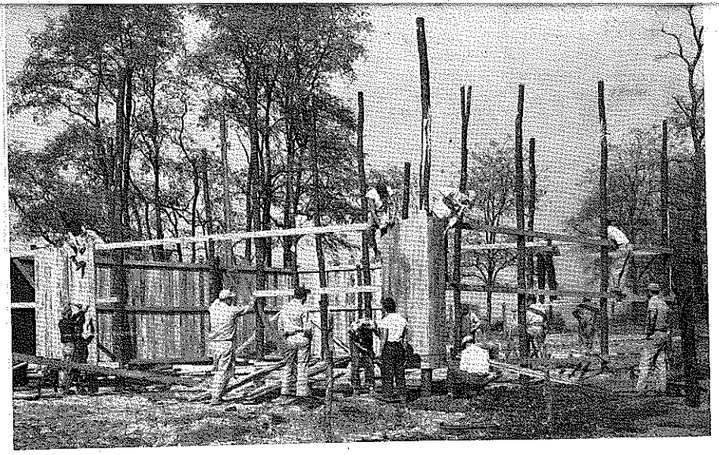
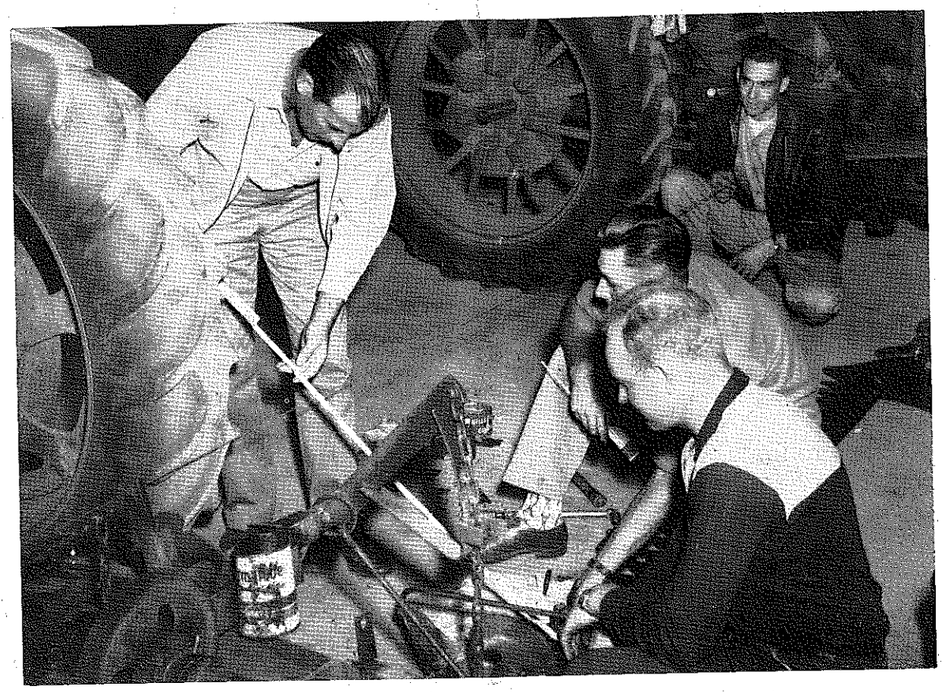


Pictures of the month...

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

"Practical Experience in Barn Construction"

Warren Duncan, Lawrenceburg, Ky.
Camera: Busch Pressman 4 x 5
Film: Super Panchro-press, Type B, f-11 at 1/100



FIRST PLACE

"Correcting Lead on Cutter Bar"

Melvin E. Carlson, Maynard, Iowa
Camera: Burke and James Speed Graphic 4 x 5
Film: Ortho Panchro-press with 40 flash bulb

"Adjusting the Carburetor"

Forest Strand, Adrian, Michigan
Camera: Kodak Vigilant
Film: Super XX, f 6.3 at 1/100

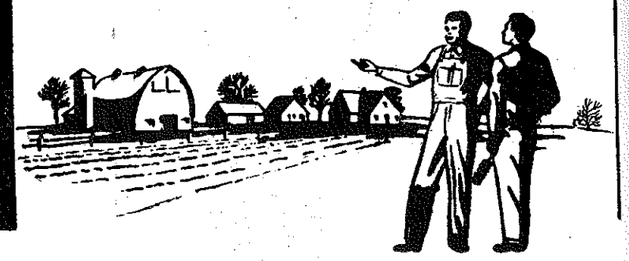
The AGRICULTURAL EDUCATION Magazine

VOLUME 25 APRIL, 1953 NUMBER 10

Picture legend, page 225

Featuring . . .
Recruitment and Selection of Teachers

The Agricultural Education Magazine



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The Interstate Danville, Illinois

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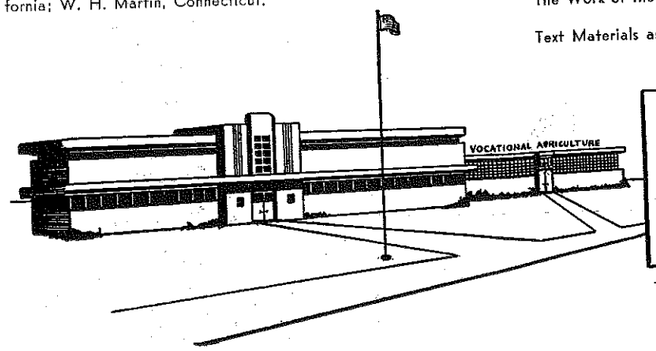

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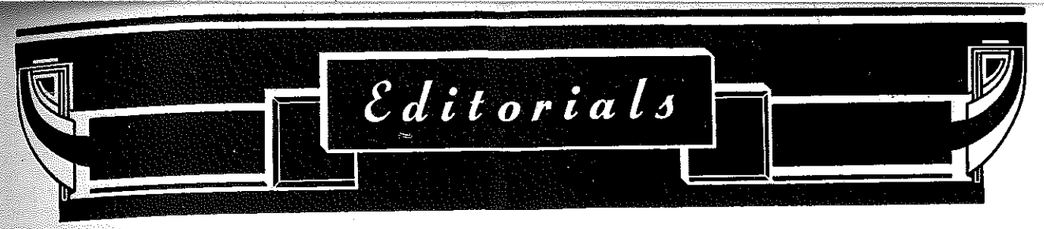

Selective Recruitment—Realism or Fiction?

How realistic are we being about the selective recruitment of teachers? For some time now attention has been directed to the great shortage of teachers in various fields, not excepting the field of vocational agriculture—at least in some states. There is a general public awareness of the shortage but little seems to come of the picture painted of the present situation or the warnings for the future welfare of our schools. Granted, there are a number of reasons for the lack of young men and women turning to teaching as a profession either temporarily or as a long-time occupation. The general economic situation providing ready employment at attractive wages in such a wide variety of opportunities today is one of the most frequently cited reasons. Military service for so many young men is another major road-block to the necessary flow of new male talent into the teaching field. These and other current factors certainly are tending to counteract such practices and means as have been used in the past to maintain a teacher supply. The question raised here is whether or not the traditional means of recruitment, if such can be identified, would be sufficient today even though current counteracting influences were not in the picture.

When did you decide to become a teacher? One might even raise a more far-reaching question—when did you decide to go to college? I have asked these two questions of young men in teacher training classes for several years and invariably there is a preponderance of answers to the effect that the intention to go to college came quite late in high school if not after graduation, and that decision to prepare for teaching usually came later and frequently not until near the middle of the college program. If this was the situation among youth fifteen or more years ago is it reasonable to expect that it is any easier for them to make up their minds any earlier in their lives today? In my judgment it is more difficult today than it was when many of us were in high school or when we entered college. Yet, still today, where are we placing our greatest emphasis, if any, upon selective recruitment? Are we doing what we should to reach the young man—or woman if you choose to be thinking in terms of all teaching fields—after he has made his start into college, has had a little opportunity to become acquainted with the various directions in which a college education can lead and has taken on added maturity so essential to the making of intelligent choice of a profession? In spite of so little being done at this level are we not finding that many who come to us for preparation for teaching do so around the mid-point of their college experience? There is evidence that they do.

