous improvement of their preparation in both technical and professional education.

1. Teacher-education staff members should visit first-year teachers in a regular follow-up program of group and individual instruction.
2. Teacher trainers should visit experienced teachers as the need develops.
3. There should be a program of graduate study leading to an advanced degree offering both professional and agricultural courses during both the regular and summer terms.
4. Short courses and regular graduate courses should be offered teachers both on and off campus.



In Service Education for Vocational Agriculture teachers should involve Learning by Doing.

5. Teacher trainers should participate in planning and conducting state, district and local meetings for teachers of vocational agriculture.
6. Teacher-education personnel should make contributions to publications which are directed toward improving teachers.
7. The teacher-education staff should conduct and assist with research and evaluation studies and provide for the dissemination of findings to teachers.
8. Definite responsibility should be assigned to the teacher-education staff in at least one institution in the state for collecting, organizing, and distributing teaching materials to teachers.

II. One of the major functions of the state supervisor of vocational agri-

culture and his staff is to assist teachers to grow professionally in service.

1. Supervisors should visit teachers individually to assist them in solving their problems.
2. Supervisors should meet with teachers in group meetings to help them improve their professional proficiency.
3. Supervisors should contribute to the development of harmonious relationships between teachers and local administrators and supervisors, other teachers, and lay persons.
4. Special consultants in the office of the state supervisor of vocational agriculture should meet with teachers individually and in groups to assist them in solving their problems.
5. Supervisors and specialists in vocational agriculture should make contributions to publications which are directed toward improving teachers in service.

III. It is the function of the local school administrative and supervisory staff to furnish stimulation and an opportunity for teachers to improve professionally in service.

1. The local school system should conduct organized in-service education activities for all teachers in the system.

2. Local school administrative and supervisory staff members should visit vocational agriculture teachers in a program of regular supervisory visitations.
3. The local school system should provide some kind of material reward to stimulate teachers to pursue in-service education.
4. Local administrators should make time available to teachers for in-service education.
5. The local administrative and supervisory staff should encourage teachers to pursue advanced study and participate in other organized group activities related to improving them as teachers.
6. The local administrative and supervisory staff should encourage teachers to pursue advanced study and participate in other organized group activities related to improving them as teachers.
7. The local school administrative and supervisory staff should have close working relationships with teacher-education staffs and personnel from the office of the state supervisor of vocational agriculture so that total efforts might be coordinated toward an improved program of in-service education for teachers of vocational agriculture.

IV. It is the responsibility of teachers of vocational agriculture to improve professionally so that they may perform their functions as teachers better.

1. Teachers should read a variety of publications for professional, technical, and general educational improvement.
2. Teachers should carry on research and evaluation studies.
3. Teachers should write for professional, agricultural and other publications.
4. Teachers should meet with other teachers, including their own faculties and other vocational teachers, to consider problems of mutual concern.
5. Teachers should serve on committees and participate in groups studying special problems related to education, agriculture, and the community.
6. Teachers should hold memberships, participate in, and occupy roles of leadership in a diversity of professional, agricultural and civic organizations.
7. Teachers should observe the teaching of others.
8. Teachers should seek information and assistance from qualified resource persons both within and outside the local community.
9. Teachers should pursue advanced study.
10. Teachers should take advantage of the in-service opportunities for professional improvement. ●

# Making the best use of district meetings

C. OSCAR LOREEN, Teacher Education, The State College of Washington

**THE** educational program that is carried on by agricultural instructors is both varied and complex. Because of the variety and complexity of the program, group planning sessions in which the agriculture teacher has an opportunity to participate are desirable. Such a group planning session is provided in the regular monthly county or district meeting of vocational agriculture instructors.

Listed below are some of the reasons for, and opportunities that are made available through such meetings:

1. Plan and schedule district functions such as contests, exhibits, and cooperative ventures.
2. Exchange ideas on teaching.
3. See the facilities of other schools.
4. Give helpful suggestions to the beginning teacher.
5. Assist each other in securing good livestock and good seed for supervised farming programs.
6. Discuss and initiate special state agricultural education activities.
7. Receive specific training from special resource persons.
8. For social reasons.

