PICTURES *of the month...*

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

THESE are entries in the picture of the month contest. A $10.00 award for the first place will be made each month and an additional $50.00 award for the picture adjudged the best of the year. Details of the contest appeared in the April number of "The Agricultural Education Magazine." All pictures should be mailed to J. K. Coggin, State College Station, Raleigh, North Carolina.

▼

ABOVE

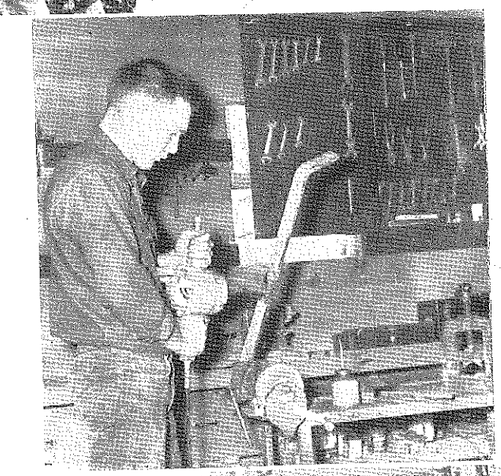
Name of contestant:
Ralph R. Reynolds
Box 36
Bland, Virginia

Name of school:
Bland High School
Vo-Ag Teacher

Camera used: Verichrome 620

Exposure Lens
Opening, f8
Shutter speed, 1/50

Title of picture: "Practical Application of Classroom Teaching"



LEFT

FIRST PLACE

Name of contestant:
William Paul Gray
Eaton, Colorado

Name of school:
Eaton High School
Vo-Ag Teacher

Camera used:
Kodak II Reflex 620

Exposure: Lens, 16
Shutter speed, 100
Press, 25 flash bulb

Title of Picture:
"Home Farm Shop Practice"

RIGHT

Name of contestant:
William Paul Gray
Eaton, Colorado

Name of school:
Eaton High School
Vo-Ag Teacher

Camera used: Kodak II Reflex 620

Exposure: Lens, 11
Shutter speed, 200
Press, 25 bulb
Film, Super XX

Title of Picture:
"End of a Perfect Day"

The AGRICULTURAL EDUCATION Magazine

JUNE 24 AUGUST 1951 NUMBER 2

Two Young Farmers who are entering military service with the Korean crisis an important consideration. (Story on page 27.)

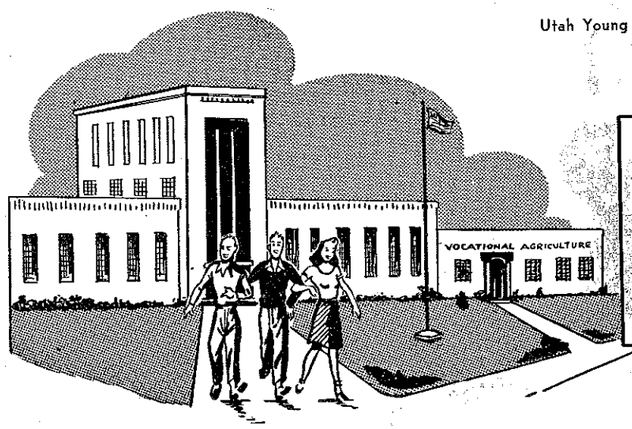
FEATURE ARTICLES ON GUIDANCE

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

Teaching load and quality teaching

EFFECTIVE guidance is an essential in quality teaching for all areas. One important factor is the provision of time which will permit teachers to treat students as individuals. Numerous other factors are important as indicated in articles featured in this issue. Even though we do not become specialists, time will be required to give individuals help and counsel in solving their problems. It takes time to build a file on each student, to maintain records, to hold individual conferences and the like. Therefore as professional workers and as members of professional organizations we have every right to insist on a work load which will permit quality teaching.

Enrollments

What are some aspects of work load which are related to quality of teaching? In a study[1] of work load 35% of the secondary teachers indicated that a reduction in class size was one means of improving the load situation. This item was checked more frequently than any other. Class size in vocational agriculture should be limited. Agreement as to upper limits may not be the same in different sections of the country. However an upper limit of 16 to 20 is generally accepted as essential to quality teaching. How much beyond these figures are present class sizes. Is there an upward trend?

So far as vocational agriculture is concerned the total enrollment which is usually related to class size, is directly related to the supervision of farming programs. In a study of this situation in the North Atlantic Region 27% of the teachers had all-day enrollment of 50 or more students[2]. Teachers with larger enrollments devoted more total hours to individual on-farm instruction but *made fewer visits to individual pupils* than did teachers with smaller enrollments. Insofar as number of visits to each individual student is indicative of quality teaching there is ground for insisting on reasonable enrollments per teacher as a condition essential to quality teaching.

Work Week

Secondary school teachers in the N.E.A. study[3] referred to reported a 48 hour work week with a total of 2¾ hours used for individual help and parent contacts. Is this sufficient time in which to carry out the teacher's responsibilities for individual guidance? Or, should teachers work more hours per week?

Many teachers of agriculture now work from 50-60 hours per week. Furthermore, there is ever growing pressure for "complete programs" for "community programs" and these broader services are quite generally desired. However, the all-day program remains an important service and it is essential that it be of high quality. Teachers of agriculture, in computing their total load might well request that twenty hours per student per year be allocated for individual on-farm instruction. Should we not recognize this element in the teaching load if we are concerned about quality teaching? Should we not recognize that this time must be more or less evenly distributed throughout the year?

In addition to holding down the size of all-day classes we can reduce the time required for other school activities. Teachers studied in the North Atlantic Region averaged 29 hours per week of scheduled duties in school time.[4] This exceeds that of all secondary teachers covered in the N.E.A. Study by 6 hours! Shouldn't we have free time during the school day to work with individual pupils? Can't we arrange schedules so that part of the school day could be used for farm visits? That means having some pupils as well as the teacher free during the latter part of the school day.

Responsibility of Profession

Teachers know what quality teaching is. They want to do quality work. To treat students as individuals teachers need: (1) small classes and limited total enrollments; (2) recognition of time requirements for on-farm instruction, and;

(Continued on Page 45)

[1]National Education Association: *Teaching Load in 1950.* Research Bulletin 29:19. February, 1951.
[2]W. Howard Martin: *The Job of the Teacher of Agriculture.* Mimeo.
[3]Op. Cit., P. 19.
[4]Op. Cit., P. 5.

A guidance program
or "Open the trap door, Richard, I don't want him anymore"

SO; he was dumped on the teacher of agriculture. "Once a person acquires a taste for an improved standard of living, he won't ever voluntarily give it up," so a banker said to me the other day.

This statement has implications for all teachers. We are attempting to so expose our students to the preferred living standards that they may acquire sufficient taste for those types and levels to desire them the rest of their lives. This does not mean only material standards but refers to desirable standards in all phases of living.

Simply because we are the teachers of agriculture does not release us from the responsibility for improving all living standards, as we have the opportunity, for as many students as possible. Only those students in our schools that can be helped more by some other teachers or some other courses should be refused, diverted or guided into those other courses. Along with this, the faculty should consider the question of whether the total value received by a student is more than his debt to the rest of the school. The student who is getting little himself and is costing others time and effort, patience and temper should be guided to "teachers" outside of the school.

When a sixty-year-old farmer with a forty-cow herd and probably $25,000.00 in the bank, says, in a rather apologetic way, "I haven't had very much education" we recognize that he means, very much schooling. He has received plenty of education and has done his job well. There is a place for others in the same type of school; *right out on the job.* They will be happier, will get more out of it and the school will be better.

When we have disposed of these relatively few students we must consider the courses our school has to offer and the individual students who wish to take them. Until such time as we or someone can persuade the town to provide a broadened program, each student should have the privilege of taking the courses that will benefit him the most as long as he is willing to meet the requirements to the best of his ability and opportunities.

On this basis *no course* will be a *dumping ground* but will be the course which can do the most for that student and we may be the teachers. Consider that an accomplishment; especially if we can succeed where others have failed.

Try to set up enough levels of accomplishment as targets so that every student will have a challenge ahead of him and, every student who has the desire to accomplish and is willing to exert an effort, may succeed on a basis within his capabilities. Whether his I.Q. is 84 or 120 he will be a member of our future society and he may acquire the desire for and ability to secure a level of living, with which his country and community will be satisfied and which will enable him to live in peace with himself.

JOHN A. DODDS, Teacher, West Lebanon, New Hampshire

Growing into farming
through vocational agriculture

BRYAN B. BUNDY, Teacher, Lapwai, Idaho

IT is unnecessary to recount the purpose of the Smith-Hughes Law and the other acts of Congress which have given vocational type education its big boost in the United States. However, it would be an oversight if this article didn't point out the fact that vocational agriculture, as taught in the rural high schools of the United States and its territorial possessions, has for its specific purpose, getting boys started in the business of farming. All the phases of vocational agriculture teaching from class room to the supervised farming program, from first year of high school to fourth year in college, from F.F.A. activities through routine community relations, are directed toward that end. Actually the success of any department of vocational agriculture can be directly measured by the proportion of pupils eventually engaging in farming. If a large number become so established the department is regarded as a success. If not, it is considered weak.

Small wonder then, that every teacher is continually revising his methods hoping to achieve that measure of success for his department.

During several years of teaching vocational agriculture and attempting to guide Future Farmers into the actual business of farming, I became more and more dissatisfied with ultimate results. Too many of the boys just didn't become farmers. Too many ended up as day laborers, became service station attendants or found jobs in the sawmill. Their lives 5 or 10 years after graduation showed the same aimless planning characteristic of high school days.

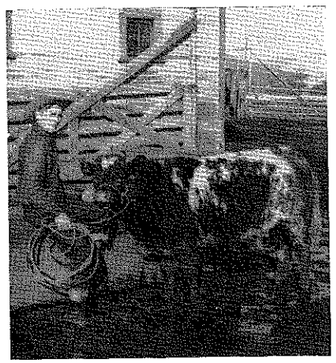
Analyzing the Situation

In considering their cases, I found that most of these boys had started as freshmen vo-ag pupils with no particular goal. They had gone on month after month content to fritter away time on trivial, poorly planned, supervised farming programs. Too often each successive year found them with a different enterprise, none of which was carried for more than a few months. At graduation time, if they did graduate, they were no nearer a farming career than when they entered high school as freshmen. Careful analysis of the boys' problems showed a rather definite pattern. Each one seemed to fit into one or more different catagories. Typical situations follow:

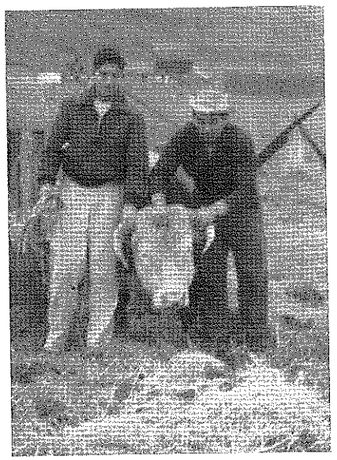
1. Some came from poor farming situations.
2. Some were from rented farms where periods of tenancy were short or uncertain.
3. Some had indifferent or antagonistic parents.
4. Some showed limited mental ability.
5. Some were really interested in something besides agriculture, but encouraged to study agriculture by farmer parents.
6. Some made a poor start in supervised farming in the freshman year, resulting in financial loss or failure.
7. Some were required to work too hard on the home farm without financial or other compensation.

Upon further examination it appeared that my own methods as a teacher lacked system. They appeared haphazard—left too much to chance. There was no definite routine established whereby a boy was regularly and continually encouraged to develop an outstanding supervised farming program. I realized that if I could improve my program and leadership many of these boys should go on to become real dirt farmers. It seemed that the first step was to establish a system designed to accomplish the desired result, then be sure that I carried through to completion. When this was done I would be certain that my role as a teacher and leader had been played to the best of my ability.