Probably we should not lessen our efforts in calling to the attention of the high school pupil the profession of teaching as one of the possible outcomes if he should decide to go to college. But in doing so we might better look upon our efforts as a *part* of creating incentive for *going to college*. He must make this latter decision before he can hope to enter preparation for teaching. Isn't this the emphasis that should become the major burden of our counseling with him at the high school level? Once we get him into college we are likely to make the greater strides in helping him evaluate the desirability of preparing for teaching.

A change in extra-curricular activity currently taking place in one College of Agriculture bears watching in this connection. There the membership of a collegiate FFA Chapter, of its own volition, has decided to give up its present status of prolonging, as the members express it, "the continuation of a high school program on the college campus," in favor of a junior affiliate of the State Association of Teachers of Agriculture. Contrary to what you might expect to be the membership of a group proposing such action on a college campus, these young men, from the freshman year up, are not by any means all majors in agricultural education. They are from the fields of general farming specialization, animal husbandry and other majors as well but not yet far enough along in their fields to be entirely certain where they wish to be headed. They have decided that by their recent action they can become better aware of the possibilities in the field of

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Guest Editorial . . .

CECIL D. SMITH, Assistant Dean, College of Agriculture, University of Illinois, Urbana, Illinois

The decline in undergraduate enrollment in the colleges of agriculture throughout the country, which began in the fall of 1949, continued through 1951. By the fall of 1952, the decline had stopped and a slight increase was reported. It is expected that this increase will continue. However, in normal times, any increase in enrollment at the freshman level is not effective at the placement level until four years later. These are not normal times. Approximately sixty per cent of our present male graduates face a period of about two years of military service. Thus, this enrollment increase cannot really be expected to increase the supply of teachers of vocational agriculture until about 1958.

Fortunately, the situation for the next several years will not be as serious as these brief statements might indicate. In fact, we may have already passed the critical point. The 1950 and 1951 graduates who entered military service have completed or will complete their military obligations shortly. By mid-summer or fall of this year, many of these men, who are qualified to teach, will be taking their places in the classrooms throughout the country. Most of them will be better teachers because of the experience gained in service. They will be more mature and better equipped to work with others, and they will be better able to make the transition to teaching that is often so difficult for the young man who walks out of the college classroom as a student one week, and into the high school classroom as a teacher the next week.

In order to assure that the time, effort, and money which went into preparing these young men to become teachers of agriculture is not lost, several things must be done. First, we must do all we can to bring the opportunities in teaching to their attention. The returning veterans who have been away for several years have lost touch with job opportunities. They will welcome help. Since there is a shortage of college trained men in nearly all areas of agriculture, there will be considerable competition for their services. Industrial employers know that by and large, veterans are more valuable to them than their younger, less mature colleagues who have just been handed their sheepskins. They recognize this fact by offering more for their services. School boards must also recognize this and be ready to meet the competition from industry, government, and other agencies that will be bidding for their services.

Secondly, in order that there will be an ever increasing supply of well qualified teachers of agriculture for our school systems, we must continually bring the needs and opportunities in teaching to the attention of prospective students. This is a job in which all can share—parents, teachers, principals, farmers, farm advisers, bankers, college people, city people, legislators, and draft boards alike. The standard of living which we enjoy in this country did not come about by mere accident. Education and research in agriculture has played a major role in increasing our productive capacity. In those countries where man still must use ninety-five per cent of his time to produce the bare necessities of life for himself, he has little time to spend in the production of the less essential comforts. □

Opportunities in teaching Vocational Agriculture

ELWOOD M. JUERGENSON, Teacher Education, University of California

FOR A LONG TIME teachers of vocational agriculture have been regarded as important members of the community in which they reside and work. Their duties and the manner in which teachers of vocational agriculture have performed these tasks have placed them high on the list of those professions devoted to public service. Vocational agriculture teachers themselves realize this and appreciate these factors, for one has only to hear a teacher reminisce to realize the pleasure and satisfaction most of these folks get from building character in young people and assisting or getting them established in agriculture. While it is true that there are probably a number of teachers of vocational agriculture not receiving just financial compensation for their efforts, on the whole, most of them compare quite favorably to persons in other professions commensurate with the skill, background, and knowledge required for this job.

Tenure of Employment

Proof, perhaps, of the satisfaction of most vocational agriculture teachers exists in two kinds of evidence concerning tenure. First, most of them seldom leave the field of agriculture, a great many staying specifically in the field of vocational agriculture; and secondly, the high percentage one finds within a specific school where the same teacher has taught successfully for 25 to thirty years or more. These individuals are still young in ideas and still able to inspire youth and work happily with them. The accompaning chart points out, for example, that of the 350 teachers who have gone through the teacher-training program in California, almost 40% of them are still engaged in teaching high school classes. More significant, perhaps, is that almost 20% of the group entering from 1935 back to 1931 (when the program was initiated) are still engaged in teaching high school vocational agriculture classes. There must be satisfaction, both financial and personal, in order to establish this record.

Opportunities in Related Fields

On the other hand, we seldom think of the many other opportunities, in addition to vocational agriculture teaching, in related fields or in higher education that the teaching of high school vocational agriculture can well serve as preparation for those who desire to enter. The following chart illustrates on a percentage basis as well as actual numbers the follow-up of those who have gone through the teacher-training program in California since the year 1931.

Many former agricultural teachers in California have become real leaders in related fields. Among those who have made an outstanding record are: the Head of the Soil Conservation Service in California; the Executive Dean of California State Polytechnic College; the California State Director of Vocational Education; and, the Dean of the Voorhies Unit, California State Polytechnic College. A number of former teachers are now managers and operators of extensive farming operations.

Teaching Is Not a Blind Alley

I believe it is important to point out these oportunities so that those who believe teaching is a blind alley can take a wider view of the many and varied opportunities that exist for those who have trained themselves successfully in vocational agriculture. This information should be particularly important to young people either in college or high school who are contemplating agricultural education as a career. No one would recommend that vocational agriculture become simply a stepping stone to something better, even though the best and most rapid way to have additional opportunity offered is to do an outstanding job of vocational agricultural teaching in your local community.

High school graduates frequently look upon teaching of any kind as an unattractive field. Their decision to enter

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Present Employment of 348 Graduates in Agricultural Education

Occupation	No.	%
Veteran instructor	6	1.72
Teaching high school vo-ag	135	38.8
Teaching general high school	3	.86
Teaching—junior college	22	6.3
Teaching—state college	20	5.75
University instructors	4	1.48
College administrators	2	.57
High school administrators	3	.86
Farming	54	15.5
Commercial agriculture	17	4.7
Supervisors in State Department of Education	5	1.4
Extension	16	4.6
Federal agencies	7	2.1
State Department of Agriculture	4	1.48
Farm Bureau	2	.57
Veterinary	1	.28
Municipal service in agriculture	1	.28
Unknown	20	5.75
Non-agriculture	8	2.3
Military	8	2.3
Deceased	5	1.43
Graduate standing	3	.86
Foreign Service	2	.57

Present Employment of Earlier and More Recent Graduates in Agricultural Education

Occupation	1931 – 1935 No.	1931 – 1935 %	1947 – 1951 No.	1947 – 1951 %
Veteran instructor	1	2	2	1.56
Teaching high school vo-ag	9	18	76	59.3
Teaching in junior college			7	5.4
Teaching in general high school	3	6		
Teaching in state college	7	14.0	4	3.12
University instructors	1	2.0		
College administrators				
High school administrators	2	4.0	1	.78
Farming	11	22.0	10	7.8
Commercial agriculture	3	6.0	2	1.56
Supervisors in State Department of Education	2	4.0		
Extension			3	2.44
Federal agencies	3	6.0	3	2.44
State Department of Agriculture			1	.78
Farm Bureau	1	2.0		
Veterinary				
Municipal service in agriculture	1	2.0		
Unknown	5	10.0	5	3.9
Non-agriculture	2	1.0	2	1.56
Military			7	5.4
Deceased			1	.78
Graduate standing			3	2.44
Foreign service			1	.78
TOTAL	50		128	

A school administrator's estimate of a good teacher

CHARLES R. CANFIELD, Superintendent of Schools, Dowagiac, Michigan

Charles R. Canfield

ALL, that is required of a good teacher is to be patient, have a sense of humor, an even tempered disposition, a full realization of community responsibility, a friendly gregarious attitude, knowledge of his teaching field and above all, a sincere desire to overcome the hazards of the profession—the mires of convention and laziness—getting into a rut!