An organization from which a member can derive so much help in conducting and improving his work is certainly worthwhile and merits the support of all agricultural instructors. Yet, sometimes, because these groups are organized on a very informal basis, indifference on the part of the members develops, which is detrimental to the best interests of the organization. If an organization is worthwhile and merits the support of its members, it should be organized on a businesslike basis. It is doubtful that it is necessary to develop and adopt a constitution and by-laws, but the adoption of a few governing rules for every organization is very essential. Here are some suggestions:

1. Election of officers.  
A specific time for the annual election of officers should be agreed upon and followed. How about the month of May?
2. Officers.  
Determine, and have clearly understood, what officers are needed and what the length of term of each shall be. Officers should seldom or never serve two consecutive terms of office; pass the jobs around for what honor and training there is in them.
3. Plan meetings.  
Plan the series of meetings for the whole year early in the year. It would be well to put this on the agenda for the September meeting. Monthly meetings seem most satisfactory.
4. Start and close on time.  
Adopt a certain time for the meetings, start them promptly, and

close them at a reasonable time. Don't allow the discussion of a topic to continue too long; be sure the speakers are making a contribution to the discussion and not merely talking.

5. Notify members.  
Notify each member of each meeting by phoning or writing; there is at least one in every group who needs a reminder.
6. Provide a secretary's book.  
Have a permanent type secretary's book in which to record the minutes of each meeting, and send a copy of the minutes of each meeting to the State Office. (Since nearly all instructors claim mileage for attendance at these meetings, it is necessary to have a record of business transacted on file in the State Office.)
7. Use correct parliamentary procedure.  
Elaboration on this point is hardly necessary. Suffice it to say that in view of the necessity for a teacher of vocational agriculture to know correct parliamentary procedure, he needs to practice it frequently himself.
8. Governing rules.  
After the governing rules have been adopted it would be well to place a copy in the front of the secretary's book.

Observation of the foregoing suggestions should result in the kind of an organization that will render a genuine service to its members. There are some other ideas that will contribute to the smooth operation and efficient functioning of a district organization, and are here enumerated:

1. The president should delegate responsibility and should not try to do all the work himself, a method of not only killing the organization, but of shortening the life of the president as well. Distribute the load; everyone is interested in helping or he probably wouldn't attend meetings.
2. Plan special educational features at some meetings. Many local commercial companies have personnel available which can make a real contribution.
3. Study some specific problems that may be presented for consideration at the annual conference. Frequently, so little time is available at the annual conference for full deliberation on many topics that such problems as contests and contest rules, building problems, and many others might well be given some thought and discussion during the year.

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The teacher of Vocational Agriculture must be competent. D. E. Crossen, first year teacher at Willard, Ohio, shows his students how celery is protected from early frosts. Crossen teaches in a truck gardening area.

## An evaluation of selected Aspects of the pre-service professional curriculum\* in agricultural education at the Ohio State University

RALPH J. WOODIN, Teacher Education, The Ohio State University

### Part II

#### A Statement of Competency for Teachers of Vocational Agriculture



Ralph J. Woodin

teacher trainer responsible for preparing such teachers.

This remark points up the close relationship of competency on the part of the teacher and the effectiveness of his program of vocational agriculture. It indicates, too, that one of the major objectives of a department of agricultural education is that of preparing competent teachers.

The next question which might be raised is "What is a competent teacher of vocational agriculture? In what phases of the program of vocational agriculture is he competent? How much ability does he need in order to be termed competent?" In evaluating the professional pre-service curriculum of the Department of Agricultural Education at Ohio State

\*Part I appeared in the April issue.

University, it seemed to the writer that some statement of competency for teachers of vocational agriculture was necessary in order to serve as a yardstick in determining whether this curriculum was effective in developing competent teachers. In preparing this statement of competency two possibilities presented themselves:

1. That of asking students, farmers, school administrators, parents, and workers in agricultural education for their opinions as to competency on the part of the teachers.
2. That of reviewing the studies and statements which had been made regarding the things that a vocational agriculture teacher should be able to do.