About this time I came across Vocational Division Bulletin No. 225 of the U. S. Office of Education, *Directing Vocational Agriculture Day-School Students in Developing Their Farming Programs*. This publication proved very helpful. Here were ideas that if adapted to local situations would go a long way toward accomplishing desired results. So I began to devise means of adapting them to my own specific set of conditions. As a result, the following system



A Lapwai boy with his Shorthorn steer.



The boy, the dad, and the herd bull.

was eventually developed, and once put into practice has been working rather well.

To *begin with,* the boys as freshmen are not subjected to strong propaganda regarding the advantages of a 7-year program of supervised farming, carried for 4 years in school and 3 years afterward. At first, little emphasis is placed on the project, as such, but much is directed toward a complete, integrated program of supervised farming which will lead successively to:

1. The Greenhand degree in Future Farmers.
2. The Chapter Farmers degree.
3. The State Farmers degree.
4. The American Farmers degree.

(Continued on Page 40)

_____ HIGH SCHOOL

VOCATIONAL AGRICULTURE DEPT.
Growing into Farming Through Vocational Agriculture
My Supervised Farming Program

NAME _____ YEAR STARTED IN SCHOOL_____

NAME OF PARENT_____ ADDRESS_____ Telephone_____

SUPERVISED FARMING PROGRAMS	CLASSIFICATION*	IN DAY SCHOOL				OUT OF SCHOOL		
		1st YEAR	2nd YEAR	3rd YEAR	4th YEAR	1st YEAR	2nd YEAR	3rd YEAR
Improvement Projects								
Supplementary Farm Practices								

*Major or Minor

Offices held in F. F. A. (year and office)_____

The planning card used in developing supervised farming programs at the Lapwai, Idaho vo-ag department. This card is now recommended as a permanent record for all departments, by the Idaho State Board for Vocational Education.

What helps a boy get ahead in agriculture?

MAURICE PEARSON, Teacher, Moses Lake, Washington

Maurice Pearson

WHAT helps a boy get ahead in agriculture? Among the many factors which contribute to the success of a boy in vocational agriculture and in the Future Farmer program, perhaps none is so often overlooked or so little appreciated as the help and encouragement given by the parents. The supervised farming program is the backbone of vocational agriculture, the thing that makes it more than just another subject in high school. In most cases it is tied in more or less closely with the farming operations of the family. It necessarily limits the availability of the boy for other duties around the farm and in the home. The way the father performs his various farming operations is going to have a profound effect upon what the boy does and how he does it, notwithstanding the influence of the instructor of agriculture. For all these reasons, the attitude of the parents is going to affect the supervised farming program of the boy. How can we use this fact to the greatest advantage?

Getting a start with the Green Hand Degree.

A great majority of parents of Future Farmers are anxious to help their boys get the most out of the program, and are willing to make sacrifices to do so. I believe that to get fuller parent cooperation in most cases it is only necessary to bring about a better understanding of the aims of the program and the part that they, the parents, have in it. I believe that it is the right and the duty of instructors to show parents (diplomatically, of course) just how they can be of most help to their boy. (I can think of cases in my own experience where the parents have been way ahead of the instructor in this.) What can they do? What does the boy need most from his parents? You may have your own answer, but here is mine.

First, have faith in the boy and what he is doing. Many a young man has made good because his dad believed in him. If a parent has no faith in a suggested project, perhaps the boy should try something else. A child starts learning to respect the opinion of his parents the day he is born, so if he feels that they do not believe he can make a success of a given project, he has one strike on him before he starts.

Second, the parents should show interest in what the boy is doing. Some boys need only to be let alone to make good, but most of them like to have Mom and Dad notice what they are doing.

Interest of Parents Is Desirable

One evening in August a few years ago a boy and his dad came to see me. The father explained the visit in this way: "We are new around here. Howard will be starting high school this fall, and plans to take vocational agriculture. I want him to have as good a start as possible. What would you suggest for a project?" Now maybe that incident is not important or unusual enough to be cause for comment, but if all the parents of students only knew how important and unusual it was to me and to the boy, I believe it would happen more often. Don't get me wrong. I do not mean to say that the boy and his parents cannot or do not in many cases make excellent plans without the advice of the instructor. What I do mean is that the interest and willingness to cooperate shown in this case were a big boost to the boy and his program. Incidentally, Howard started with a purebred Jersey heifer project, and when he finished high school he owned six very fine purebred Jersey cows.

The above incident also illustrates my *third point*—cooperation. Not the "anything the teacher says is right" variety, but the kind that takes the progressive ideas we hope the boy gets in his agriculture and adds the good practical parental touch.

A *fourth* feature that is always necessary in some degree is sacrifice. Parents usually have to give up something for the boy, even if it is only his help during the time he is caring for his projects. This is usually the easiest thing to get parents to do. Few, if any, are unwilling to give something or give up something to give the boys a break.

Success is achieved by hard work, careful planning and the help of parents and teachers. This boy was an American Farmer—1950.

Along with all these things there must be encouragement. Sure, Jim gets compliments on his lamb when it gets to be grand champion. How about giving him a pat on the back when he needs it most, when his pig is sick, or when for months he can't see that his heifer is growing a bit? It might save him from giving up too soon.

The *last* item I would ask the parents for is help. Not that the fore-going points do not constitute help, but physical and financial help when the boy needs it. I do not feel that we as instructors should shrink from accepting suggestions from parents. Definitely, we should encourage them to express opinions regarding the boy's farming program. This will go a long way toward enlisting their interest and cooperation.

How about the cases where parents are financially unable to help? That is always a problem, and it adds to the responsibility of the boy and the instructor to make sure that the project is profitable. When it is, the rewards are that much greater. Even if the parents cannot lend the boy money to buy seed, a helping hand at planting time means more to the boy than just the physical

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Guidance for the "misfit" in vocational agriculture

ALFRED H. KREBS, Teacher, University of Illinois, Urbana

ONE of the most perplexing problems facing the teacher of vocational agriculture is the pupil who does not belong in vocational agriculture. Lack of interest in carrying on an adequate supervised farming program and in the work of the classroom creates a continuous undesirable problem situation. Neither dropping the pupil from the program nor allowing him to continue have proved satisfactory. In the one case, something is taken away without providing a suitable substitute; in the other case, the pupil is continually forced to do things in which he has no interest and from which he will benefit little. As a result, we are faced with the task of finding another solution—one which will be of benefit to the pupil. For this solution we must turn to the area of guidance.

Self Made Decisions

In looking to guidance procedures for the solution to this problem, we must keep in mind the fact that we cannot make decisions for the pupil. The only good and lasting decision is the one he makes for himself. We should, however, do everything in our power to help him arrive at the decision which will be of greatest benefit to him. If we take this point of view, then there are many things we can do to bring about a satisfactory solution to this difficult problem.

First, in order to be of the greatest assistance to the pupil, we must learn as much as possible about him. The teacher of agriculture is in an enviable position to obtain this necessary information. The need for frequent home farm visits—not only to the home of the problem pupil, but also to the home of neighbors who know him well—makes it possible to obtain information which other teachers cannot get. In addition, we should use all available school records and talk with other teachers in the system. The more information we can obtain about the interests, aptitudes, and abilities of the pupil, the better will be our chances of guiding him to a sound decision.

Building A Foundation

Second, we should make a special effort to establish good relations with both the pupil and his parents and make sure that they understand what we are trying to do. They must have faith in the teacher's desire to help and must understand the importance of planning a sound program of training. Otherwise, the pupil will not freely discuss his problems and plans. Without such freedom of discussion very little can be accomplished.

This naturally leads to the use of frequent interviews or talks with the pupil, his parents, and he and his parents together. It is in these talks that the information obtained earlier becomes invaluable. They are, of course, a source of additional information as well. These talks are not to be scheduled with the expectation of reaching decisions after a certain number of talks. Rather, they should occur as additional information is obtained which will be of help to the pupil, and as he feels the need for discussing additional information which he has obtained. It is by means of these talks, in which we provide and interpret information, and clarify the pupil's analysis and thinking with regard to his problem, that we can be of the greatest assistance in bringing about a decision on his part.

Perhaps one of the weakest aspects of our present efforts to guide the pupil is in helping him obtain needed information. We hesitate to make decisions based on insufficient information, and yet we sometimes expect the pupil to "make up his mind" with nothing more than a few moments' thought to the all-important question of "What do you want to do?" He does need information of various kinds. He needs information about occupation, including farming, in which he has expressed an interest or in which he has shown an interest through hobbies, reading, or other activities. We can help him obtain information about these occupations—what they are, their opportunities, training, and requirements—by directing him to suitable literature and by bringing him into contact with workers in these occupations.

Developing Understanding

We should also help a pupil to understand his own interests and abilities better. Only as he becomes aware of his real potentialities and interests will he be able to consider various occupations from a more realistic point of view. We should not underestimate the importance of the need for this understanding of himself. Success in an occupation depends on the proper relationship of abilities, interests and the requirements of the occupation.

A knowledge and understanding of the total offerings of the school also comes under the general heading of information needed by the pupil. It is surprising how little information parents and pupils have with regard to the various curricula offered in the school and the occupations to which they might lead. We cannot afford to "take it for granted" that all pupils and parents know all about their schools even if we think they should.

There are other possible approaches to the problem of the pupil who should not be enrolled in vocational agriculture. One is to enroll him in a course in general agriculture to give him an opportunity to decide for himself whether he wishes to prepare for farming. A second is to refer him to the guidance person in the school. However, since these possibilities are not generally available, they need no more than brief mention here. Where they are available, they should be used as much as possible to supplement our own efforts. They cannot relieve us of our responsibilities to our pupils who have a real problem of deciding whether they should continue in vocational agriculture.

Another approach is, of course, through pre-enrollment guidance—contacting pupils who are potential students (and their parents) before they enter high school. This can do much to reduce the number of such problem cases or "misfits" and should be carried on by all teachers of vocational agriculture as a regular part of their program. Prevention is easier than cure. Since this is probably a part of the present programs, no further discussion is needed here.

The guidance approach to the problem of the "misfits" in vocational agriculture has several implications: first, it is implied that we recognize our responsibilities to all pupils—not just to those we consider good prospects—and that we should guide them "into something," not just "out of" vocational agriculture; second, that we feel a responsibility for the total school program and see guidance as another opportunity to contribute to it; third, that we recognize the "fluid state" of pupil interests at this young age, and think in terms of a flexible school program; fourth, that if the pupil finally decides that he does belong in vocational agriculture, we will do all we can to provide a program to meet his needs; and last, but not least, that we are willing to provide time in an already crowded schedule to help pupils who are in need of a guiding hand at such an important stage in their development.

What helps a boy get ahead in agriculture?

(Continued from Page 29)

work involved. It means that Dad is on his side.

Perhaps it is not humanly possible for parents to do all these things to the optimum degree. As the father of a Future Farmer myself, I know I didn't. But, taking the overall picture, these are the things that the mothers and dads of our farm boys are doing every day to help give the boys a break, and I think they are doing a better job every year. Of course, we run across a man once in a while who does not have time to sit down with his boy and talk it over. I always wonder what he finds to do that is more important, but perhaps I am prejudiced.

To anyone who has attended a National F.F.A. Convention, seen a Star Farmer of America presented on the stage before thousands of people from all over the nation, and heard the ovation given him as he shook hands with his father and kissed his mother, there can be no doubt that parents are giving the boys a break and that the boys appreciate it.

F.F.A. Committee work provides opportunity to train for participation in civic and social affairs.