Even the uninitiated teacher is aware of situations likely to throw him off his well planned way. Our schools of education at the college level are making some headway in preparing prospective teachers for their real job in the communities. In many instances they are given an opportunity to spend a few weeks in typical teaching situations before completing their final year of college work. Training is much more efficiently done under these conditions than through classroom experiences alone.

The kind of teacher that an administrator wants is one who has rubbed elbows with the intimacies and details of the job. One recent graduate of a midwestern teacher training school tells this story and, having never taught, seems not to dull the philosophical edge of the tale. It tells the story which, with minor adaptations, might apply generally to "good teachers" everywhere.

"You get up early because you live out some distance from the school. You can't afford an apartment in town so you ride to work with a group of business people who can afford luxuries—like cars. Bleary-eyed you stagger to the kitchen to boil water for the instant coffee.

"You grab your lesson plan, your sack lunch, your six reference books and your material for your bulletin board. You race to your appointed corner, look at your watch, groan, and all but collapse. You have missed your ride. Next bus is forty minutes. You have no choice—you wet your thumb and point it toward town. Ten minutes later, perched on the front of a 'semi' you are on your way.

"You arrive at the building at 8:10, find a notice in your box—'Teachers' meeting 8:15. Please be prompt.' You dash down the hall to your classroom, drop your things, take a hurried look at your Friday schedule, greet the janitor fixing the leaky radiator, and then hasten to the meeting. The principal restates the old cautions and reviews calendar of events: 'Do not let the students run in the halls; be more careful in checking attendance in assembly; parent-teachers meet next Monday—who will volunteer services for the refreshment and entertainment committees?' The homeroom bell rings, the meeting is dismissed quickly, the day has begun in earnest.—

(At lunch)—"You eat hurriedly, for you're on cafeteria duty today and must see that papers and orange peels and waxed paper are put in the trash can, and be on the lookout for riots, should they occur.—

"At 5:30 you are about to leave the building. The only people left are the janitors, the track coach, and team, and the eighth graders who are playing basketball in the gym. You open the side door and are approached by Floyd, half a candy bar held tightly in his dirty little hand. 'This is for you, 'cause you gave me your handerkerchief for my nose bleed today.' He grins, then darts past you back into the gym, shy and once more just a name in the attendance book. You remember this as you ride the crowded bus home to that tiny apartment and somehow the day seems shorter than it looked at 6:30 this morning, and for some reason known only to your inner self, you feel a flicker of pride as you take in the mail and find among the letters, a printed form addressed to Mr. Wilson, Teacher."

All judgments of good teaching must be precluded by an understanding that, to attract personnel with the characteristics described, we must offer remuneration and status that will encourage the highest type of young person coming out of our high schools to seek training in the teaching profession.

The fine attributes of patience, a sense of humor, an even tempered disposition, a feeling of community responsibility, a knowledge of the teaching field should be kept as standards. We also must recognize that these services can be had only by continuously raising the status of the teacher in the community financially and otherwise.

We should be ashamed of the fact that the major reason that teachers' salaries have been recently increased is that those responsible for engaging them have been forced to it because of the lack of available personnel, not because the education of our children is important nor because teachers as a whole have been overworked from increased enrollments, lack of adequate facilities, and, in many instances, frustrated by conflicting community pressures.

In conclusion, it should be recognized that we are faced currently with the greatest teacher shortage in the history of education anywhere. The most important profession in all the world is being shorted by our inopportune failure to recognize the problem and to do something about it soon enough to avoid a major catastrophe in the American public school system.

School patrons and others responsible for setting the standards for the profession, including those now in it, need to awaken a lethargic public to the supreme importance and significance of the teacher's job in every school of our country. The situation calls for immediate action! □

Teacher selection and recruitment

H. W. DEEMS, Teacher Education, University of Nebraska

H. W. Deems

THE FIRST big problem in teacher selection and recruitment is that of selling to the public the idea that teaching is a profession.

Some years ago, during a rural program, a farmer read the following paper on school teaching:

"One o' my girls had her heart set on being a school teacher, but I talked her out of it. Teachin' school is too much like being a preacher's wife. It's high callin', but people expect you to give more'n they pay for.

"You take the teachers here in town. The only difference between them and Christian martyrs is the date an' the lack of a bonfire.

"They was hired to teach an' they do it. They teach the young'uns that can learn, and entertain the ones that fell on their heads when they were little. But that ain't enough. They're supposed to make obedient little angels out o' spoiled brats that never minded nobody an' wet nurse little wildcats so their mothers can get rest, an' make geniuses out of children that couldn't have no sense with the parents they've got.

"But that ain't the worst. They've got to get up plays an' things to work the school out o' debt; an' sing in the choir; an' teach a Sunday School class; an' when they ain't doin' nothin' else they're supposed to be a good example.

"Then they don't get no pay for six months an' can't pay their board or buy decent clothes an' on top of ever' thing else they can't hold hands comin' home from prayer meetin' without some pious old sister with a dirty mind startin' a scandal on 'em.

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Selecting prospective teachers of vocational agriculture

OBED L. SNOWDEN, Teacher Education, Mississippi State College

Obed L. Snowden

IN a large measure the success of the whole preservice selection program for teacher training institutions rests upon our ability to designate reliably what constitutes desirable teacher raw material. Many excellent educational studies have attempted to discover the attributes of individuals who are successful teachers, but none of these studies has given us a valid way of determining the extent to which an individual possesses these attributes before he becomes a teacher candidate. We have studies to substantiate the concept that many teachers of vocational agriculture who fail on the job do so not because they lack technical skill but because of undesirable character and other personality traits. Most people, in all walks of life, get jobs on four counts—skill (technical know-how), experience, education (formal training), and personality. Teachers of vocational agriculture are no exception in being judged by these criteria.

Personal Traits Are Important

Many young men who enter college as trainees in agricultural education think that all they need to do to prepare themselves for a successful career as a teacher of vocational agriculture is to study certain courses, take certain training, or get the right kind of experience. These things are important to be sure, but they are not enough. The real preparation must be within one's self. The kind of man the individual is is the determining factor.

The fact that there are maladjusted and unsuccessful teachers of vocational agriculture is ample evidence that some individuals are unfitted by temperament and ability to do successful teaching in this field. Therefore, the solution to the problem of selecting desirable candidates to enter training as prospective teachers of vocational agriculture evolves largely around developing a valid measure of individual traits which have predictive value for teacher success, and the setting up of adequate machinery for executing a selection program which will satisfy our needs. However, an effective program of teacher selection means doing something which has not been done effectively in the past; namely, barring certain individuals from the Department of Agricultural Education. In a democratic institution, supported by tax monies, this would be extremely difficult for the lay public to understand. Superficial consideration of the democratic way of life might lead one to believe that tax supported institutions should be compelled to admit all who desire to become teacher candidates. However, when a more objective point of view enters the picture, we realize that since public education is a function of the state and is maintained for the public's good, those in charge of teacher training institutions have not only the right but also the responsibility to secure the best possible teacher raw material.

Means of Selection

The following general procedure is recommended as a solution to the problem of selecting those who are to be trained as teachers of vocational agriculture:

1. Increase the desirability of teaching vocational agriculture as a field of service to the point that it will attract the most capable teacher raw material. A teacher training institution can select superior young men for teaching only if the profession makes teaching an attractive vocation. A start in this direction can be made by: (1) pointing out the prestige of the teacher of vocational agriculture in the community; (2) pointing out that in the field of teaching vocational agriculture, teachers are rewarded on the basis of useful service to the community; and (3) making it known that the field of vocational agriculture can have high standards for membership in the profession. High standards for membership in a profession tend to eliminate competition from the less capable. This information could be given to all FFA Chapter members who show leadership and other striking qualities.