The latter procedure was followed in this study. A large number of criteria, studies, and statements were reviewed. Most of them fell into the following broad classifications:

1. Statements of competency which had been developed for general teacher use. Examples include "The Education of Teachers as Viewed by the Profession." The 1948 Report of the National Commission on Teacher Education and the Bulletin of Ohio State University's Dept. of Education, "Some Major Factors in Competency for Teaching," 1941.
2. Statements regarding the purpose of vocational education in agriculture and the functions of teacher training. Examples include Reports

of the Federal Board for Vocational Education and Reports of the National Standards Committee of the American Vocational Association.

3. Instruments of evaluation which had been developed and used in vocational agriculture. Examples include "Evaluative Criteria for Vocational Education in Agriculture," 1942 revision, and "Evaluative Criteria for Vocational Education in Agriculture, Ohio Revision," 1949.
4. Recent studies of the needs of prospective teachers of vocational agriculture in terms of participating experiences. Examples include: Brunner's Study of Criteria for Evaluating programs for Preparation of Teacher of Vocational Agriculture and the report of the North Atlantic Regional Conference on Teacher Education in Agriculture, 1949.

This statement of competency lists ten factors believed to be necessary to the success of the teacher of vocational agriculture. They are presented with the thought that other factors may be identified and, therefore, this list of competencies should be subject to further evaluation, refinement, and revision.

It is not felt that every teacher should develop to the highest degree in all of these factors of competency but rather that he needs to achieve at least a minimum level of competency in each if he is to fulfill the expectations of the school and community where he is employed. Complete competency in teaching is considered as a long-time objective for the teacher which can be achieved only as experience, education, and understanding in the profession are secured.

#### Factors of Competency for Teachers of Vocational Agriculture

The teacher of vocational agriculture should be competent to:

1. Participate intelligently and cooperatively in helping to plan and promote the educational efforts of the entire school, to the end that it may make its maximum contribution to a dynamic, democratic, modern world.
2. Appraise the educational and agricultural needs of the community in terms of democracy and plan a workable program through which a department of vocational agriculture may meet as many as possible of these needs. Important features of such plans include educational experiences for students that will supplement and integrate other educational experiences secured by them and for the cooperative development, evaluation and replanning of the program by representatives of the school and the community.
3. Teach high school students effectively on the basis of their needs, utilizing group planning, thinking, and evaluation processes, appropriate technical materials, community resources, and purposeful experiences together with appropriate classroom methods and techniques of classroom management.
4. Guide high school students in developing and continuing individual farming programs which will pro-

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## Whither testing and evaluation?

ROBERT F. COFFIN, Graduate Student, University of Vermont



Robert F. Coffin

THE problem of evaluation has always been a thorny one. Today's effort to evaluate in terms of the growth of the learner instead of in terms of subject matter mastery further complicates the problem. In vocational agriculture the emphasis is

placed on outcomes of supervised farming in appraisals of the total progress of the pupils. An effective approach to the evaluation of outcomes of supervised farming considers the formulation and analysis of objectives and methods devised which indicate the degree to which the objectives are being realized. How well this technique in evaluation is carried out will depend primarily on the vocational agriculture teacher's philosophy of evaluation, the nature and scope of supervised programs, and the evaluation policy of the local school. This report attempts to bring the problem of evaluation into focus and to review an evaluative procedure common to many programs of vocational agriculture.

What constitutes an up-to-date program of evaluation for the teacher of vocational agriculture? Where does the responsibility for such a program lie? What is the special function of achievement tests as they relate to instruction? These questions, and many more, face the vocational agriculture teacher from the first day of school until a final mark is recorded for each pupil's effort and accomplishment.

Evaluation is the appraisal of the *outcomes* of education. These outcomes are more than just what a pupil *does*; they include, also, the worth of his activities. Consequently, teachers are called upon to make value-judgments about the behavior of their pupils. Herein lies the reason for the varied approach among teachers of vocational agriculture toward evaluation. Some concede to merely measure a pupil's achievement in terms of mastery of subject matter, while others accept and practice a modern approach to evaluation—the careful consideration of all the major factors which afford evidence of the degree to which the pupil has *attained the objectives* set up for that particular course. This latter concept of evaluation, whether on the class, group, or supervised farming program level, is essential if improvement of instruction is to be achieved and maintained.