Guidance for citizenship

KENNETH W. MILLIGAN, Teacher, Stockbridge, Massachusetts

THE establishment of young men in farming and in related fields may be said to be the primary purpose of vocational agricultural education. Now my father once had a hired man who was an excellent farmer in many ways. He knew how to prepare the soil and raise good crops. In some of the manipulative skills of that time this man was an artist. Fate had deprived this man of an education, he could not read and write. Because of this handicap he never enjoyed the opportunity and privilege of citizenship as we think of it today. I say that we must train our boys to be good citizens as well as good farmers.

The eight major divisions of the Program of Work of the Future Farmers of America provides us with an excellent outline for citizenship training. Improving and enlarging the individual supervised farming programs enables each student to increase his contribution to society and makes him a better citizen. Our boys help one another accomplish the real purposes of their supervised farming.

Cooperative activities teach young men to work together for a common purpose without financial or other personal remuneration. Many of our freshmen have objected to working without getting paid but by the time they are seniors they are very anxious to leave our F.F.A. treasury with more money than it had when they entered the department.

Community service plays a very vital part in the development of good citizens. If a near-by farmer is ill or another emergency exists we try to help him. We assist in worthy community enterprises pertaining to agriculture. The main idea is to develop in the boy, the spirit of service in order to improve our rural living conditions.

F.F.A. leadership activities are perhaps our outstanding teaching aid in the development of future leaders in civic life. Our leadership training schools, conventions, contests, publicity and committee experiences are all fundamental in citizenship development.

The practice of thrift is the very basis of a sound financial future for our students. Teach them to save for a purpose not with the idea of hoarding. Money is valuable only for the materials or services which it can secure for us.

Our F.F.A. meetings with the official ritual and the systematic presentation and disposition of business are unexcelled in the high schools of our area. The newer, more reticent boys in our chapter soon feel free to participate in our meetings while they are very reluctant to state their views in their class meeting; for instance.

Improvement in scholarship always provides a goal. Our boys help one another raise their marks. We have prizes for superior accomplishments, both individually and collectively. If our youth learn to strive for higher goals they will continue to strive to raise their standard of living in adult life.

Recreation is, of course, necessary for a full, well balanced life. The high point in our recreational program is our annual father-and-son banquet which is financed entirely from chapter funds earned through cooperative activities. Our boys participate in school athletics, glee club, dramatic club, and other extra-curricular activities.

It seems to me that if the various academic departments in our high schools would develop and carry out a program of work, along the line of the one just described, they would have increased participation from their students and better citizens would be developed.

Mt. Ayr chapter maintains contact with former members

R. E. HAUPTMANN, Teacher Mt. Ayr, Iowa

SOME months ago former F.F.A. members began to drop into the office as they had received their 1-A classifications and some their calls to the armed services. They were thinking serious thoughts and pondering questions in their minds which demanded answers. It was a new and sudden challenge which must be met for the first time in their lives. The majority of these young men were established in farming, several of them married and established in their own homes. Their questions were personal and involved their personal interests.

To date seventeen former F.F.A. members of the twenty-eight now in the armed services have brought their questions to my office or home. We have spent many interesting hours going over record books, discussing contracts and working out agreements. True enough definite agreements were not worked out in every case, but ideas were exchanged which led to agreements. A number of these boys when home on leave drop in to talk over their plans for their future in farming. It is amazing how rapidly conditions change during their absence, which cause them to lose contact with farm problems.

I discussed with the senior class the possibility of the chapter preparing an F.F.A news letter and mailing it to each former member in the armed services. They were very enthusiastic and offered many suggestions as to content and method of handling it. As a result it was decided that the senior class would prepare the news letter and mail each former member a copy each two weeks. The president appointed four committees each with a given responsibility. The commercial department is cooperating by assigning second year students the task of typing and mimeographing the letter. A card file of the names and addresses of the servicemen is maintained by one senior student. A record is made on each card of each issue of the service letter mailed. The letters are mailed first class in department envelopes.

All chapter members as well as myself, get a real pleasure from reading letters received from the boys in service. These letters received are fastened in a folder for that purpose and kept on the desk at the front of the room, where all members have access to them.

I have a deep conviction from reading these letters and talking with the boys home on leave that these news letters are doing a lot of good for those in service. Too, those of us preparing the news letters are getting a lot of good from the project. It is only natural that when our efforts do someone else some good, we ourselves receive good from it.

Teachers can make . . .

Vital contributions
to the guidance program

PAUL F. SPRAGGS, Teacher, Halifax, Virginia

FEW teachers in the rural secondary school can make more meaningful contributions to the implementation of a functional guidance program than the teacher of vocational agriculture. Highly trained, possessing much information relative to the needs of the community and experienced in guidance, the vocational agriculture teacher's contributions to the program should be rich and colorful. And indeed his help should come quickly once the program is initiated by the administrators. Why? Nearly 30% of the boys who have taken vocational agriculture in high school are now engaged in other pursuits as their life's work. Largely this situation is the result of inadequate guidance, stemming from sundry causes and failures. Realizing this and aware of students' needs for assistance in making adjustments, today many administrators are working diligently to provide adequate guidance services for the pupils of their schools.

Services To Groups

What contributions to the guidance program can the teacher of vocational agriculture make that would afford valuable and purposeful services to students in groups? From among the many the following are listed:

1. Visit all elementary schools in the community and familiarize the students with the program of vocational agriculture being conducted in the high school.
2. Sponsor N.F.A. or F.F.A. programs in elementary schools and encourage and invite active participation therein by students of the feeder schools.
3. Allow students of the elementary schools of the community to tour N.F.A. or F.F.A. projects, and solicit their participation in fairs and social activities.
4. Provide teachers of elementary schools with information relative to vocational agriculture as presented in the high school and assist them in developing understandings of the community's agricultural needs and opportunities.
5. Cooperate with pupils and teachers of the high school to see to it that all new students have opportunity to take an active part in some of the school's activities as soon as feasible after enrolling or registering.
6. Have N.F.A. or F.F.A. boys to act as big brothers to new students during enrolling or registering.
7. Provide meaningful exploratory courses in agriculture for all students entering the school.
8. Cooperate with administrators, teachers and students in writing a hand-book setting forth the school's offerings, activities and requirements for graduation and join with others in interpreting the book to new students.
9. Cooperate with faculty members in sponsoring career-days, college-days and open house activities.
10. Familiarize students of vocational agriculture and those in exploratory agriculture with the many job opportunities in the field of agriculture.
11. Offer courses in prevocational agriculture wherever feasible.
12. Sponsor an active F.F.A. or N.F.A. chapter.

Some reasons for providing services to individuals in groups are:

1. To aid students in becoming quickly oriented to the high school.
2. To establish and maintain articulation between the high school and the elementary schools of the community.
3. To help students in bridging the gap emotionally between elementary and high school and between high school and college or life's work.
4. To assist the students in developing a feeling of belonging to the school.

Services To Individuals

What contributions to the guidance program can the teacher make that would provide meaningful services to students as individuals? Perhaps the most significant are:

1. Make an individual inventory of each student and prospective student of vocational agriculture to determine his aptitude or potentialities, physical status and health, educational achievement as evidenced by marks in subjects and on tests, stability of purpose, work experiences and history—personal data about student, his home and his parents.
2. Make available myriads of occupational information for boys to use in arriving at a decision as to the vocations they intend following.
3. Counsel all students and prospective students of vocational agriculture to assist them in solving problems, in making vocational choices and in selecting enterprises for supervised farming.
4. Provide close supervision of supervised farming programs of students so as to be able to lend assistance wherever and whenever needed.
5. Keep anecdotal records on each student and prospective student of vocational agriculture.
6. Visit each student's home, talk with his parents and get to understand them to the end that desirable relationships between the students and his parents may be achieved when necessary.
7. Provide opportunities for placement of students.
8. Contact and assist graduates of vocational agriculture and drop-outs from the program in meeting their adjustment problems.

Some of the reasons for individual guidance are:

1. Helps the student in understanding himself that he might, as a result of that understanding, select a vocation in the light of his ability to profit therefrom.
2. Helps the pupil to develop self-confidence.
3. Affords the pupil assistance in arriving at satisfactory solution to difficult problems.

In what way can the teacher of vocational agriculture contribute to the guidance program of the school so as to render services to teachers and to the administration, one may ask? A few of the ways in which this may be accomplished are:

1. Make available to teachers and counselors such records of students and prospective students of vocational agriculture as they might need to gain clearer pictures of those students.
2. Collect, catalogue and disseminate to teachers and counselors current information on jobs and job opportunities in agriculture.
3. Help teachers and counselors in selecting films depicting agricultural occupations.
4. Make available to teachers, administrators and counselors the findings resulting from study and follow-ups of graduates and drop-outs of vo-ag classes.
5. Familiarize teachers with the role of vocational agriculture and of how that role is accomplished.
6. Familiarize teachers, counselors and administrators with the agricultural needs of the community and of the agricultural opportunities.

One of the services of a school's guidance program should be that of continual study of the school's offerings and achievements to determine how fully the needs of all of the pupils are being met—those that are graduated and those that drop-out. In light of those findings and other studies, the program may be justifiably altered to more nearly meet students needs. In implementing this service the teacher may help by making surveys of the school's community to determine current needs and opportunities and may continue his study and follow-up of graduates and drop-outs. ●

Guidance *and* placement
in agricultural education

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IT may be surprising to some to learn that a great deal of research has been completed bearing directly on some aspects of guidance and placement in agricultural education. However, it may be just as disquieting to learn that some problems have been studied very little, if at all. The purpose of this article is to interpret the recent research and to suggest phases of guidance and placement which should be studied.

The term, "guidance and placement" is here given a broad interpretation in selecting titles of studies to be reviewed. Some studies are included which may also appear in articles to follow in the series of interpretative reviews.

Kenneth Nelson

It did not seem feasible to secure original copies of all the studies that might be classified under this heading. Rather, the writers have depended, to a considerable extent upon the annotated bibliographies prepared by the A.V.A. Committee on Research in Agricultural Education (125) (126) (127), annd the files of *The Agricultural Education Magazine*. The review goes back approximately fifteen years. This is not to imply that significant studies were not made prior to 1935. However, coverage of the last 15 years seemed to be one feasible way of reducing the scope of the review to such size that is could be done in the limited time and space available. This review is further limited to the high school level of instruction, although many studies relate to two or more levels.

The Importance of Guidance of Farm Youth

Space does not permit detailed listing of findings nor summary statements. The interested research worker or teacher will want to read reports of specific studies in which he is interested. This article will seek (1) to point to the studies which appear to have implications for guidance; (2) to indicate the kinds of questions that have been investigated; (3) to stress some of the general strengths and weaknesses which appear; (4) to appraise the contributions of the studies, and (5) to make suggestions as to studies which need to be made in the future.

One of the more often recurring recommendations made by persons who have made follow-up studies of former students of agriculture has been that of need for more attention to guidance. These researchers, in few if any instances, conducted studies primarily to find out if guidance was provided, but the facts they have uncovered usually have led them to the conclusion that insufficient guidance had been available in the situations they studied. Those who have made follow-up studies of former students cite the percentage of such students who do not enter farming as evidence. Difficulties in becoming established in farming are pointed out as evidence by others. Some have reported former students as saying that they received little guidance while in school (117).

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.

There is evidence that, although teachers of vocational agriculture feel that a great many specific guidance activities are important, they do not carry out these activities in a degree commensurate with their rating of importance (85).

A recent interview study by Martin (77) revealed, among other things, that "friends, not the high schools, were informing boys of opportunities of getting training for farming." This calls attention to the need of pre-enrollment guidance.