2. Enlist the support of the state Vocational Agriculture Teachers' Association first in finding those who show promise, and then aiding in recruiting prospects for training to become teachers of vocational agriculture. This great force of teachers is in a better position to do this job than any other group, and it is believed that they would be willing to do the job in cooperation with the teacher-training institution.

3. Administer practical judgment tests to all who are considering entering the agricultural education curriculum. Such tests should be designed to measure the elements of practical judgment as it operates in the fields of teaching and farming. Practical judgment is an important consideration in selecting prospective teachers of vocational agriculture. If the practical judgment tests now available are not satisfactory for our field, we should design and validate some that are. Industry is carrying on extensive experiments with this type of instrument and reports satisfactory results in several instances. □

Records submitted to the national office indicate that FFA members, as of January 1, 1952, had $84,689,154.24 invested in farming.

Teacher selection—

(Continued from Page 221)

"I'd just as soon be a plowmule. A mule works just as hard but it can relieve its soul by kickin' up it heels after quittin' time without startin' any talk."

People laughed, they thought the paper was funny. It wasn't, as the farmer-philosopher later carefully explained.

This spring, three small town, retired business men were talking. The talk centered around their "yesterdays." Their conversation summarized becomes a sermon on the subject, "Who molds the minds of men?"

"My son, Bill, had his heart set on being an engineer but his 'figgering' wasn't good enough, so he became a teacher." (Second man, same conversation) "My son, John, had his heart set on being a lawyer but his 'thinking' wasn't right for that kind of work, so he became a teacher." (Third man, same conversation) "My son, Jack, had his heart set on being an economist but his 'decision-making ability' wasn't good enough, so he became a teacher."

When teaching is lifted to the same level as other professions, the first big problem in teacher recruitment will have been solved.

The other big problem that appears to be connected with this job of selection and recruitment, centers in and around the area of that intangible something within a person that can be developed into teaching ability. Successful selection is dependent upon two things. The first, what to look for; the second, how and when to evaluate this "something." Different selection plans have been used. Some are inadequate, others are out-of-date.

The modern school no longer deals with students the way an assembly line deals with motor cars. The individual is being discovered. They are discovering that so-called class recitation is a group of people working together, solving today's problems. The school is becoming a creative place instead of a place where pale, dull facts of the past are studied. These changes require changed teachers. Educators must realize the change that is taking place in the schools. They must continue to search for a selection procedure that will put into the classrooms teachers that create and inspire.

At best, the above mentioned, big problems will not be solved in the next year or two. In the meantime, the demand for good Vo-Ag instructors will continue to increase. There are, no doubt, many plans, activities and procedures that would help in teacher recruitment. Following are two suggestions:

1. The natural pipeline to a grassroot supply of prospective vocational agricultural instructors is through the regular high school Vo-Ag departments. If each department in the state would provide one good candidate, every three or four years, the supply problem would be solved. Each state where the teacher supply is limited should have a plan whereby the local instructors would inform the College Vocational Education Department about boys that have an interest in teaching. These boys should

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Collegiate FFA chapters assist in recruiting teachers of agriculture

RAY DAVISON, Past President, University of Vermont Collegiate FFA Chapter

Ray Davison

THE collegiate FFA Chapter can render a real service in the area of recruiting teachers of vocational agriculture. Here at the University of Vermont, the Collegiate FFA Chapter plays a key role in this respect. Perhaps our program will be of interest to others.

At the beginning of each college year, junior and senior members of the Collegiate FFA Chapter spark the "Big Brother" movement on-campus. A list of the names and addresses of all incoming freshmen agricultural students is compiled and each student is visited. During that visit, information, such as curriculum being pursued and previous membership in FFA, is noted. Now, students who have belonged to the FFA in high school or who have signed up for the Agricultural Education curriculum, are invited to join and participate in the activities of the Collegiate FFA Chapter.

Within the Chapter these farm minded boys meet regularly to discuss problems of concern to agriculture and education. The Chapter program of work includes leadership training activities, demonstrations, radio programs, planned recreation, and various other activities. Special Green Hand and Chapter Farmer Degrees are awarded to qualified members.

No pressure is ever brought to bear on former FFA members to transfer to the Agricultural Education Curriculum. However, the activities of the collegiate Chapter keep these men in touch with FFA and the opportunities available to them in the field of vocational agriculture. This contact is often a deciding factor with those men who have not yet decided on a vocational objective.

Once a man decides he wants to become a teacher of agriculture he contacts the Advisor of the Collegiate Chapter who is also the State Teacher Trainer in Agricultural Education. Together they review his chances for success in teaching and record their evaluation on a form entitled "Rating for Success in Teaching." Such factors as farm experience, general academic ability, interest in teaching, attitude toward farming, emotional stability, social proficiency, skill in expression, and physical fitness are considered before a final decision is made regarding transfer.

There is still a serious shortage of teachers of vocational agriculture. Undecided former FFA members enrolled in colleges of agriculture are part of the answer. These students can be reached easily and effectively through the Collegiate FFA Chapter. □

Selective recruitment of teachers for Vocational Agriculture is a problem to be solved through the cooperation of various agencies and groups. An example is pictured above showing a planning session of a committee in New York appointed for the purpose of developing a recruitment program as a part of the anuual State FFA Convention. Membership on this committee is composed of (reading clock-wise around the table) the chairman of a Teacher Recruitment committee of the State Association of Teachers of Agriculture, and Adviser to the President of the State Association of FFA; the Adviser of the Chapter in the school where the next State FFA convention will be held; the Chairman of the Advisory Council of the FFA, and member of the teacher committee on recruitment; the President of the State FFA Association; the State Supervisor of Vocational Agricultural and State FFA Adviser; the head Teacher Trainer from the College of Agriculture; and a Vice-President of the FFA Association. The group is examining a publication of the College of Agriculture for possible use in a recruitment program. The booklet deals with various employment opportunities available to young men with a college education in agriculture including the teaching profession. *Photo by Harold L. Noakes.*

What makes a first-rate teacher?

HAROLD DONOVAN, Vo-Ag Instructor
Montrose, Pa.

IF YOU are expecting to see this writer gleaming with all the qualifications that make an exceptional Ag teacher then don't come near his classroom. But we have a few ideas that might be worth glancing over or arguing about at least.

Since the field of vocational agriculture is highly specialized all good Ag teachers should receive thorough grounding in their subject matter. Aside from this educational preparation at an accredited agricultural college the Vo-Ag man should know how to teach. That is a *sine qua non*. With degrees as numerous as the rabbit population in this country today, it cannot be denied that some people are in the profession for that monthly check and final pension. These are the ones to weed out. Not all of us armed with degrees necessarily make good teachers.

Farm Experience

In addition to his training at an accredited agricultural college the good Vo-Ag instructor should be farm-reared. A study made by the *National Standards Committee for Vocational Education in Agriculture*[1] reveals that the best Ag teachers boast the following additional qualifications: (1) upon reaching maturity they have had farm experience for at least one calendar year (2) managerial experience in farming and (3) technical training before and after graduation.

The very inferior Ag teacher usually is lacking in managerial experience in farming. How can be teach farm management effectively if the teacher has never had the valuable experience that comes from personal management of a farm? Another drawback in the background of an inferior teacher of vocational agriculture is his lack of technical training—incomplete and very little additional obtained after graduation. We require much preparation in mechanics and skills dealing with local needs so that we can pass these on to the coming generation. We need courses in tractor maintenance, in fact all forms of farm mechanics, so that we may help the farmer to lessen repair bills. Probably no other profession makes as strong demands that a man be "handy" as that of farming. If he must pick up the telephone every time a machine goes out of order then he ought to quit farming operation. The superior Ag teacher is able to help a farmer remedy this deficiency.

Develop Reading Habits

Better teachers provide a good reading plan for their students. Not a few teachers of agriculture follow a reading guide proposed by the *Agricultural Education Associates*.[2] The guide trains the pupils to read more effectively. Under

(Continued on Page 227)

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[1]An Evaluation of Local Programs of Vocational Education in Agriculture. Vocational Division Bulletin No. 240, Agriculture Series No. 58. Office of Education, Washington 25, D. C.

[2]*Agricultural Education Associates*—Board of Trade Building, Chicago 4, Illinois.

Follow me . . .