A teacher of vocational agriculture cannot escape the responsibility of evaluation, but he can, and should, share this responsibility with colleagues, parents, and pupils. From the faculty of the school should come clearly stated educational goals. These evaluative criteria (items of behavior) can be used to determine whether the pupil has achieved

what he was supposed to achieve. Secondary objectives prepared by the teacher in terms of course content, expected behavior, and degree of emphasis are designed to aid in the achievement of the larger school goals, rather than to conflict with, or ignore them.

Parents of pupils enrolled in vocational agriculture can assist the teacher in developing a sound program of evaluation. In our society, behavior is evaluated largely in terms of judgments by its members. When parents are aware of the specific objectives of the course they can help the teacher organize for his students the situations needed for an effective learning relationship. Through this understanding of the objectives, parents will be in a position to make valid evaluative judgments in cooperation with the teacher.

Self-evaluation on the part of a pupil assumes that he is well versed in the objectives and expected outcomes of the course. It also assumes that he knows when he has achieved them. Ideally, a pupil can, and should, participate in his evaluation to (and only to) the extent he understands what is expected of him. The evaluation of the more indefinite areas, i.e., attitude changes, appreciations exhibited, interests developed, etc., should rest primarily with the teacher as a pupil is usually a poor judge of his attitude and interest changes. It is in this area that fellow teachers can be very valuable.

#### What Is the Special Function of Achievement Tests in Evaluation?

A day-to-day evaluative program based on principles and goals is the exception rather than the rule. As a result, it is necessary to add systematic evaluation procedures to the informal procedures. Such evaluation may require the use of tests, check lists, and other instruments. A teacher-made achievement test is often used to meet this need.

In an effort to ascertain the extent, importance, and nature of achievement testing in Vermont departments of vocational agriculture, several teachers were interviewed during the fall of 1951. A few representative responses are cited. At the Alpha center, teacher-made achievement tests were used on the average of twice a week, usually twenty minutes to one hour in duration, "for the purpose of motivating the students to study, for maintaining satisfactory teacher-student relationship, and for the purpose of establishing a numerical mark." The use of a commercially-prepared mastery test given at six-week intervals or at end of unit was employed at Beta to "summarize" a unit and carry out the testing policy established by the school. At the Gamma school, the teacher stated that he administered teacher-made achievement tests on the average of one per week with a comprehensive test given at the end of unit, usually six to eight weeks. These tests are the same as used in previous years with minor revisions. After this brief survey, a study was conducted with the purpose of developing ef-

fective achievement testing by Vermont teachers of vocational agriculture.

A representative center was chosen to supply data for this study. The Epsilon vo-ag class was selected for the following reasons: (1) in the vo-ag 11 and 12 class there were sixteen students, which number is modal for Vermont's twenty-six centers, 1951-52; (2) the teacher of agriculture has had over fifteen years' experience in vocational agriculture at the Epsilon center; and (3) the male enrollment was seventy-five, which was typical in Vermont high schools. Of the sixteen pupils enrolled in vo-ag 11 and 12, fourteen were living on farms.

#### Initial Contact at the Center

The teacher at the Epsilon center was interviewed in October, 1951 for the purpose of securing permission to administer a test to his vo-ag class. Mr. Edward extended his cooperation and a discussion of the unit to be tested, its objectives and scope, took place using a guide sheet prepared prior to contacting Mr. Edward. This guide sheet dealt with the topical division of the course, the objectives of the course, the expected pupil behavior and the philosophy of the school and course. Following this discussion, a composite list of the main references: books, periodicals, bulletins, etc., used or made available to the pupils during the instructional periods was prepared. Administrative approval was secured from the principal before the proposed program was initiated.

#### Bases for Validation

Mr. Edward was asked to assign a letter mark for each of the sixteen pupils based on quality of work *previously* exhibited in his class. An average of all marks for all academic subjects for each student was obtained from the principal's office. At this time it was agreed that Mr. Edward, as well as his students, would take the test without previous knowledge of its content. It was agreed to administer the test twice with two weeks between trials.