Guidance Responsibilities of the Teacher of Vocational Agriculture

Very few studies reveal the scope or frequency of the teacher's guidance activities. Recent studies (49) (130) (134) which have analyzed the reported activities and use of time or activity by teachers of vocational agriculture reveal little which can be specifically identified as guidance except for time spent in individual conferences, home visits with students, and follow-up of former students.

Nelson and Heatley (85) found that those guidance activities pertaining particularly to vocational and educational planning were considered most important and most frequently were included in their work by Michigan teachers. On the other hand, they found the use of guidance tests, anecdotal reports, occupational surveys, and follow-up studies considered least important and least frequently used of the twenty-two guidance activities included in the survey. The importance of an organized, school guidance program in the guidance role of teachers is revealed by the significantly greater participation in these last-mentioned activities in schools where the stimulus and assistance of an organized school guidance program was available. Studies by Harden (46) and Nelson and Heatley (85) indicate the need of teachers for more help in guidance materials and methods.

Two areas of needed research stand out as regards the guidance responsibilities of teachers of vocational agriculture.

1. Further study of the guidance needs of students. This should be done by going to the students rather than going to their teachers. Bender's (12) study of problems of out-of-school youth is illustrative of this technique.
2. We need to study and to further define the guidance role of the teacher of vocational agriculture in the typical, small high school which cannot afford a well-trained, full-time guidance worker.

Selection of Students of Vocational Agriculture

Follow-up studies of former students, and factors associated with farming status, to be reviewed at a later point, furnish a wealth of data useful in setting up criteria for selection of students for classes in vocational agriculture. Studies more directly concerned with the process of selection will be reviewed here.

Mondart (81) developed a score card which is suggestive of some of the items which might be considered in the selection process to be carried out with prospective students of vocational agriculture. However, more research is needed to determine the validity of the items listed in score cards such as this, since there basis is, in the main, that of opinion. Wood (145) studied the opinions of pupils, instructors, and administrators as to the significant factors in the admission of prospective students of vocational agriculture in Connecticut. Expressed interest in agriculture and the ability to carry out supervised farming programs are the two most important factors found in this study. Surveys by Bolton (18), Hocking (51) and Kerry (61) substantiate the above opinions as to important factors in selection. Educators feel that selection is a shared responsibility between the teacher and the administration (18) (145). Martin's (77)

study points out the need for the teacher to engage in pre-enrollment activities with prospective students.

There seems to be considerable evidence based upon opinion as to the factors important in selection of students. The crucial needs for research in this area, however, center about the following general topics:

1. Experimental studies into the validity of some of the criteria proposed in the available opinion surveys.
2. The identification of practices that will increase the status of vocational agriculture in the eyes of high school students and others so that more high-ability farm boys who have appropriate interests and facilities will be attracted or retained.
3. Study of techniques of orientation and research into the validity of psychological measurements of attitude, interest and aptitude so that counselors, administrators and teachers of vocational agriculture can use them better to do pre-enrollment counseling.
4. Study of the specifics in the relationship between teachers of vocational agriculture and school administrators which results in the most effective selection of students.

Measurement of Aptitudes Important In Agriculture

There is a dearth of reported research into what mental abilities and what levels of mental abilities are required for successful adjustment in agricultural occupations. In spite of the importance of farming and related occupations among the vocations available to American farm youth, psychologists and research workers in guidance and education have failed to provide evidence as to the importance of various kinds of aptitudes in these occupations. Many teachers of vocational agriculture would claim that the management and operation of a modern farm require a high level of general mental ability. Yet there is little research available to substantiate their claim.

Evidence from World War I analysis of the Army Alpha indicates that the median score of farmers in the armed services in World War I was slightly below the median of all individuals tested in this scale (120). Unfortunately, analysis for the Army General Classification Test score used in World War II does not reveal scores for "farmer" or "farm operator." The only figure available for World War II is that of the median score for "farm worker" which was at about the twenty-fifth percentile of all white enlisted men in World War II. The above figures need to be interpreted rather carefully because of the bias introduced by deferments given farm workers and operators.

Another comparison available from the World War II study is that between "high-school agricultural student," and "high school academic student." A small, but representative sample of high school students in agriculture of World War II was found to have a median score about at the median of all white enlisted men, while the median score of high school academic students was found to be about one-half standard deviation above the average of all white enlisted men (120). Moore (80) found no significant difference in the mental abilities of small samples of rural and urban boys in a small mid-western community.

Important areas for research in the field of aptitudes important to agriculture could be listed as follows:

1. Exploratory analysis as to the personal characteristics important to success in farming. Reiss (105), in cooperation with the department of agricultural economics, psychology, and the extension service of Illinois as well as the U. S. Department of Agriculture, is making some progress in this direction. Further research such as this which combines the efforts of a number of disciplines should be inaugurated in other states.
2. Studies of the validity of the U. S. Employment Service General Aptitude Test Battery in the prediction of success in agricultural occupations should be undertaken in more states. Several studies of the application of this battery to high school students have been made in Ohio and Minnesota (35) (95) (108). The application of our present knowledge of differential mental abilities may prove to be particularly valuable with respect to agricultural occupations.

Vocational Interests and Attitudes

Much of the research relating directly to students of vocational agriculture centers about interest as expressed by occupational choice and attitudes of rural youth toward farming and agriculture. Very little research has been reported on the use of psychometric measures of interests and attitudes with rural youth.

The specific occupational choices of youth change greatly through the high school period, as was indicated by Anderson's (4) finding that only 37.4 per cent of boys in the twelfth grade in Pennsylvania retained their ninth-grade choice. However, the measured areas of interests of high school youth are somewhat more stable, as illustrated by Taylor's (131) report that 69 per cent retained substantially the same measured interests patterns through the four-year, high school period. Measured interests seem to change very little from late adolescence to adulthood (25) (124). Although substantial relationship has been found to exist between the vocational interests of fathers and sons, at least one study has found non-significant differences in measured interests between farm and non-farm pupils of a small mid-western rural community (80).

There is ample evidence that the occupational choices and attitudes of youth are unrealistic and that reasons for their choices and attitudes are, in the main, not clearly formed nor valid (4) (82) (117). In a recent study of the vocational attitudes of a carefully selected sample of over 3,000 high school boys, it was found that the sons of farmers were more realistic and conservative in their vocational choice than sons of any other vocational group (117). This same study also indicated that the vocation of farming does not have the prestige value nor the attraction for vocational choice that professional, supervisory, or white-collar jobs have in the eyes of high school boys in general.

Several psychometric measures of attitudes toward agriculture have been developed (17) (83) (139), but little research beyond this stage is presently available.

An outdoor scale has been added to the Kuder Vocational Preference Record (65) which should make it more valuable for use with students of vocational agriculture. Unfortunately, no validity data are presently available with reference to agricultural occupations. A veterinarian scale and a vocational agriculture teacher scale have been added to the Strong Vocational Interest Blank and are presently being included in the interest profile prepared by the Engineers Northwest scoring service (123).

When one considers the importance of interests and attitudes to learning and to occupational adjustment, the need for more carefully planned and executed studies such as those made by Anderson (4) (5) is clearly apparent. Gutmann's (44) (119) scale and intensity analysis of attitudes is a simple, non-mathematical approach which has promise for the study of attitudes important in the guidance of rural youth. The Army Research Branch's (119) study of attitudes toward agriculture and farming with personnel about to be discharged at the end of World War II is illustrative of this type of analysis. The study of relationships between measured interests and attitudes, and the establishment of additional occupational, normative data for interest measures may aid in making the guidance of farm youth more effective.

Student Records

Only a limited number of research workers have been concerned with studying systems or methods of recording information on students of agriculture for guidance purposes. Lattimer (70) surveyed 51 teachers on records being used and items to include. He suggested a form for a cumulative record and a list of criteria for individual records. Bristol (20) presented a method for recording vocational follow-up information in one high school. Runk's (110) study dealt with the mechanics of forms for recording all data for a department of vocational agriculture and makes no special reference to use of records in guidance.

Nelson and Heatley's (85) recent study in Michigan shows practices in one state. They found 90 per cent of the teachers of agriculture had a record file for individual students in the department. Of these departments, 99 per cent contained plans and/or records of supervised practice programs and 42 per cent had notes of visitations and student conferences. On the other hand, only 14 per cent of these teachers had on file guidance tests results.

It should be apparent that if teachers are to make adequate use of information about their students whom they are to counsel, more attention will need to be given to the study of kinds of information which should be available, and to suitable means of accumulating them in a systematic manner.

Techniques of Counseling

Because of the increasing emphasis upon individualized relationships between teacher and students in agricultural education, it is likely that more research into the process and the procedure used will be attempted in the future than now seems to be available. Research in the area of professional counseling is placing increasing emphasis upon counseling as a learning process in which better understanding of self and environment is achieved, new attitudes are learned, and the ability to solve problems is encouraged. Counseling is nearly always an individualized and personalized one-to-one relationship in learning. This view of the counseling function is in contrast to that found in "therapeutic" counseling which attempts to provide help for the seriously maladjusted personality.

Very little research has been reported as regards practices, procedures, evaluation of results, or typical content of individual student conferences held by teachers of vocational agriculture. Bender and McClelland (13) found quite close agreement in the vocational counsel offered by teachers of vocational agriculture when compared with that offered by trained counselors in a university counseling center. This was for a rather small sample of cases but is suggestive of further research.

Evans (37), in a survey of pupil reaction to project visitation, found that pupils desired more frequent visits by their teacher than they received, and particularly at critical times in the development of the project. MacDonald (75), in a study of individualized instruction and planning concluded that more time should be given to this function since, in his opinion, more actual learning took place with individual work than with group work.

Suggested research in this area could well include:

1. Studies of content of individual conferences held by teachers:
   (By analysis of conference notes or tape recordings.)
   a. to discover what is typically discussed in such conferences.
   b. to discover what interviewing and counseling methods are more effective* with variable counseling situations. For example, teachers vary in method from direct advising to suggestion, to persuasion, to explaining, depending upon their own personality, the student involved, and finally upon what is being discussed.
   [Researchers in counseling are using techniques which may be adapted here. See (57) (100) (114)].
   c. to discover methods of improving teacher skills in this area.
2. Studies into the relationship between group methods of instruction or orientation and individual methods. [See (121)].
3. Studies into comparative effectiveness of group methods versus individual methods of handling various kinds of instruction as well as personal, social, educational, and vocational adjustment problems.

Carefully conducted research in this area could make important contributions to our knowledge of learning and method for group, as well as individual procedures in education.

*Criteria of effectiveness might well be considered at two levels: (1) at the level of student reaction during or immediately following the interview or class in terms of acceptance of ideas, change of attitudes, and improved insights and understandings, and (2) at the level of changes in behavior or practice by the student following the time of the conference or class.

Group Guidance

All research relative to group procedures of orientation, educational-occupational planning and personal-social adjustment will be arbitrarily grouped in this area of group guidance. This is an important area of guidance activity since a majority of teachers of vocational agriculture include some orientation activities in their beginning classes, and also some group consideration of the opportunities and requirements in agricultural occupations. (85).

Little research was found in the literature on agricultural education bearing upon the use of group guidance techniques. However, pertinent research is available in the general guidance area. Kefauver and Hand (59) made an evaluation of group methods in guidance in which they found a more effective job being done in imparting vocational information than in areas of educational planning and social-civic guidance. Bennett (14) has shown that orientation is more effective with small groups in which a great deal of student participation is encouraged. Stone (121) found that group orientation served as a useful preparation for vocational counseling, and that students who received help in both group and individual situations made better vocational choices when compared with those who participated in group work alone.