ARTHUR FLOYD, Teacher Education, Tuskegee Institute, Alabama

Arthur Floyd

AS ONE stands in proximity to any large air force base, he will most likely become awed by the large number of huge airplanes taking off and landing. As the huge planes land far out on the landing field, jeeps with two words in large bold letters written in the rear which say FOLLOW ME, race out to guide them to their stations where the crew members and passengers disembark and where the cargo is unloaded. To see these ships come and go and to note the exactness and precision with which they are guided and directed by the air force personnel impresses one of the many months, and sometimes years, of diligent training and discipline that had to precede this operation.

These words FOLLOW ME may have a greater significance, however, and a more universal meaning than they do in connection with, and in relation to, an air force base. They are the last words of the twenty-second verse of Luke, 18th chapter, and are reputed to have been a part of the injunction of Jesus the Christ to the young ruler who sought from Jesus a way of possessing life eternal.

If the teachings and admonitions of Jesus, when followed, are a balm that will finally bring world peace and prosperity as all Christendom seems to think, there may be some virtue in these two words FOLLOW ME, when they are similarly and conscientiously directed to his pupils by the teacher of vocational agriculture.

Preparation Needed

But first of all, what preparation on the part of the agricultural teacher should precede the words FOLLOW ME? What qualifications and authority should he have to have to give such command? The soldiers who drive the jeeps and guide the airplanes to their stations must have considerable general academic training as a minimum requirement. They must pass a strict, thorough, physical examination; they must have months of basic training and induction in military life; they must successfully complete certain technical courses and demonstrate their skill in the specific endeavors of their assignments. Their loyalty to their country must be beyond question and they must, in the minds of their superior officers, be men of foresight, honesty and integrity.

Although the ministry of Jesus was rather short (three years, more or less), is it necessary to enumerate His qualifications which enabled Him to say to the young ruler FOLLOW ME? It has been conceded by many that He spent thirty years in preparation for a three-year assignment.

Selection Needed

Teacher training institutions are confronted annually with a new group of young men seeking admittance to the courses in teacher training in agricultural education in order to prepare themselves as teachers of vocational agriculture. First of all, what should the prospective trainee in agricultural education bring with him to the courses in teacher training? Is he farm reared? Has he had a reasonable period of practical farming experience? Does he look on farming and living in the country as a desirable way of life? Did he come up through the rural high school where vocational agriculture is taught? Did he take the course in vocational agriculture in his rural high school? Has he made a choice of the courses in agricultural education after making a survey of other offerings in the college and becoming aware of the requirements and obligations of other vocational offerings? Is he without physical handicaps so that he will not experience difficulties in putting over a good teaching job in vocational agriculture? These, it would seem, are among some of the things that the prospective trainee would bring with him in seeking entrance to the teacher training courses.

Kind of Preparation

What should the prospective teacher get in his courses and related experiences during his four or five years in college in preparing himself as a teacher of vocational agriculture? At the close of World War I, up to the beginning of World War II, we, in this country, experienced great industrial expansion, including agricultural industrial progress. But from the beginning of World War II to the present time, it is obvious that the country has seen even a greater rate of industrial agricultural expansion. The agriculture in all sections of this country of ours has become, to a greater extent, mechanized. Animal power on the farm, even in the southern region, is becoming less and less significant. Farm practices which utilize hybrid vigor in the production of crops and animal products are more in evidence. Diversified farming, whose objective is a more varied source of income, and the trend toward livestock farming, especially in the South, as opposed to row crop, one crop farming, are more in evidence at the present time. The G.I. Bill of Rights, which has made possible opportunities for thousands of former farm boys to return to the farm, has undoubtedly had some effect on the agriculture in many communities.

If the above observations tend to point up the fact that there has been some change in agriculture during the last several years, is it fair and logical to raise the question as to changes in the agricultural offerings and offerings in our training in agricultural education? Have the progressive changes in our technical courses in agriculture and our teacher training courses in agricultural education kept pace with our progressive industrial expansion which when completed by the trainee will enable him to be well equipped to do a satisfactory job of teaching vocational agriculture? Have there been sufficient progressive changes in our courses in agricultural engineering; farm mechanics; shop work; food preservation; soil conservation and forestry whereby trainees may secure adequate skill and competence?

Keeping Abreast of Change

In the wake of the many individuals who got on the job as teachers of vocational agriculture during the war years whose preparation was limited, what is being done for the in-service teacher to make and keep him proficient and competent? Has there been change in the personal and social relations of the teacher in his job during the last several years? If the answer is yes, then what information should our offerings embrace in order to adequately prepare our pre-service teachers of vocational agriculture and give satisfactory orientation to our in-service teachers?

Jesus spent many years in preparation for His ministry. He studied hard. He studied His craft. He studied people. He knew their weaknesses. He knew their hopes, their ambitions. He knew their needs. One group of people would have made Him the Messiah, but instead, He chose as His companions a group of lowly men. Men without influence or prestige (fishermen). But lowly men, though they were, they were men whose loyalty he trusted. They were men who became inspired by His faith in them. Thus, He became their Savior. This gave Him the authority to say "FOLLOW ME!"

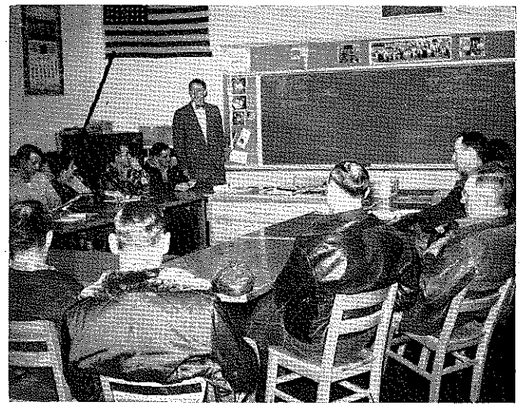
As Jesus studied, as Jesus went about and found out the peoples' needs, as Jesus ministered, as Jesus inspired men by His great faith and interest in their welfare which made them want to follow Him, so must the teacher of vocational agriculture do if he would say to his pupils "FOLLOW ME!" □

Theme for May

Evaluating Programs

Five hundred and ten students now enrolled at Mississippi State College are present or former members of the Future Farmers of America. This is over twenty per cent of the total current College enrollment. This group provides an excellent source of potential teachers in vocational agriculture. (Figures taken from the December issue of the Mississippi Future Farmer).

The prospective teacher obtains experiences such as that illustrated above in any training center but the length and repetition of experience is increased as the length of the training period is increased.



Experiences such as working with out-of-school groups are provided more adequately if the training period is extended beyond the single Quarter. There is additional advantage in being in more than one school.

Are two "quarters" better than one?

J. RAY GILLESPIE, Student Teacher, Ohio State University

SIX MONTHS of teaching away from the University where costs may be greater and part-time work is not feasible may seem a bit out of line to the potential teacher, but that is the situation that the Agricultural Education major at the Ohio State University faces. Two full quarters of student teaching are required of every graduate of the Department of Agricultural Education in Ohio. Is a second quarter of student teaching justified? Is it not a mere repetition of the first? After finishing my second quarter of practice teaching I am summarizing my ideas and experiences, incorporated with those of other practice teachers with whom I have discussed the matter.

First Term Outcomes

I took my first quarter of training during the first quarter of my junior year at a high school located in the north-central part of the state. During this period I got in on the beginning of a high school term and received experience in helping boys to get projects started and to expand their farming programs. Of course, I also taught problems that normally come up in the boy's farming programs at this time of year, and picked up quite a few new manipulative and other abilities from the critic teacher. I got quite a lot of experience with project accounting, summary and analysis for the closing projects, and estimates, agreements and inventories for the new projects. There was a young farmers group functioning in the school which I had the privilege of working with, giving me a start in the area of adult education. I found that cooperating with the school administration and system was very easy in this school.

Were these experiences not enough to qualify me to teach in a department of my own? I thought so at first, then I filled out an experience report at the end of the quarter. This report listed the many different areas and asked for the amount of activity or participation and whether more was needed. I then asked myself, "Do I need more experience? Do I have confidence enough in my abilities in these areas to make me an effective teacher on my own?" Obviously, not. I had just been introduced to many of these areas that a teacher must be proficient in and I needed more opportunity with supervision to follow through and carry out some of the new ideas I had acquired.