Following a review of data obtained on the guide sheet, composite list of references, unit outline, and instructional guide, a preliminary draft of the test was prepared. Before individual questions were devised, it seemed advisable to determine what level of learning the test items should represent. The following levels were chosen: recognition, recall, evaluation, and application. Topical divisions of subject matter within the unit were paired off with the levels of learning to obtain a suitable relationship. After this the types of test items were decided upon in each case. Over one hundred test items were drafted. Directions to pupils, scoring keys, and a title page were prepared before final printing of the test questions.

Every reasonable precaution was taken to insure normal conditions during the testing periods. After all test papers were completed and collected (40 minutes) pupil reactions and recommendations were considered. Coefficients of correlation for the various relationships were calculated by the Spearman Rank-Difference method. The coefficients ranged from +0.82 to +0.89.

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# Young farmers teach agriculture teachers

BYRON J. McMAHON, Supervisor, California



Byron J. McMahon

Teachers Association which was held at the Dixon High School at Dixon, California, at an all-day meeting on Saturday, March 8, 1952. The Dixon agriculture department is used also as one of the training centers for California vocational agriculture teachers.

There were one hundred and fifty vocational agriculture teachers, administrators, school trustees, and other guests in attendance at the conference. Two of the guests were fathers from out-of-state of agriculture teachers, and one was the son of one of the agriculture teachers who is likewise an agriculture teacher in another region of the state. Incidentally, there are at present six fathers and their sons teaching vocational agriculture in California which speaks well for the continued family interest in the profession.

## Nature Of Program

The day's program started out with a doughnut and coffee social hour with the Dixon Future Farmers as hosts, which augured well for the later events. This fellowship program was followed by a tour through the \$150,000 agriculture building which was only completed March 1, 1952. This modern building contains the latest features of excellent agriculture buildings including two adjoining classrooms with sliding panel doors between the two rooms which can be opened up to make one room for large meetings. It also has a glassed-in office so that the classrooms, shop, and hall space can all be seen and supervised from the office. The building also contains a large storeroom for tools, lumber, and other supplies; washroom, and a farm mechanics shop 50' x 100'. There is also a large enclosed yard on one side and in back of the shop for the storage of farm machinery and other equipment which is being worked upon, or waiting time to be brought into the shop thus conserving valuable shop space.

The morning session following the tour of the agriculture unit was devoted to inspirational talks, and the five department meetings of the Agriculture Teachers Association where their many problems were discussed, and plans formulated for the improvement of their

GENERALLY speaking, the out-of-school "Young Farmers" are on the receiving end of most of the agricultural instruction that is given by any agency. The reverse held true, however, at the Central Regional meeting of the California Agriculture

program. A general session to give the reports of the department meetings, and for the conduct of the agriculture teachers' business concluded the morning session.

A noon lamb barbecue following at the Priddy sheep ranch near Dixon, which put everyone in the proper frame of mind for the afternoon session on the subject of "The Sheep Industry of Central California." This part of the program proved to be the outstanding feature of a highly successful day.

A panel composed of four Dixon "Young Farmers" who had been Future Farmers for four years at the Dixon high school and who are now all active "Young Farmer" chapter members of the Dixon chapter, provided the answers to the sheep questions which were raised during the panel discussion. All four of the Young Farmers are under twenty-three years of age, and all are successfully launched in the sheep business in the Dixon area, and are all fully aware of the many problems involved in the sheep business, as well as the successes accruing to the successful operation.

The young men discussed from their own experiences the problems of the central California sheep raiser, and answered questions on breeding, lambing, feeding, shearing, disease prevention and treatment, and the marketing of mutton and wool. Their answers were the "down to earth" type which would be expected from the practical minded sheep man. The one-hour panel discussion was followed by another hour of demonstrations by the young men of new and approved practices in the sheep business.

All in all it was probably the most outstanding regional agriculture teachers' meeting that has ever been held in the Central Region of California. The meeting gave concrete evidence of the value of the high school Future Farmer program when it is followed up by a truly functional and educational "Young Farmer" program. If there were any skeptics prior to the meeting as to the value of the Young Farmer program and the assistance they can render to the high school agriculture teacher, I am certain that all doubt was removed following this performance by the Young Farmers before a group of highly critical but sympathetic agriculture teachers.