Needed research in the group guidance area might include the following:

1. Studies of student needs and problems relative to orientation and group guidance. Useful in planning such studies would be various problem check lists (12) (106).
2. Evaluation of group guidance programs, particularly those of orientation.
3. Development of criteria of student adjustment considered important for various group guidance procedures.
4. Studies of the complementary relationships of groups and individual guidance methods. Stone's (121) study mentioned above is illustrative.

Occupational Information in Agriculture

Although a number of useful materials have been compiled in this area, there is serious need for more research and the development of more useful materials and methods (85). Hulslander (55) has prepared a manual of occupational information in agriculture containing a list of agricultural occupations according to the U.S.E.S. Dictionary of Occupational Titles, as well as a selected number of job briefs. Brown (21), in cooperation with a large number of agricultural leaders in West Virginia has compiled a handbook of information entitled "Agricultural Occupations and Opportunities in West Virginia." The "Occupational Outlook Handbook" (94) prepared by the U. S. Department of Labor provides information about a number of agricultural occupations Byram (23) has prepared a chart outlining occupations for agriculturally trained persons.

Perhaps the most important occupational information available to students and teachers of agriculture can be obtained by a first-hand study of the occupations found in the school community. Occupational surveys have been made by a great many schools, although only a few have been published (9) (19) (143). Teachers of vocational agriculture feel that information about occupations related to farming is one of the principal values of such a study (85).

Needed research in this area includes:

1. The development of more information about occupations related to farming.
2. The development of effective methods of studying local opportunities in agricultural occupations.
3. Studies to determine the value of farm experience and/or training in high school, vocational agriculture for workers in particular agricultural occupations.
4. The development of regional or area lists and classifications of agricultural occupations.
5. The study evaluation, and compilation of bibliographies of suitable occupational information relating to agricultural occupations. (This should include visual as well as printed materials.)

Opportunities in Farming

Effective counseling depends upon knowledge of occupational opportunities. Due in part to the fact that there are more farm youth than can be absorbed on farms as operators in most communities, counselors are concerned about getting a true picture of farming opportunities. Research workers have studied opportunities from a number of angles. For a thorough review of studies made up to 1943 the reader is referred to the comprehensive review by Wright (146). However, selected studies of interest, including some of those made since the Wright (146) summary, are mentioned here.

Local studies of opportunities have been reported by Atherton (9), Alton (3), Bullard (22), Gridley (43), Larriviere (67), McProud (74), Reid (104), and Townsend (137). These might be regarded in the nature of demonstrations of how local opportunities might be studied. In some instances case studies were made and usually interviews were used to determine existing opportuni-

ties for farming in terms of farms to rent or buy, partnerships or farmers needing help. In most instances some effort was made through study of these data and ages of farmers to arrive at predictions of future opportunities.

Identification and/or estimation of opportunities on a wider scale have been made by Davis (28), Knight (63), Kreitlow (64), McClelland (73), and Tolbert (136), and two studies have been made by Hatch (46) (47). These studies have yielded some useful techniques for studying and estimating farming opportunities. Sweany (128) has suggested a formula for application to census data that may be used to predict the number of new farm operators needed annually. In his dissertation, Sweany (128) analyzed data from yong farmers in Indiana to show typical patterns of establishment. He found that there was a tremendous variety of routes by which young farmers have become operators and that, therefore, "opportunities" need to be interpreted in the broadest sense. He also found that one-third of the operators had at sometime been employed in non-farming occupations.

Only a few of the studies referred to have included data on occupations related to farming in their reports. These include Atherton (9), Knight (63) and Nylund (93). The fact that Atherton (9) found 23 occupations related to farming employing 664 white males would indicate that such opportunities are numerically important enough to consider in most studies of occupational opportunities for farm youth. Nylund (93) found that opportunities in related occupations increased during the war period.

Much more research in this area needs to be done, particularly on opportunities available and used by young men in climbing the ladder to operatorship and on related occupations. We need to know much more about opportunities in occupations related to farming before we can present reliable and valid information to pupils and be in a position to counsel them wisely. Teachers should be cautioned that generalizations made from such studies should be confined to comparable, type-of-farming areas.

Although, as pointed out, a number of techniques have been developed for studying farming opportunities, it is the impression of the writers that the rank and file of teachers still regard these as researcher's techniques rather than practical teacher tools. They are waiting for simple, practical ways of quickly finding, locating and estimating or predicting farming opportunities of various types. Perhaps there may also be ways of enlisting student participation in such studies.

Follow-Up of Former Students of Agriculture

A study of what has happened to former students of vocational agriculture in a community is probably one of the best that can be made by a teacher. Such a study should be continuous, however, and not just made as of a given date, not to be repeated. The information provided by such a study can be of considerable value for the guidance of local students. Teachers wishing to make such studies can get suggestions on methods of making a local follow-up study by reviewing one or more of the studies by Adams (1), Armstrong (8), Bartley (11), Condo (27), Duhon (34), Furr (39), Garrison (40), Hoopes (52), Martin (78), Randall (102), Reese (103) or Theodorou (132), to name only a part of those reported. Few of these local studies have established findings which could be widely applied, although a number of the persons making these studies have attempted to find factors associated with the occupational status of the former students. Their efforts have not resulted in the establishment of relationships between factors and status which would have wide application because of small numbers included in the surveys, because of failure to use proper statistical procedures or because of inability to control factors.

It should also be recognized that few of the makers of these local studies had foremost in mind the value of the study for guidance purposes, although one of the typical conclusions arrived at is "the need for guidance," Reese (103). Rather, these teachers appeared to be motivated by a desire to evaluate their programs through a study of the product. However, Bartley (11) did attempt to measure job satisfaction through an interview procedure. He reported that former students who were farming were better satisfied than were former students in other occupations.

It was pointed out that a number of follow-up studies have been made involving several departments in a given state. Most of these are typical status studies, with purposes similar to those made by teachers in a local community. These studies have involved larger numbers. A few of them have made fairly adequate statistical analysis, so that the factors associated with occupational status can be accepted with a little more assurance than for the local studies. The reader may be particularly interested in those made by Anderson (5), Bailey (10), Deyoe (29), Everett (38), Hill (48), Hitchcock (50), Hulsey (54), Kline (62), McCann (71), Nabours (84), Marvin Nicol (89), Melvin Nicol (90), Nylund (92), Peterson (97), Poffenberger (99), Porter (101), Roberts (107), Salem (111), Ulmer (138) and Young (147).

These studies contain some valuable information for counseling, because a knowledge of the factors associated with establishment in farming is of value in helping to predict the likelihood of a given boy becoming established in farming. The studies have shown the extremely small proportion of town boys who become established, but also the increasing or cumulative likelihood of farming by boys who are from good farms, from medium to large farms, who take more years of vocational agriculture and do not have many brothers. The reader is again referred to the Wright (146) summary for a more extensive summary and interpretation.

Only three recent studies were found of follow-up of large numbers of former Negro students in agriculture, Byrd (24), Hudson (53), and Palmer (96), although McCann's (71) survey included both Negro and white. It would appear that more such studies should be made to get more and better data for counseling Negro farm youth.

Of the studies which have sought information regarding the success in college of former students of vocational agriculture, a pioneer one made by Magill (76) and a recent one by Bicknell (16) is of interest, since they supply information of value in counseling students of vocational agriculture in regard to their educational plans. So far as is known of studies of this type no evidence has been found that college students who were former high school students of agriculture were handicapped by enrollment in such courses.

It is disappointing to find so few studies that have been repeated or projected over a period of years. An outstanding exception is the one by Anderson (5) in 1933 and 1943 and further reported on by Young (147) in 1947. As an example of the value of this type of study for counseling, a study by Anderson (4), referred to earlier in this article, found that vocational choices change during and after high school.

Anderson (5) also found that the per cent of boys farming declined, the longer the boy was out of school. This is supported by the findings of Deyoe (29) and Kenestrick (60). However, the peculiar contribution of Anderson (5) was that he compared *the same boys at different times rather than different boys at a given time who had been out of school varying lengths of time.* Thus is contrasted the longitudinal approach as made by Anderson (5) and the cross-sectional approach as made by others.

Guidance workers should realize, as a result of these studies, that the per cent of pupils reported to be in farming at high school graduation, or at time of drop out is not an accurate measure of the vocational destination of enrolled students. On the other hand, the decline in after-school years, in the number farming may reflect the inability or unwillingness of the teacher adequately to counsel boys and to aid them in becoming established.

It does not seem useful here to report further on the several studies of State Farmer and/or American Farmers, since they differ from those reported mainly in their selection of former students to be studied. These studies by Bertrand and Thurman (15), James (56), Lamendola (66), McKim (72), Miller (79), Newcomer (86), Pilster (98), Rogers (109), Sharitz (115), Smith (116), Timmons (133), Wayman (141), and Weiler (142) follow similar patterns. However, the study by Sharitz (115) compares State Farmers and non-State Farmers. It would appear that we have a pretty good answer to the question of what is the occupational history of most State Farmer degree recipients, at least for the first four years out of school.

Problems in Establishment in Farming

Establishment of young men in farming is dependent upon guidance, and requires counseling of a high order. Research workers, in an effort to find in-

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Growing into farming

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5. A sufficiently large program of supervised farming which will enable the individual to enter the business of farming by the time he is twenty-one years of age.

The supervised farming program is talked up in class. The boys are encouraged to tell of their plans, to write their plans on paper, to make financial statements and budgets. As each boy begins his program, he is asked to report to the class. Pride develops, enthusiasm builds up, a spirit of competition grows.

As developed, the supervised farming program has certain definite parts, all integrated. Each boy is encouraged to use most or all the parts. Those parts are as follows:

1. A seven year plan.
2. A continuation program increasing in size and scope with each year.
3. One or more *major* enterprises, based on home conditions and the boys personal preference.
4. One or more *minor* enterprises.
5. One or more *contributory* projects.
6. Several farm and home improvement projects.
7. As many supplementary farm practices as possible.
8. Placement for farm experience (where needed).

To make this visual, a planning sheet is used. (This card, see page 28, is now recommended as a permanent record by the Idaho Department of Vocational Agriculture Education.) Each boy is encouraged to make plans, make them *again*, then *again* and *again*. Gradually as he becomes familiar with the system he begins to think and talk in terms of a supervised farming program. After awhile individual projects are fitted into the plan much as pieces are fitted together to form a complete puzzle.

This same technique is used in successive years but less intensively for experience has shown that once the basic foundation is laid, the majority of boys continue the long time program.

The *second step* in planning the supervised farming program, and one which is used in all the four years of high school and to some extent during the three years after graduation, is the home visit. Here's how it is done:

1. A definite appointment is made for a given date and hour with one, or preferably both, parents present.
2. That appointment is kept in company with the boy.
3. The following items are taken along:
   a. The supervised farming record.
   b. The supervised farming planning card.
   c. Illustrative material of an inspirational type, such as pictures of other boys and their projects.
   d. Plenty of enthusiasm. (No voag teacher who is on his toes and doing a good job needs to be apologetic.)
4. The program is explained in a straight-forward professional way, briefly but thoroughly. It is made clear that the vo-ag department is interested in the boy and is ready and willing to help him succeed. In making this explanation the parents are given a good sales talk somewhat along the following lines:
   a. John is an interested, enthusiastic vo-ag pupil and Future Farmer.
   b. He claims to be interested in (name the enterprises). "Isn't that right, John?" (Get the boy to agree.)
   c. "John needs your support (The Parents). Are you willing to give it?" At this point the vo-ag instructor emphasizes that:
      1. The boy isn't expected to take over the whole farm.
      2. The boy must make the supervised farming program pay its way.
      3. The boy must show results.