Values From a Second Quarter

After having had the second quarter of training I can add to the reasons for such experience. All schools are not alike; all sections of the state are not alike, agriculturally, socially, or in their ideas of what vocational agriculture is for. The second quarter has given me the opportunity not only to put into practice or try out new ideas, but also to become acquainted and to adjust to another school, classes, and community as well as the opportunity to work with another competent vocational agriculture teacher.

As far as subject matter is concerned, I feel that more is learned by working with the actual enterprises, through the boy's farming programs and with their parents, than could ever be presented in a production course at the University. During the second quarter I was in an area where income comes mostly from swine. It was the season when the most important jobs are done in that enterprise. I felt confident that I had learned enough about swine that I did not think it necessary to schedule a swine course at the University as I had planned. Similarly, much can be and is learned in other areas.

I had my second quarter of practice teaching in the western part of the state in a department that is considered one of the best. This was during the second quarter of my senior year which provided experience in a different period of the school year. There was an adult class in this department which gave me a wider range of experiences in adult education.

In my way of thinking, Ohio State's requirements are not too rigid. From my experience and from that of others, it provides opportunity for a potential teacher to become more competent professionally, to adjust to different schools and communities, and to learn new subject matter that is practical for a teacher of vocational agriculture. □

OUR COVER

Counseling with students, including schedule planning and registration, is one of the essential services in a program of teacher selection and recruitment. The cover picture was taken at Michigan State College and shows Guy E. Timmons of the College staff counselling a student majoring in agricultural education. The picture was provided through the courtesy of Dr. Raymond M. Clark of the Agricultural Education staff of the College. □

Second Annual National Land Judging Contest

Announcement has been made of the annual national Land Judging Contest to be held at Oklahoma City, Oklahoma, April 30 and May 1. Entries are to be made with Jack Putnam, Executive Secretary of the Oklahoma FFA, University of Oklahoma, Stillwater, by April 18. This is the second year of the contest, open to both individuals and teams of three members. Further information can be obtained by writing to Mr. Putnam. □

You and retirement

H. E. THROCKMORTON, Vo-Ag Instructor, Milton, West Virginia

EARLY IN THE YEAR of 1953 the United States Congress and some state legislatures will, in all probability, be enacting retirement laws which will affect the welfare of Vo-Ag teachers. This article is written in view of that fact to help the busy Vo-Ag teacher appraise the situation and take any necessary action for better retirement systems.

The Background of Retirement Systems is Interesting

Soon after the Civil War a few teachers contributed money to help needy retired teachers. The point of view taken was to help a needy teacher. Michigan was the last to discontinue this plan in 1945.

At the opposite extreme the public furnished total support. Delaware and New Mexico still do.

Many retirement plans were started between 1900-1920. Connecticut, New York, Ohio, and Pennsylvania plans survived without being revised. Most plans are now based upon actuarial principles and mortality tables. The point of view has changed from that of helping a needy teacher toward that of forcing all teachers to save for a rainy day. The "force" is "sweetened" by a nice contribution from the employer.

The Coverage of Each Plan is Different

Most plans cover some or all of state department of education, supervisors, college professors, custodians, bus drivers, clerks, etc. who are employees of the Board of Education. In fact all public employees are included in some plans.

Public funds to support a retirement system may be local, state or state and local. These may be general school funds, earmarked state taxes or a special tax for retirement. Texas has earmarked state taxes. West Virginia, Arkansas, and the State Boston plan are supported by general revenue funds of the state. Iowa has a special local tax for retirement.

Retirement for Vo-Ag teachers is a problem which may well belong to all teachers. Each school system (city or state) has the right to choose the best retirement plan its citizens and governing body will provide. The National Education Association should and does provide some tentative goals for teachers' retirement systems.

Relation to Other Programs

We Vo-Ag teachers and all other teachers are now confronted with the Federal Social Security program. The Vo-Ag teachers of Texas are "on the ball"—they have sensed this situation and propose to choose U. S. Civil Service. Each school system (city or state) will make one of the following choices in the next few years.

1. Improve its present system and keep free of Federal Social Security.
2. Combine its present system with Federal Social Security receiving some aid from each.
3. Surrender its present system to Federal Social Security.

Since the responsibility for a teachers' retirement system belongs to all teachers the author believes it is the responsibility of the Vo-Ag teacher to belong to local, state and national teachers organizations and to lead them in such tasks as providing adequate retirement systems.

NVATA Acts

The National Vo-Ag Teachers Association has been considering United States Civil Service retirement for some time. A bill has been drafted under the leadership of Vice-President Joe Cuffman of Midland, Texas. The proposed bill would make United States Civil Service retirement optional for Vo-Ag teachers. This bill may be introduced during this session of Congress.

An Amendment to the U. S. Social Security Law may be attempted during this session of Congress. The amendment would affect public employees including all public school teachers.

A proposed amendment to the U. S. Social Security Act to include all public employees was defeated in 1950. This was done on the grounds that the states have better retirement systems than that provided by U. S. Social Security. Public employees could be placed under Social Security if they were not covered by a state or local retirement system, however.

The South Dakota legislature promptly repealed its state teacher's retirement system and placed teachers under Social Security, only. This means that the highest possible retirement income for a Vo-Ag teacher in South Dakota at present is $85 per month. Virginia and Mississippi have also repealed their state teacher retirement systems. These two legislatures, however, provided a supplementary teacher retirement system in addition to Social Security.

Comparison of Costs

The cost of U. S. Civil Service Retirement is 6% of the worker's salary. The Federal Government has put in about 4% of the worker's salary to maintain retirement. The cost of Social Security is 1½% of the worker's salary at present. This percentage is to be increased to 3¼% in 1970. The percentage to enable the Federal Government to maintain retirement is not known to the writer.

The formula for computing U. S. Civil Service retirement is relatively simple. It consists of two forms. (1) Salaries up to $5000—One percent of average annual salary for highest 5 consecutive years plus $25, then multiply by years of service for annual retirement. (2) Above $5000—1½ percent of average annual salary for highest 5 consecutive years, then multiply by years of service for annual retirement.

Social Security benefits are calculated on the basis of 55% of the first $100 of your average monthly wage plus 15% of the next $200 of average monthly wage. This makes $85 per month the greatest possible retirement income.

Average monthly wage is based upon all months after December 31, 1950 and the first $3600 of your annual earnings.

The tables are shown to assist Vo-Ag teachers in determining their course of action with regard to retirement systems.

Strong points of Social Security

1. Cost to employee is low.
2. Social Security is good in any state.
3. Family benefits are provided.

Weaknesses of Social Security

1. Both minimum and maximum are too low.
2. No refund to estate if one dies before age of 65.
3. Must be 65 years old to get benefit.

(Continued on Page 227)

COMPARATIVE BENEFITS BY STATES*

Ala.	$150.45	Me.	243.00	S. C.	212.09
Ariz.	212.00	Md.	245.71	Tenn.	178.26
Ark.	166.67	Mass.	320.00	Texas (No Report)	
Calif.	238.75	Mich.	181.83	Utah	159.46
Colo.	200.00	Minn.	165.30	Vt.	100.00
Conn.	252.00	Mo.	125.00	Wash.	180.69
Del. (No Report)		Mont.	222.36	W. Va.	177.54
Dist. of Columbia (No Report)		Nebr.	105.00	Wis.	245.41
Fla.	A 245.00	Nev.	200.00	Wyo.	156.00
	C 286.00	N. H.	200.00	Social Sec.	82.60
	D 344.00	N. J.	261.32	Railroad Retirement	165.80
Geo.	295.00	N. M.	150.00	U. S. Civil Service (70)	200.75
Hawaii	285.62	N. Y.	280.73	G. M. Salary	537.00
Idaho	153.57	N. Y.	274.02	G. M. Hourly	130.00
Ill.	240.00	N. D. (No Report)		Carbide & Carbin	221.02
Ind.	210.48	Ohio	395.00	Du Pont	178.52
Iowa	117.45	Okla.	160.20	A T & T	133.33
Kan.	136.09	Ore.	123.00		
Ky.	100.00	Pa.	245.00		
La.	258.00	R. I.	286.66		

Calculations are made in terms of a man who began teaching in September, 1951 at the age of 22 at a salary of $2400 per year. He advanced by $100 a year until he reached $4800, where he remained until retirement at age 65.