## The Real Pay Off

As Glenn Caldwell, the Dixon agriculture instructor, stated to the group at the time of the panel: "My greatest satisfaction as an agriculture instructor comes from seeing the success of these young men who were all former high school Future Farmer students of mine, and to feel that perhaps I have had some small part in their success. It is also a pleasure to know that I have

their personal friendship, and to know that they continue to have a loyalty to the Dixon high school agriculture department, and are ready and willing at all times to assist in the improvement of our community's agricultural program. That is the real 'pay off' for any efforts that I may have put forth as an agriculture teacher."

We need many more vocational agriculture teachers with that spirit of "service" to their communities. We also need many more "Young Farmer" chapters in California and in the nation, for our job is only partially completed when the Future Farmers finish their high school programs. Our job as vocational agricultural instructors has not been completed until we are certain that our Future Farmers have become successfully established in farming. Due to the interruption of military service, high prices for land, equipment, and for many other reasons, that goal cannot be achieved in much shorter time than ten years following high school graduation in an ever increasing number of cases. Let us realistically accept the challenge to follow up and assist our Young Farmers to become successfully established in farming so that we can look back in future years upon a "job well done" in our respective communities.

We need more agriculture teacher conferences, and workshops where "Young Farmers Teach Agriculture Teachers."

## Aspects of the pre-service professional curriculum

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vide useful and meaningful experiences as well as a part of the capital goods needed for eventual establishment in farming.

- Advise the chapter of Future Farmers of America and assist in extracurricular activities when possible to the end that all students may participate in a broad program of activities which will provide experience in democratic citizenship.
- Teach adult and young farmers, using the same educational principles as in teaching high school classes with the objective of developing better farmer-citizens.
- Participate intelligently in the affairs of the community and develop desirable attitudes on the part of the community toward the school and the program of vocational agriculture.
- Guide and counsel individual students of all age groups, recognizing their individual differences and thereby assisting them in becoming better adjusted to their social and physical environment.
- Plan and organize the physical facilities required for effective learning, adapting them to the needs of the learners as well as to the available community resources.
- Make a contribution to the profession through the exemplification of high ethical standards and worthy ideals of service and by leadership in professional organizations as well as through a program of personal professional improvement.

# Wisconsin young farmers

J. A. JAMES, Teacher Education, University of Wisconsin



J. A. James

DURING the year 1950-51, Wisconsin teachers of vocational agriculture held 154 Young Farmer Courses in 140 schools with a total enrollment of 2,794 and 2,996 meetings or an average of eighteen persons per class and just under twenty meetings per course.

With the call to armed service for young men, the problem arose as to whether it was possible to have young farmer courses in 1951-52. A questionnaire was sent to each instructor and information was collected as of October 1, 1951. Reports were received from 87 of the 140 schools.

Of young farmers reported 371 or 24.6% were married and had 379 children. The range of age was as follows with the largest number being in the 21-24 year age group.

Age	Persons	Per Cent
18 years or under	45	3
18-20	518	34
21-24	613	41
25-30	235	15
Over 30	55	3.5
Not reported	41	2.5
Total	1507	100%

What is the educational background of this group was the next question and are former agricultural students of the department being followed to establishment in farming. One thousand one hundred eighteen (1,118) or 74% were high school graduates and 105 had attended college or the Farm Short Course of the Wisconsin College of Agriculture and thirteen were in college attendance this fall. The following indicates the high school agricultural work prior to attending the Young Farmers Course.

No agriculture in high school	367 persons	24.5%
One year of agriculture	71	4.7
Two years of agriculture	111	7.4
Three years of agriculture	114	7.5
Four years of agriculture	757	50.
No report	87	5.7
Total	1,507 persons	100 %

Slightly over 50% of these young men had four years of vocational agriculture and 1,053 or 70% had vocational agriculture in high school. Evidently, the high school instruction was challenging and they were continuing in the path

to future farming.