It is very important to secure the mutual agreement of the boy and his parents; otherwise plans may miscarry.

5. The parents are encouraged to talk and offer suggestions. Frequently their ideas will go far beyond either the teacher's or the boy's hopes.
6. A definite plan (for at least one and preferably two years) is formulated during the freshman year. But at the same time, emphasis is laid on the fact that this is only the beginning. Planning continues year by year as long as the boy is under the supervision of the vo-ag department.
7. Plans are recorded on the planning card. And the boy is required to record these same plans on a copy of the record card which he keeps in his note book, along with his supervised farming record and Future Farmers official manual.
8. The instructor follows up with frequent home visits during which recommendations are made and recorded on the reverse side of the planning card, and further plans are developed.

The *third step* is a regular system of checking records. Instructors methods will vary in getting this done. One way is to have a regular record day, weekly or bi-weekly, at which time each boy's records are checked, omissions noted, and errors corrected. Unless records are made regularly, boys become slipshod or fail to make entries at all. Firmness and regularity will soon get boys in the habit of making these entries. It is only through diligent action that anything resembling accurate records can be achieved.

The *fourth step* is to definitely point the way toward each next higher degree in the Future Farmers of America organization. The teacher makes sure that the boy wins that degree, if at all possible. The fourth step can be tied in closely with steps one, two, and three. It can aging accurate records, and in stimulating the boy to continue with his supervised farming program.

The purpose of this is to help the boys be made particularly valuable in encour-

(Continued on Page 45)

Teacher placement*

H. B. SWANSON, U. S. Office of Education

H. B. Swanson

IN 1950 teacher training institutions qualified 2,895 new teachers for white schools and 389 new teachers for schools for Negroes, both being record figures for the number of new teachers prepared. Table I reveals that the percentage placement of new teachers in vocational agriculture continues to drop with but 1,325 (45.7 per cent) of the 2,895 new teachers qualified in 1950 being placed in vocational agriculture. This indicates a marked surplus of new teachers for the regular program in vocational agriculture, particularly since the number (145) and per cent (5.0) of those reported as not placed shows a marked increase. With 973 (33.6 per cent) of the new teachers placed in other teaching, almost exclusively in the institutional-on-farm training program for veterans, and 452 (15.6 per cent) finding employment in positions other than teaching, the ill consequence of a surplus of new teachers has been mitigated. A very few individual States, however, are still in a shortage position with respect to teacher supply since there are four States that report placements in vocational agriculture of 71-80 per cent of those trained, one State 81-90 per cent, and two States with 91-100 per cent of new teachers placed in vocational agriculture. High percentage placements of this type leave a narrow margin. One of these States, particularly, calls attention to the fact that it is still necessary, because of shortages of agricultural teachers, to extend temporary permits to a considerable number of teachers. The reports from the States with reference to the supply of Negro teachers relate that during the war years it was necessary to issue special temporary certificates to teachers who were not fully qualified. Due to the greater supply of fully qualified teachers, special certificated teachers now are being rapidly replaced by those who are fully qualified.

The entire teacher supply situation, while tending toward a surplus, rests upon an insecure base. Practically all States report a sufficient supply or a surplus of teachers at the close of the fiscal year. A great many reports however call attention to employed teachers being called into the armed services with the prospect that the ranks of the new teachers now in training will become depleted to the extent that replacements will not be available. The alternative is that many departments of vocational agriculture will, of necessity, be closed for lack of teachers. ●

*From copy prepared for *Digest of Annual Reports.*

TABLE I. Placement of Men Trained as Teachers of Vocational Agriculture, 1936-50.

Year	Total number of new teachers qualified	Type of Position							
		As teachers of vocational agriculture		In other teaching positions		In positions other than teaching		Not placed as of October 15	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
White:									
1950	2,895	1,325	45.7	973	33.6	452	15.6	145	5.0
1949	2,488	1,373	56.3	696	28.5	320	13.1	49	2.0
1948	1,548	1,021	65.9	287	18.5	212	13.7	28	1.8
1947	1,140	808	70.8	112	9.8	195	17.1	25	2.2
1946	474	345	72.8	48	10.1	70	14.8	11	2.3
1945	167	129	77.2	4	2.4	30	18.0	4	2.4
1944	203	123	60.6	4	2.0	68	33.5	8	3.9
1943	800	277	34.6	2	.3	517	64.6	4	.5
1942	1,280	607	47.4	8	.6	652	51.0	13	1.0
1941	1,542	950	61.6	59	3.8	493	32.0	40	2.6
1940	1,541	918	59.6	91	5.9	300	19.5	232	15.0
1939	1,465	1,070	73.0	59	4.1	201	13.7	135	9.2
1938	1,269	992	78.2	54	4.2	160	12.6	63	5.0
1937	1,028	837	81.4	34	3.3	139	13.5	18	1.8
1936	832	660	79.3	43	5.2	122	14.7	7	.8
Negro:									
1950	389	140	36.0	155	39.8	50	12.9	44	11.3
1949	328	146	44.4	142	43.2	23	7.0	18	5.4
1948	240	120	50.0	83	34.6	13	5.4	24	10.0
1947	189	73	38.6	91	48.2	10	5.3	15	7.9
1946	77	33	42.9	12	15.6	13	16.9	19	24.7
1945	28	13	46.4	9	32.1	2	7.1	4	14.3
1944	39	24	61.5	3	7.7	10	25.6	2	5.1
1943	113	42	37.2	4	3.5	57	50.4	10	8.8
1942	175	48	27.4	20	11.4	82	46.9	25	14.3
1941	253	100	39.5	50	19.8	39	15.4	64	25.3
1940	233	71	30.5	62	26.6	27	11.6	73	31.3
1939	223	102	45.7	59	26.5	20	9.0	42	18.8
1938	239	113	47.3	37	15.5	28	11.7	61	25.5
1937	210	132	62.9	46	21.9	12	5.7	20	9.5
1936	152	79	52.0	39	25.6	10	6.6	24	15.8

Approximately seventy awards for university lecturing and advanced research under the Fulbright Act are available in the following countries: Australia, New Zealand, India, Pakistan, Philippines, Burma, and Thailand. For information address the executive secretary, Committee on International Exchange of Persons, Conference Board of Associated Research Council, 2101 Constitution Avenue, Washington, D. C.

Make two grins grow where there was only a grouch before—Elbert Hubbard

Instructor has his week

THE town of Olathe, Colorado wrote into its history as one of the outstanding events of 1950 "Prof. Wilson Week" a week devoted entirely to the honoring of Ralph Wilson, local instructor of vocational agriculture. He has, through his 30 years of active service, made his presence outstanding as a teacher, a citizen and a friend to all in the community.

Ralph (Prof) Wilson

Wilson came to Olathe in 1917 to teach vocational agriculture. The following year he served with the Armed Services in World War I. After his release he returned to Olathe and resumed his teaching in the fall of 1920.

Beginning in 1920 Wilson worked to build a vocational agriculture department at Olathe which would fill the needs of the community. The department at Olathe while not pretentious is recognized as outstanding in its contributions to the State and County Program in Agriculture. In his thirty years of teaching in Olathe he estimates between 550 and 600 boys have had work in the department.

"Prof" Wilson's talents are not confined to the department. He is remembered as the coach of many outstanding athletic teams. He is remembered by men for his outstanding contribution in showmanship and participation in county and state Fairs. He established the Olathe Corn and Potato Show.

The *Aggie Lamb Roast*, however, is the outstanding event which he has sponsored in Olathe. From an impromptu affair held in the family home in 1919 it has grown to an affair which over 500 people attended in 1950 during "Prof. Wilson Week." Colorado is proud of the good job.

Plan cooperation

Many ways in which California Young Farmer chapters can cooperate with Future Farmer groups, were outlined to advisers at the annual summer conference of the California Agriculture Teachers association.

Some of the suggestions included a dinner by the Young Farmers for the graduating group assisting with the F.F.A. home farming program in such ways as helping locate project animals and judging project competitions; giving scholarships to outstanding students, and sponsoring joint F.F.A. and Young Farmer dinners.

Assisting the community service and other activities was also given a prominent place in the discussion. Some ideas were in rodent control drives, school project fairs, tractor driving education and competition, field trips, and providing speakers for Future Farmer meetings. —The California Future Farmer.

Nebraska Vocational Agriculture Teachers' Association
Solves vital problems of teachers

W. L. RUDEN, Teacher, Oshkosh, Nebraska

THE following account explains the organization and activities of the Nebraska Vocational Agricultural Teachers' Association.

The important units which figure in this machine are the local instructors who function like cylinders in an internal combustion engine. Each man provides some of the power.

In order to understand the inside workings of the Nebraska Association, we might follow a current problem from its origin to the final report at the summer conference.

The organized activities of the N.V.A.A. really start at the August conferences. A representative of the State office, another person or two representing the teacher training department of the College of Agriculture, and one or more state officers attend a meeting in each of the eight districts. At this all-day session, the travelling team brings the instructors up to date on all current problems.

If this is as far as one followed the program, they could get the idea that the Nebraska organization was just another set of clockworks. So we have to go farther to discover the source of power that carries through the whole organization.

One of the state officers requests the district members to select a project for the coming year. If other districts have already met, he reports on their selections. The project arises with the members and is one that fits their particular needs. They study it during the year and give final reports at the June conference.

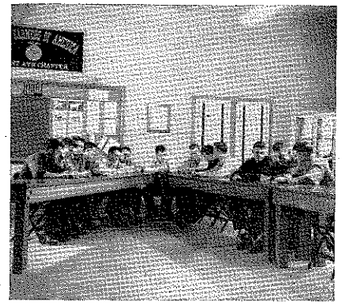
Some Accomplishments

To be more specific, one district selected the problem of securing kodachrome slides that applied to their own local problems. Each school contributed three dollars. With this small amount they were able to secure 367 kodachromes and provide shipping boxes. Many slides were donated by the Soil Conservation Service. These slides, in five sets, are circulated among all schools in the district on a regular schedule each year.

Another district started a collection of farm shop blue prints. These prints are drawn to a standard scale by the Teacher Training Department, and mimeographed for distribution. This illustrates why the Teacher Training staff is at the bottom of the list. Teacher trainers help to complete some of the jobs started in the school shops and classrooms. They are doing their best to be servants—not big shots.

District problems are carried forward by committees which meet or communicate occasionally. One district divided its problem into several parts with a subcommittee for each part. Winter and spring district meetings are occasions for group action on the current problem. Finally, the committee chairman assembles all material for presentation at the summer conference.

Since each district presents a different report at the summer conference, all of the instructors receive a wealth of assistance. Revised project record books and manuals, lesson plans in shop safety, chart collections, and a variety of other teaching aids have resulted from these studies. Expenses incurred in these studies are submitted to the state association's secretary who reimburses from the association budget which includes an item for that purpose. ●



Committees working on one issue of the F.F.A. news letter. (See page 31.)

Intentions . . . honorable

G. F. EKSTROM, Teacher Education, University of Missouri

G. F. Ekstrom

WITH the cooperation of the state office at Jefferson City, Mr. E. M. Grace, who formerly taught a veterans class at Hopkins and who is now a student at the university, recently made a survey of the training and future intentions of the I. O. F. T. instructors in Missouri.

Data concerning the college preparation of the instructors were obtained from the files in the state office and from records in the College of Agriculture at the University. The data involve 770 instructors and local supervisors employed as of September 1, 1950. Six hundred forty-eight or 84 per cent of the group are college graduates. (The present Plan of Operations for the program of I.O.F.T. in Missouri requires that incoming instructors have B.S. degrees in agriculture.) Of the graduates, 145 or 19 per cent meet certification requirements as regular teachers of vocational agriculture. Majors other than agriculture education include 482 with degrees in technical agriculture and 21 with degrees other than agriculture or agricultural education. Four hundred ninety-five of the persons with degrees are graduates from the University of Missouri. Eighteen of the men have advanced degrees.