*Data for states provided by National Education Association. Other data calculated by the author from bulletins provided by the respective organizations.

MONTHLY RETIREMENT BENEFITS COMPARED

	West Virginia Teachers Retirement System and Social Security				
(1)	(2)	(3)	(4)	(5)	(6)
1936-37	943	114.76	44.00	60.00	60.00
1937-38	1070	116.87	44.80	60.00	60.00
1938-39	1133	118.28	45.50	60.00	60.00
1939-40	1172	119.31	46.40	60.00	60.00
1940-41	1185	120.01	47.20	60.00	60.00
1941-42	1272	122.20	48.10	60.76	60.65
1942-43	1276	123.57	49.30	61.55	61.33
1943-44	1508	126.07	50.00	62.51	62.15
1944-45	1523	129.07	50.90	62.00	61.50
1945-46	1672	131.66	51.80	61.62	60.96
1946-47	1700	134.52	52.60	61.29	60.27
1947-48	2364	141.11	53.90	61.44	60.38
1948-49	2387	147.63	55.00	61.65	60.34
1949-50	2414	153.57	55.80	62.33	60.72
1950-51	2445	158.73	56.90	63.11	61.18
1951-52	2920	166.86	57.90	64.47	62.50
After Jan. 1, 1953		Estimated Salary			
1952-53	2945	170.74	71.50	65.76	63.01
1953-54	2970	174.63	71.70	67.24	64.07
1954-55	2995	178.50	71.90	68.84	65.23
1955-56	3020	182.33	72.00	70.55	66.48
1956-57	3045	183.16	72.20	72.43	67.80
1957-58	3070	184.00	72.30	74.35	69.31
1958-59	3095	184.83	72.50	76.30	70.86
1959-60	3120	185.66	72.60	78.58	72.52
1960-61	3145	186.50	72.80	80.86	74.27
1961-62	3170	187.33	73.00	83.26	76.10
1962-63	3195	188.16	73.10	85.78	78.05
1963-64	3220	189.00	73.20	88.42	80.09
1964-65	3245	189.83	73.40	91.18	82.25
1965-66	3270	190.66	73.60	94.09	84.52
1966-67	3295	191.50	73.70	96.11	86.91
1967-68	3320	192.33	73.80	100.28	89.42
1974-75		194.00	74.70	126.73	110.59
1982-83	End prior service	194.00	76.00	167.83	143.96
2000-01	Max. Soc. Sec'ty	194.00	80.00	196.44	186.45

(1) Retirement year, age 70 for Civil Service; others age 65.
(2) Actual average salary, W. Va. teacher and principal.
(3) Civil Service benefit.
(4) Social Security benefit after August 1, 1950.
(5) W. Va. Retirement benefit (Option A) after 7-1-1949 for man.
(6) W. Va. Retirement benefit (Option A) after 7-1-1949 for woman.
Column (3) calculated by H. E. Throckmorton based on 33 1/3 years.
Other data compiled by West Virginia Education Association.
Teaching period Col. 3, Age 22-70; other columns Age 22-65.
Col (3) ranges from $127.37 to $252.34 if teaching begins age 22.

4. No loan service.
5. No disability provided.
6. Limitation on earnings above age of 65.
7. May pay too much if working for more than one employer. Refund must be claimed within two years.

What We Should Want in a Sound Retirement System

The following principles were laid down by NEA committee over 20 years ago. They are still good.

1. Membership required of new teachers; voluntary for those in service.
2. Guarantees to both teachers and public.
3. Costs shared by teachers and public.
4. Amount of deposits and payment stated in enactment.
5. Deposits of teacher and payment by public concurrent with service.
6. Individual accounts kept.
7. System on a reserve basis.
8. Periodic actuarial investigations.
9. Provisions for disability retirement.
10. Teachers accumulated deposits returnable in case of withdrawal from service, or death prior to retirement.
11. Choice of options offered upon retirement.
12. Credit allowed for past service.
13. Rights under previous retirement systems safeguarded.
14. Reciprocal relations between systems.
15. Retirement board in control. □

What makes a first-rate teacher?

(Continued from Page 223)

this plan each student subscribes to *Country Gentleman* monthly. The teacher devotes two full days out of each month to class discussion of the current issue of the magazine. So much reading on the high school level in particular is haphazard and purposeless that the teachers are doing a service to their pupils if they teach them to read skillfully and easily. They stress the idea that reading is intended to stimulate one's thinking processes and to help one decide problems. The more thought given to a problem the better the decision will be. The main idea behind this plan is to develop independent thinking and the power of critical analysis in answering such questions as—Does this man's problem correspond with my own or can I solve mine a simpler way? Can I use this on my farm? Such thoughts should be running through each student's mind as he reads the magazine. He learns that the first paragraph revcals the gist of the article. If it will help him then he will read it, otherwise he can skip that portion and go on to another.

Personality Quotient

We hear so much of "IQs" and their importance. To us this is not nearly so significant in daily living as the "PQ" of each teacher. Our Personality Quotient is what makes us tick; if we know how to get along with our fellow men that means much in contributing to our success in life. In this business of teaching the PQ is especially important. We teachers must know how to get along with our principal and supervisor; our pupils find the classroom an easier place to live in if we can give and take with them, to say nothing of the teacher next door! A high IQ doesn't cut any ice with the majority of us. Often we don't like the poor fellow who has one.

The teacher of vocational agriculture must have a genuine liking for people and for his subject. How else can he be expected to kindle that spark of love for the land which should be each farm boy's birthright? We need men equipped with a zest for farming to pass this enthusiasm on to the next generation. Every Vo-Ag teacher's life should bear testimony to this belief in rural living by a life dedicated not only to farm youth but also the land. That is why a sideline which ties him to the land is a good hobby.

There are some who believe that teaching bars all other activities. We do not agree. In fact when the school house door closes at four the Ag teacher should be turning the key in the lock and putting on his hat at the same time, forgetting the difficulties of that particular day. The following morning he will return to his job with renewed encouragement. It is not the teacher who hangs over books until six each night in his classroom who makes the best Vo-Ag instructor. On the contrary, often that kind is the worst. We wish to make clear, however, that any hobby engaged in by the Ag teacher should be strictly a second-place one. He knows at the outset that teaching is his big job and nothing shall interfere with the proper performance of the teaching duties involved. If he happens to have a fruit orchard, all well and good. But when the busy season comes he should see to it that a hired hand performs the chores and not he to the detriment of his teaching. It is good to keep one's hand in, so to speak; it makes for better teaching. The pupils see that here is a man who is living the words he teaches daily. In that way his life proves his point that living on the land is the best way of life. □

Necessary qualifications for a teacher in vocational agriculture

ROY P. ANGELLE, District Supervisor, Louisiana

THE TEACHING of vocational agriculture is a profession. It is one of the vocations (or groups of vocations) that require extended college training—years of special preparation. Long school training is one characteristic of a profession which distinguishes it from other vocations. Medicine, law, and engineering are professions among the many for which such special education is required. The noun "profession" should not be confused with the adjective "professional." Professional simply means that the person is not an amateur; as for example, the professional baseball player. Only one male person out of twenty-six in the United States follows a profession.

It is essential that the teacher of vocational agriculture possess certain qualifications if he is to be a success in his chosen profession. In discussing these qualifications, I should like first to mention the three phases of preparation necessary for the teacher of vocational agriculture. He must first have a background of successful farm experience; he must secure training in technical agriculture and he must complete certain professional college courses in an institution approved by the State Board for Vocational Education in order to meet the requirements for teacher certification.

With these three phases of training successfully completed, the prospective teacher can be issued a certificate to teach vocational agriculture. Does he also possess the necessary personal qualifications? Is it possible for a person to be certified but not fully qualified to do a certain job?

Personal Qualifications

The teacher of vocational agriculture needs more than technical and professional knowledge. He mut have qualifications which will fit him for leadership in promoting and providing instruction to all the farm people in his community. In order to meet these needs he must be a dynamic individual, capable of meeting changing conditions; he must be dependable, open-minded, resourceful and sincere; he must be a good leader, capable of using good judgment; he must be healthy and unafraid of hard work.