The first objective had been to find if the young men were available for Young Farmer Courses during the winter of 1951-52. It was found that the number who had joined the armed forces varied from none to eight persons per school or in this case eight of fourteen young men, or 57%, were in service October 1st. For the 140 schools, there were 135 or 8.9% in armed services. The distribution according to occupational status on October 1, 1951 was as follows.

	Persons	Per Cent
Armed forces	135	8.9
Partnerships		
On home farm 440		
On other farms 12	452	29.8
Hired men		
On home farm 349		
On other farm 47	396	26.1
Allowance on home farm	152	10.1
Managers		
Of home farm 144		
Other farm 3	147	9.7
Farm owner	75	4.8
Renter		
Home farm 8		
Other farm 65	73	4.8
Related agriculture	51	3.4
Non-agricultural work	42	2.8
Students in college	13	0.8
Miscellaneous or not reported	18	1.2

This total is slightly more than the enrollment for a few men were listed in two positions, such as a man hired at home but also a renter of farm near home. Some may suggest that as owners, renters, partnerships and managers, they should be in the Adult School. It must be remembered that young men wish to continue with others of their own age and do not easily shift groups. Eighty-five per cent are on farms, 8.9% in the armed forces and of those men in non-agricultural positions, many have taken winter jobs off the farm and will return in the spring to farm work. A much larger group of young men are not being met in young farmer courses, but evidently in Wisconsin the young farmer courses are composed largely of former vocational students.

## Making the best use of district meetings

(Continued from Page 271)

- Invite guests to the meeting when a special feature is planned. Frequently, extension workers, school administrators, and school board members enjoy meeting the group and participating in the discussions.
- Hold the meeting at such a time and place that everyone can conveniently attend. This may be in a home, or the members may choose

## A thumbnail sketch of current research on Ohio farm veterans training



L. B. Fidler

ON May 15th the schools of Ohio will have participated in six years of Veterans Institutional On-Farm Training. Legislation is now pending to provide training for Korean veterans. Any future program should take into account the strong and weak points of the present program, as determined by careful research. National, regional, and state studies are under way; Ohio is participating in all three.

The North Central Regional Study, in which Ohio participated along with ten other states, has progressed to the point where some interesting facts have been revealed. Among others, the following facts relating to Ohio veterans appear significant:

	Per Cent	Ohio	Region
Under 25 years of age	23	18	
Partner or sharecropper	26	16.5	
Hired Hand	19	12.3	
Had completed grades			
9-12	68.7	54.7	
No vo-ag training	55.2	67.5	
4 years vo-ag training	13.7	6.5	
No Adult or Young Farmer training	71.7	82.7	
Willingness to pay taxes for adult training in schools	53.33	53.85	
Desire to continue in a similar program without subsistence	65.	62.94	

Additional significant facts should be revealed in an Ohio Study in progress by J. H. Lintner, District Supervisor for Veterans Institutional On-Farm Training. Mr. Lintner's findings will soon be compiled as a Ph.D. dissertation.

L. B. FIDLER

to meet in a centrally located hotel or restaurant. Some groups prefer to meet on Saturdays occasionally. When a time and place of meeting has been agreed upon, most agricultural instructors will give this meeting high priority over local functions that may develop.

- The beginning teacher, having most to gain from district meetings, should observe and learn the first year without carrying the responsibility of an office, and certainly not the presidency.

A well-organized and conducted series of district vocational agriculture teachers' meetings can continue to make a real contribution to the educational program of the State.



# Plans and Program for Volume 25

W. A. SMITH, Teacher Education, Cornell University

AGRICULTURAL Education Magazine begins its "silver anniversary" year as Volume 25 gets underway with the July issue. Under the competent leadership of the past and the excellent support accorded the Magazine on the part of those it serves it has developed into a publication needing no drastic change as the new volume and a new staff continue an uninterrupted period of publication.

Your new staff is mindful of the statement in the editorial mast-head of the Magazine that it is for teachers of agriculture. Any changes to be made in content or policy therefore should be governed by that fact. None such seem to be identified at this time but because you, the readers, may have suggestions from time to time which may not become known otherwise, it is planned to provide space each month for suggestion of problems and topics which you desire to have treated in the Magazine. The main reason for providing this opportunity for your expression is to bring to the attention of teachers and others a suggestion of topics about which they might prepare articles. Also, this could be a useful pool of ideas from which to identify themes for future volumes of the Magazine.