The second part of the survey by Mr. Grace consisted of a questionnaire directed to the instructors asking for information regarding their future professional intentions. The requested information was supplied by 594 instructors which represent a 77 per cent return. One hundred of the 145 men who are qualified as regular teachers returned forms. Of this group 86 plan to continue teaching after severing their connections with I.O.F.T. Twelve do not expect to continue teaching and two are undecided.

Four hundred ninety-four of the nonqualified group (401 with degrees and 93 without degrees) returned questionnaires. Three hundred ten of these men have some interest in the possibility of continuing to teach after completing their work as I.O.F.T. instructors. A number of them will no doubt re-enter college subsequently for the purpose of becoming qualified to teach vocational agriculture.

Missouri Vocational Agriculture
Service Letter

Promise yourself—to give so much time to the improvement of yourself that you have not time to criticize others.

Majors of Graduates Teaching I.O.F.T. Classes

Field of Study	*University of Missouri*	*Other Colleges or Universities*	*Total*
Majors in Agriculture Education	119	26	145
Agriculture, but not Agriculture Education	374	106	482*
Non-Agriculture	2	19	21
Total	495	151	648*

*This information was not available for two men although records did substantiate each had a degree.

Guidance and placement

(Continued from Page 36)

formation which would help teachers to do a better job of counseling regarding establishment in farming, have sought to find factors which aid in establishment by securing data from former students, their parents, friends, and others, as well as from available records. In most cases the former students in differing farming statuses have been contrasted, or those farming contrasted with those not farming to determine the other ways in which they differ. Among the more well known are those by Draheim (32), Gregory (42), and Kencstrick (60). Some of the others which should be mentioned here are studies by Allison (2), Angerer (7), Clark (26), Downing (31), Ekstrom (36), Nichols (88), Palmer (96), Todd (135), Wald (140) and Wilkey (144).

For a summary and interpretation of three other studies by Gregory (42), Hatch (47) and Nylin (91) the reader is referred to a review by Lathrop (68). Three years after this review was made, Lattig (69) reviewed a large number of studies. A comprehensive review of such studies was reported by Wright (146) in 1943. The reader is again referred to Wright's (146) study rather than given a lengthy listing of findings of studies dealing with factors associated with establishment in farming. The titles of these studies often indicate an assumption on the part of the investigators that if an association is found it is a causal relationship. As was pointed out previously, this is an assumption that should be tested by one or more longtime studies which would attempt to follow a given group of young men over a period of years.

Problems encountered by young farmers in becoming established in farming have been studied, and again we refer to Wright's (146) summary of these studies. We should mention here those conducted by Anderson (6), Dobervich (30), Draheim (32), Newport (87), Schriver (112), Starrak (118), Sweany (129) and Stone (122). There is some evidence that researchers in the field of agricultural education and researchers in the field of farm management have been working too independently in this area.

The common approach in these studies has been to identify the problems being faced at a given time or to get the young farmer to recall the problems which he has met. Here again, it is suggested that the longitudinal study may have a place.

Trends of Recommendations

This review reveals that certain areas of guidance have received a great deal of attention, such as opportunities in farming, follow-up of students and problems of establishment. These areas may not need as much attention in the future unless research workers are willing to make and can find new approaches. Approaches which are here suggested include the longitudinal or long-time studies (4) (5). Instead of selecting cross-sections of students or former students as paring them, cases should be studied over a period of years.

Study areas which have had much less attention in the past, and which should be considered by researchers of the future include:

1. Analysis of guidance responsibilities of the teacher of agriculture, particularly from the point of view of students and parents.
2. Further study to develop measures of interests and aptitudes essential for success in farming and related occupations.
3. Finding and organizing information about occupations for which farm experience and/or training in agriculture are essential.
4. Identifying effective techniques of counseling, making successful on-farm visits and conducting conferences.
5. Study of the problems involved in placement in related farming occupations.

As to the methods of research, another observation is in order. Much of the research which has been done in guidance has been based to a very large extent on opinion, and the methods used have been those helpful in gathering opinion as to the effectiveness of procedures and practices. There is need for subjecting practices advocated by "authorities" to field tests.

It has been difficult to decide on just how wide an application might be made to the findings of many studies, because of questions as to the adequacy of sample, lack of evidences of reliability and validity of data summarized and failure to use simple statistical tests in evaluating differences or testing hypotheses. Those making studies of the future in this area of guidance should make use of more rigorous criteria.

Here, then, in guidance is a rich field for research in the future. It is to be hoped that we may see not just a continuation of studies such as those reported in numbers in this article, but some pioneer studies in many of the challenging areas in which little has been done, and in which teachers are eagerly seeking help.

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Growing into farming

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grow into the *fifth step*, the three years immediately subsequent to graduation. For the average boy this is a transition period and extremely important. It is that period from about 18 to 21 years when the boy has not yet achieved the maturity of manhood, during which he may still be more or less unstable. All too often, boys who have done well during school years soon lose contact with the department and, upon graduation, sell their projects, then take jobs in some field foreign to agriculture. Consequently, they are lost to the agricultural field.

By keeping in close touch with these graduates, either through active membership in the Future Farmer chapter or by occasional visits, the teacher is often instrumental in preventing their loss to agriculture. Frequently he can make use of this period to help boys who have not already achieved these honors become State Farmers, or even American Farmers, either of which tie in closely to ultimate farming business.

The last step is to guide the boys into actual farming. If the other steps have been successful this one follows almost automatically. It is during this period, from the ages of about 21 to 30 that young farmers groups are formed, the purpose of which is to throw young men of common agricultural interests together. Once they are well rooted as farmers these boys usually continue in the business for life.

Of course it would be foolish for the writer to claim perfection for this method. There are weaknesses and flaws in anything. Like any system much depends on the individual using it, the type of people in the community, the respect shown for the program within the community, and a host of other factors. However, since beginning the use of the methods outlined above, the supervised farming programs within the writer's department have improved rapidly and consistently. Along with this has come marked improvement in departmental morale, and consequently, in interest. It has been a big step forward and one which I would not willingly abandon.

Teaching load and quality teaching

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(3) a schedule which does not involve more than 50% of the teacher's work week with classes and other routine assignments. These conditions are essential if teachers are to have a fair chance to do *quality work* and work a resonable number of hours. They are necessary if we are to practice what we preach.

The issue should be recognized by the profession and the cause pressed just as vigorously as has been the cause of higher salaries. As a professional group we are committed to quality teaching and it is going to require united effort on the part of the profession to make good on these committments.

Television . . .
in vocational agriculture

MELVIN R. MOHLER, Teacher, North Bend, Nebraska

A TEACHER of vocational agriculture is continually being reminded of the importance of keeping the public informed of the activities of the vocational agricultural departments.

Growing in our midst today is one of the best methods of publicity that has yet been developed, namely TELEVISION. True, it is very new, but we all know that it has taken root among us and is becoming so popular that it is definitely here to stay. Why is it good for our departments? We all know that the mind retains more readily that which is seen than that which is heard. Our use of charts, pictures, films, and slides in classroom work will bear this out. It is the old story of seeing as well as hearing. Animation attracts the eye and therein lies the advantage of television over radio, newspaper, and magazines. No doubt if this article could be properly demonstrated over television, it would be much more worthwhile. Anything that is done in the classroom or through the F.F.A. can be demonstrated over television.

Mal Hansen, Farm Service Director at WOW-TV Omaha, Nebraska, says that after eighteen months of experience with TV he is personally sold on the educational value of television for the farmer. However, we should not try to educate the farmer over television as that would be an entire undertaking of its own. Yet if we are to reach the public with our department through TV, we must give them something that is worthwhile and at the same time tells a story. "Popularized Education" is the way Mal Hansen puts it, but stay away from the technical viewpoint.

Service To Farmers

Our radio and TV stations are licensed for public service. They try to present to the public that which it wants and will be most beneficial. I am sure that we are all aware of the trend for more service type programs. I am thinking mainly of farm service programs. Here again we will note a great change in recent years from the hill-billy type of program to something that is very real and worthwhile for the farmer.

Some television stations were quick to see what could be done on a farm service program, and at WOW-TV in Omaha much has been done, ranging all the way from animated livestock reports (where daily motion pictures of stockyard activities are shown) to demonstrations staged by F.F.A., vocational agricultural classes and 4-H clubs. Were these demonstrations successful? There have been both good and poor shows. At any rate, WOW-TV is still using demonstrations by the various farm groups.

What are the possibilities of TV in vocational agriculture? As was mentioned earlier, anything, with few exceptions, that is done in the classroom could be worked into a good TV program, WOW-TV reports the following as a few of the farm programs that have been televised: poultry culling, safety with a cornpicker, tree planting, corn borer control, welding, egg grading, tips on safe hunting, fruit tree pruning, development of hybrid corn, rat control, feeding young pigs, building a pig brooder, feeding dairy calves, wheat storage, construction and insulation of farm buildings, tractor safety (with toy tractors), techniques of spraying farm crops with an airplane, sheep shearing, and many others. As near as possible actual conditions were observed and live animals used. Many of these shows or demonstrations were presented by F.F.A. and vocational agricultural classes. Incidentally, WOW-TV is planning to use one of the Nebraska F.F.A. chapters to present the F.F.A. emblem building ceremony in the near future. Anything that can be brought into the studio can be used on a television broadcast. Animals, including an 850 pound steer, chickens, ducks, geese, turkeys, sheep, pigs, chinchillas and hamsters have been used.

Poultry Culling

The North Bend vocational agricultural class presented a poultry culling demonstration. The preparation for this show made a wonderful motivation for classroom work in poultry culling. Many different remarks were heard following the show: "I often wondered what the kids did in the agricultural classes, now I have an idea," or "first I ever knew that the color of a shank of a chicken had anything to do with the egg-laying ability of a chicken." These remarks were made by both farmers and townspeople.

Suggestions for Staging a TV Show

A television show should be carefully prepared, but not to the extent that a written script is followed. Production technicians at WOW-TV say that for the best programs or demonstrations, certain things should be watched closely.

1. It is important that the participants be able to talk. If given a choice between two people, one with a complete mastery of the subject but a hesitant talker, and another with less thorough background of the subject matter but a good talker, the latter is usually preferred.

2. It is important not to try to cover too much ground in the limited time. Covering one phase of a subject thoroughly rather than covering a broad field lightly is best.

3. It is important to avoid complicated demonstrations. Simplicity should be a key to all TV demonstrations, both from the standpoint of the props and the discussion. The props used on close-ups should be handled by someone with TV experience.

4. It is important to limit the number of participants to two or three. Memorized material in the hands of the inexperienced can result in mighty poor shows. A question and answer basis is best, as mental lapses can be avoided and also timing may be controlled.

5. It is important to make TV different. Don't treat the show as a radio interview. Add to it with pictures, props, charts, models or other demonstration material. Looks and make-up are usually not important.

6. It is important to make the show as natural and intimate as possible. Keep in mind you aren't talking to a large group, but just to one person out there in front of you. The transmitter operator will then multiply that one person by fifty or a hundred thousand or more.

7. It is important to use live animals to keep the show animated. Livestock can't be beat when it comes to stealing the audience.

Special Problems

Many special problems arise in TV, for instance, would people think it cruel to clip the wolf teeth of a baby pig? Things that might offend or startle people and cause complaints should be avoided. Television can be used for a demonstration with more effect than an ordinary demonstration, because close-up views are possible.