Many teachers, busy as they are, may have neither the time nor inclination to prepare an article for the magazine in the usual length and scope. However, any teacher is likely to have an item of interest and value for others for which an opportunity to express it would seem to be desirable. Volume 25 will include such opportunity under the heading "Tips That Work," a place to tell others of some procedure, device, activity or idea which you have proved to be advantageous to you and which you want to pass on to others in as few words as it takes to tell about it.

Another proposal for Volume 25 seeks to make the Magazine as available as is feasible to the program and activities of the National Vocational Agricultural Teacher's Association. There is no thought here that the pages of the Magazine will supplant the timely bulletins of the N.V.A.T.A. but merely that additional opportunity may be provided to bring to your attention the program of the organization insofar as it is practical to do so.

Volume 25 is planned around a series of themes by months as follows:

- July—Promoting Public Relations—News-writing, Photography and Radio.
- August—Promoting Public Relations—Exhibits, Demonstrations, Contests and Fairs.
- September—Starting the New School Year.
- October—Community Relationships and Participation.
- November—Serving Out-of-School Groups.

December—Improving the F.F.A. Chapter.

January—Relationships with Other Agricultural Agencies.

February—Supervisory Assistance.

March—Professional Improvement.

April—Teacher Selection and Recruitment.

May—Evaluating the Local Program.

June—The Summer Program.

If any of these themes suggest to you an appropriate topic for a story that you wish to tell or a problem about which you want to express your views make a note of it now and plan to get your contribution to the Special Editor in your Region or directly to the Editor. Please bear in mind that Publications must adhere to a schedule. Copy for the Magazine must be in the hands of the Editor three months in advance of the publication date, which is the first of each month.

Don't let the announced themes for the 25th year deter you from contributing. If you have a story or a topic on which you wish to write but may not fit under any of the themes listed, it will always be welcomed and used if at all possible to do so. In fact there are always items of interest and value to be included for which no set of themes would be adequate.

It may seem trite to say that Agricultural Education is your Magazine, but the repetition of that statement is as appropriate as any to convey to you the attitude with which the staff for Volume 25 approaches its task.

In the end the things that count are the things you cannot count.

There isn't any pay day for laboring under a delusion.

## Rural school survey

A recent nationwide survey of rural schools by the *New York Times* indicates that many states are neglecting their children. It shows that about half the nation's 26 million public-school children attend rural schools. During the next ten years the rural nonfarm population is expected to increase by 67 per cent.

Visits to representative rural schools disclose almost shocking conditions. Nearly 3½ million children are being deprived of adequate education because of inadequate buildings, poorly-trained teachers, double sessions, and part-time instruction. It is not unusual in rural areas to find children attending schools a century old, poorly ventilated, unsanitary—even firetraps.

Although there are large numbers of well-trained, competent, hard-working rural teachers in the nation today, at the same time some of the worst teachers are found in rural areas.

The survey revealed one bright spot in rural education: the reorganization of school districts and the consolidation of rural schools. These schools are disappearing at the rate of about 7,500 a year.

"Man's intelligence and spirit grow in a process of interaction with environment. Such growth and development result from continuous adjustment, and the conception of new and fruitful ways of doing things. The school which develops a new generation of problem-solvers is providing the experience, guidance and help necessary to this continuous process. Such a school is logically and inevitably immersed in a deep concern with environment and man's relation with it. This school knows that people's surroundings affect their ability to learn and grow and that people cannot develop their fullest capacities in a deteriorating environment. It is, therefore, deeply concerned with the continuous improvement of that environment."—From *Schools Are Obligated to Improve Community Resources* by Henry F. Becker.



The Future Farmers Chapter at Kenmare, North Dakota recently bought these two registered Hereford heifers to improve the farming programs of its members. The local chapter also owns seven Columbia ewes, three registered Duroc gilts, and two boars. Through these projects we are improving the livestock in the community, interesting the boys in livestock and give the chapter a nice source of income. It also puts learning on the doing level.