Shades of gray are basically used for color. Aqua is the best color for television yet found. The less contrast on the camera, the longer a scene can be held. One example of this is the weather map: a white map with black letters was used, but before the program was over the camera had almost blanked out. Since then a gray map with black letters has been used. A TV camera is very sensitive to extreme contrast in colors. If charts are used, never use a white background with black letters. The same holds true if photographs are mounted on cardboard, use gray instead of white. Things like jewelry, chrome, and silver pick up light. The glare can be taken away by spraying the shiny object with condensed milk.

Picture stills and movies can be used on TV. Moving pictures or pictures that show motion are best. A dotted line will give the effect of movement in the home receiver. Pictures work best when used for close-up shots, but the pictures should not have too many articles or objects shown for this makes too much for the person at the receiver to try to pick out. A home receiver set will tend to cut off the corners of a picture or a chart, so it is best to have the important object located in the center. Too often a chart or picture tries to show too much. When a chart is used seven words are sufficient, and these at least one-half inch high and not too crowded. Use more charts if seven words are not enough. A dull finish photograph reflects less light than a bright finish. Two by two slides and 35mm transparencies can also be used.

Farm TV shows may come from many sources, among them are vocational agricultural departments, extension workers,

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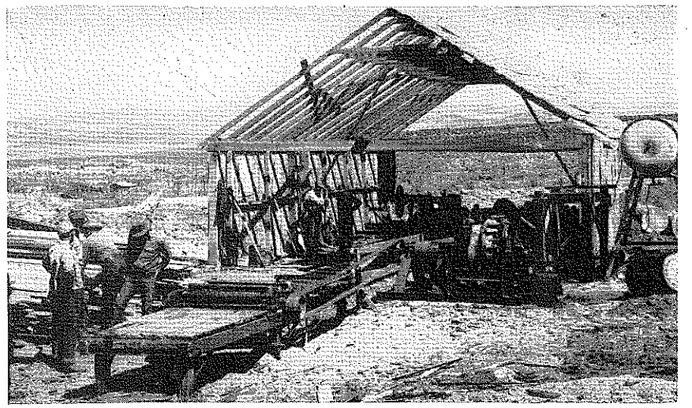


Utah Young Farmer Chapter purchases sawmill

FRED H. CORNABY, Area Supervisor, Richfield, Utah

AMONG UTAH'S 50 functioning Young Farmer Chapters the cooperative chapter project which has become one of the most popular as well as beneficial during the past three years is that of cooperatively cutting and sawing up native Engleman spruce and ponderosa pine to obtain timber for individual building needs. In Southern Utah alone ten chapters have staged cooperative timber cuts at one time or another during the past three years netting more than one and one-half million board feet of first-class native lumber. Projects built from this lumber rang all the way from farm wagons to machine sheds and homes. The amount obtained per Young Farmer has varied from 5.000 board feet to as much as 15,000 board feet per year.

Cooperative Cutting

It was in early November of 1950 that the Panguitch Young Farmer Chapter, located in the extreme south central area of Utah, sponsored a timber cutting project of its own. Chapter adviser Jim Yardley and president Lloyd Hatch of Panguitch, contacted forest ranger Grant Williams during the early fall of last year to see if a blanket free-use permit might be obtained for some seventeen members of the Panguitch Young Farmers Organization to cut 10,000 board feet of lumber each. The ranger and adviser Yardley marked all trees for cutting, and cooperative lumber harvesting operations began. The so-called free-use or use on the farm permit cost the participants $2.00 per thousand board feet stumpage, compared to the usual commercial rate of $5.00. The stumpage charge was made on the estimated yield at time of tree markings, which was marked for a yield of 170,000 board feet of Ponderosa pine or 10,000 board feet of lumber per young farmer, participating. The actual yield netted 215,000 board feet of pine due to liberal allowances in areas of over ripe trees.

Timber was hauled ten miles from Haycock Mountain to a sawmill site one-half mile south of Panguitch. It was not until then that the sawmill owner decided to break his sawing contract with the young farmers and offered his mill for sale. With over 200,000 board feet of lumber in the log on the site of the mill, it appeared a good proposition for the young farmers to purchase the milling operations.

Time of Decision

After a series of young farmer meetings and very serious study of the sawmill purchase, twenty young farmers and four others incorporated and purchased the sawmill lock, stock and barrel. Each paid $250.00, which purchased the mill and placed it in operating condition. The lumbering business was incorporated in the name of The Panguitch Lumber Company. Included in the $6,000 purchase was the sawmill itself powered by a new 250 horsepower Guberson air-cooled diesel motor, an electric Atkins chain saw, a used D-4 Caterpillar tractor with winch and dozer blade, and a lumber edger. Also included was a commercial forest permit to cut 300,000 board feet of Ponderosa pine in the Panguitch Lake area at $5.00 per thousand stumpage charge. The mill is capable of sawing 1,000 board feet of lumber per hour and requires four men for its efficient operation. To date all lumber of the cooperative free-use permit project has been sawed and the Young Farmers are now working on harvesting the 300,000 board feet.

Although Panguitch is located in the center of timber harvesting operations, the area has been unable to obtain native lumber for local use. In the past, as at present, commercial lumber harvesting operations have controlled the disposal of all lumber and none have catered to small orders of less than several thousands of feet. As a community service project the company will cater to the local needs and sell native lumber which they saw in any desired quantity. The sawmill operation will likewise provide good employment for the farmers and townspeople during periods of slackened agricultural activity. Organization of the company was based on a definite need. Successful operation and continuation of the Panguitch Young Farmers Chapter or any other Young Farmer chapter will depend upon their ability to recognize the agricultural needs within an area and more important to bring about a satisfactory cooperative solution to these needs. ●

Television

(Continued from Page 46)

various farm organizations and others who have the ability and facilities to provide material that will make for a good TV production.

What should be done in order to get on a farm TV program? Contact your TV station and see about a place for you on their schedule. Point out that your material is adaptable and include an outline for a program and reasons why you think it is good. If the station has a place for you, work up a good program in conjunction with the program director. Any good farm program will be happy to have you.

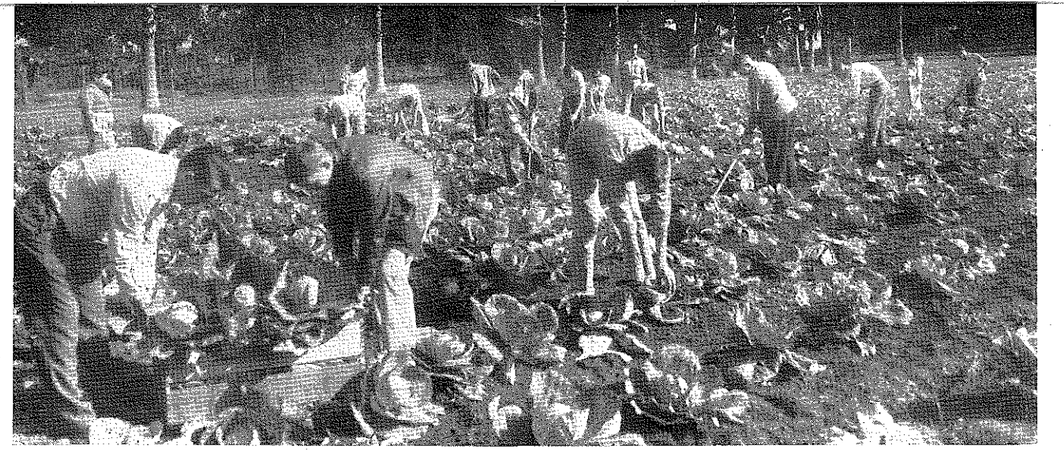
Vocational agricultural departments have a definite place in farm TV broadcasting. Farm boys demonstrating their abilities as good future farmers are a natural for a good show and good audience reception. TV has opened up a new avenue of contact with the public; all that remains to be done is for us to step in and make a place for ourselves.

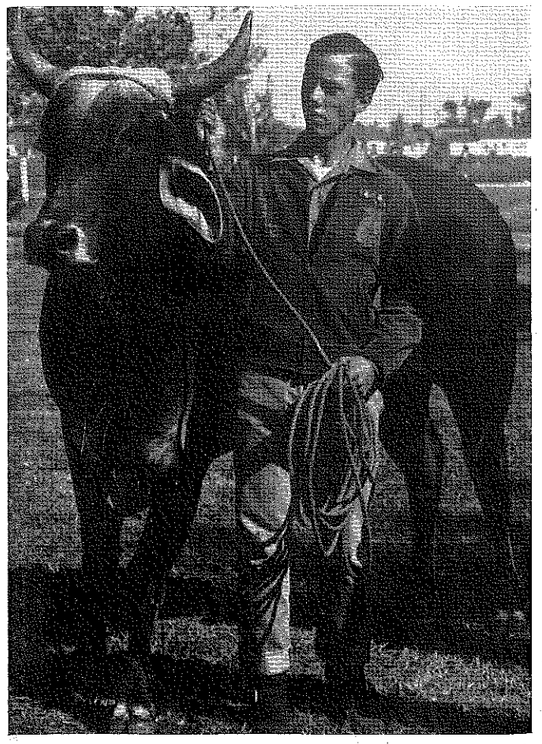
The one main disadvantages of TV is that as yet it does not reach into enough farm homes or non-farm homes. At the present time the effective range of TV reception is sixty miles from the point of transmission. Until facilities for a more wide-spread coverage can be developed, TV will reach into only a small percentage of the nations farm homes. Those vocational agricultural departments that are located farther than sixty miles from a TV station are not so apt to get the type of local publicity they desire. However, TV is an excellent means of informing the public of the activities of vocational agriculture, whether it be local or over a wider area. Television is going to be developed to a place where good local publicity can be obtained anywhere in the country.

The question is: Should we wait until all farmers have TV sets in their homes? The answer is: NO. Get in at the beginning and develop with the farm TV show. When TV has reached a full nationwide coverage we will be ready to present to the public something they can use and at the same time do our vocational agricultural departments some good.

There is a place for us in TV and we have something worthwhile to show. ●

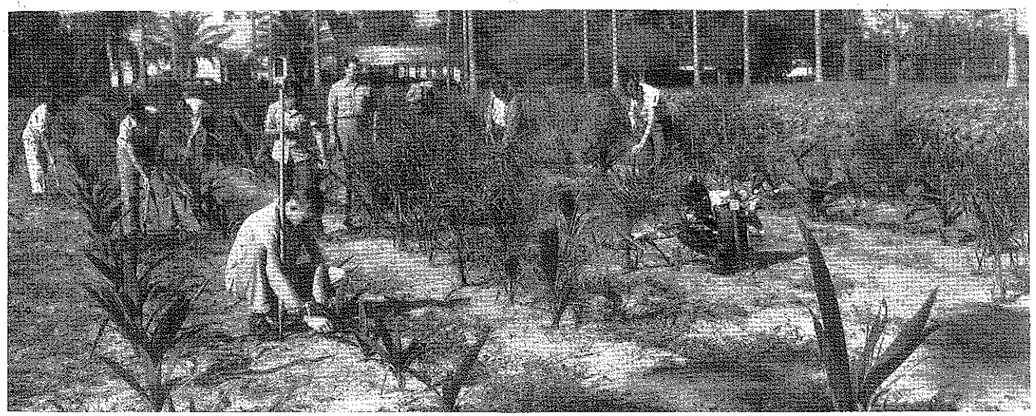
Promise yourself—to be just as enthusiastic about the success of others as you are of your own.





At the right is a sire owned by Miami Edison F.F.A. chapter. Other "shots" are of Plant City, Florida, Department's land laboratory. All photographs supplied by A. R. Cox, Supervisor, Florida.

WANTED: Entries in Photo Contest from Teachers



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