An unquestionable character is essential for every successful teacher of vocational agriculture since he must know and work closely with present and prospective farmers, their farm-families, and other persons living in the community. His students and members of his Future Farmers of America Chapter will try to be like their vocational agriculture teacher; consequently what he thinks and what he does must be of the highest standard. He must always try to influence the students and FFA members to think and act in accordance with these high standards.

The successful teacher has a forceful personality, the ability to meet people, and the knowledge of how to apply his philosophy of vocational agricultural education to his particular teaching situation. The teacher with a pleasing personality can do a great deal in developing community enthusiasm for the program in agriculture.

Leadership is one of the most important qualifications of the teacher of vocational agriculture. In addition to being an organizer and leader of students, he must also be a leader of men. He must be in sympathy with rural life and have a spirit of friendliness toward the farmer. He must be able to utilize his technical, scientific, and practical knowledge of agriculture to guide present and prospective farmers in arriving at workable solutions to problems that arise on their home farms.

The teacher of vocational agriculture must have faith and confidence in his program. He must be willing to dedicate himself to his job with an enthusiasm and courage that will result in efficient service rendered to the community.

Neatness is another essential qualification. The teacher must dress properly for all occasions. His class room, farm mechanics shop, and other facilities should always be neat and well arranged.

Have a Balanced Program

A well organized program is an essential for every teacher. His community plan of work must have definite goals, ideals, and objectives. His course of study and his FFA program of work should be centered around the economic, social, spiritual and agricultural needs of the community itself.

In addition, the teacher of vocational agriculture should possess the correct appreciation and attitudes toward his job. He must maintain good discipline and know where to begin and where to end with his students. He should always be willing to cooperate with school officials and other members of the faculty.

I believe the teacher who possesses these qualifications is not merely a certified but a thoroughly *qualified teacher* of vocational agriculture. □

Summaries of Studies in Progress will be listed in the May issue

Teacher selection—

(Continued from Page 222)

then be sent catalogs and other material pertaining to the teaching of agriculture. As College staff members travel the state during the summer, as many of these boys as possible should be visited. They should be contacted and guided when registering in the fall.

2. The Department of Vocational Education must have a high rating on the campus if top students are to be enrolled. The faculty must be adequate. They must be interested in the problems of the student. The department should provide its share of advisers for first year men. The faculty must take an active part in the activities of the college. Some type of a departmental Vo-Ag club must be organized and functioning. It should have a strong program of work and regular monthly meetings. The program of activities should include a picnic or smoker early in the fall. This should be especially for first year men interested in vocational agriculture. At least one big banquet-type meeting should be sponsored. Guests should include top state educators and farm leaders. The affair should receive College and statewide publicity. If location permits, the organization should assist with the state Vo-Ag judging contests and the FFA convention. This Vo-Ag organization should be active in the student affairs of the College. □

Selective recruitment—

(Continued from Page 223)

teaching since their junior membership in the State Association will entitle them to receive the periodicals and other professional literature of the teacher in vocational agriculture. It is going to be an interesting development to watch in its relation to selective recruitment of teachers.

This instance seems to have much the same merits theoretically in prospect as the Future Teacher movement in the high schools as sponsored by the N.E.A. And it has its replica no doubt on a number of college campuses. In the case of the F.T.A. the question might well be raised, so far as vocational agriculture teaching is concerned at least, whether the high school period of membership is not too early to be most effective. As concerns the similar movements on some college campuses they tend to be confined to those students who have declared themselves as Agricultural Education majors. A number of prospects for teaching may well be overlooked in this manner. Realistically shouldn't we be treating the college years as the period in which young men can best make up their minds about a profession such as teaching and putting forth our greatest selective recruitment efforts during that period? W.A.S. □

No horse gets anywhere until he is harnessed. No steam or gas ever drives anything until it is confined. No Niagara is ever turned into light and power until it is tunneled. No life ever grows great until it is focused, dedicated and disciplined.—Harry Emerson Fosdick

A rural school administrator looks at the Teacher of Agriculture

H. W. SCHROEDER, Supr. Prin., Cato-Meridan Central School, Cato, N. Y.

H. W. Schroeder

IN THIS day of rapidly growing urban areas it is very easy to underestimate the importance of agriculture as an industry. Our amazement at the spectacle of mushrooming "Leavittowns" and our concern with their problems is quite likely to obscure the fact that there are still vast areas of our country in which agriculture in its various forms is and probably always will be the dominant industry. In our own school district, for instance, which is several hundred square miles in area, a majority of the families are still farm families and it is estimated that 75% of the income stems from farming or allied occupations. Obviously, farming is very important in districts with such large rural areas, and the school board or school principal who ignores this point is not serving the best educational interests either of the children who come to school or of the district as a whole. As a matter of fact, however, this point is ignored in too many cases, particularly in districts which contain both rural and urban or village areas.

Vo-Ag Departments Are Important

Perhaps it is superfluous to say that if farming is an important industry in the school district, the school's department of agriculture is correspondingly important in the school program. It may also be superfluous to say that the teacher of agriculture in this case is a correspondingly important person in the district. However, the peculiar degree to which this is true in agriculture as compared to other subjects is sometimes not clearly enough understood by adminstrators, school boards or, indeed, by the teachers themselves.

Our purpose here, then, is to state briefly why we believe that departments of agriculture are important in rural school systems, and then to examine for a moment some of the characteristics of a good teacher of agriculture from the viewpoint of a rural school administrator.

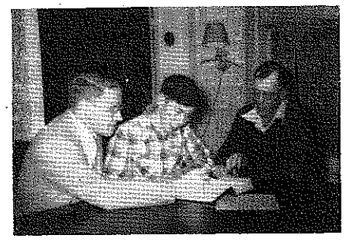
Essentially, rural children are no different from all other children in their educational needs. The difficulty in the past has been the problem of serving these needs adequately because of the sparsity of population in rural areas and the relatively small tax base upon which rural children must depend for the costs of their education. "Equalization" formulae in the distribution of state funds and the consolidation of rural school districts are making rapid strides in eliminating these difficulties, however. As a result, many rural schools are offering expanded curricula in all fields.

In this expansion, the agricultural courses now being offered in rural schools may be compared in a general way to the commercial courses being offered in communities where there are many possibilities of securing commercial positions. As far as the children themselves are concerned both are vocational and both are very desirable.

In districts which contain large farm areas, however, departments of agriculture are important for another reason which is sometimes overlooked. This is the fact that good departments of agriculture contribute directly toward improving the economic structure of the district.

Contribute in Three Directions

They contribute in at least three ways, as all good "Ag" teachers know. In the first place, there is the day school in-



Individual instruction on the farm involving Dad as well as the pupil. The problem concerned a ration for heifers and cows. The instructor in this case was a "cadet teacher" in training.

struction given to regular students. This is invariably slanted toward practical application of better farming methods through supervised farming programs. Secondly, there is the adult education program. In the third place, there are the telephone calls and innumerable informal requests for advice.

Not long ago we asked our "Ag" man, for example, to keep track of these requests for a few weeks to see how important an educational contribution they were for the district. The result was very interesting. A partial listing includes the following items, the value of which to the district is self-evident. 1. A request from a local grocer to explain to him the value of selling Grade A eggs. 2. A subsequent request to train one of his clerks to candle eggs. 3. A request from another young member of the community, asking to be shown how to candle his eggs for retail trade.

Planning a Father-Son partnership. The boy is a Junior in high school. Such relationships with the home are very important to the school.

4. A request from a young farmer for training in the use of a new welder he had just bought. 5. A request to supply information on a prespective hired man for one of the farmers in the district. 6: A request for advice and help from some members of the community who were ordering and planting reforestation trees. 7. A request to provide milk testing facilities and service of the agriculture department for local dairymen. 8. A request by a local farmer on a fertilizer formula for a snap bean crop. He had to mix fertilizer in order to use some he had on hand. 9. A subsequent request for advice on a cover crop following the snap beans. 10. A request to help repair a barn watering system. 11. A request to give advice on specific farms to a farmer who was considering moving into our district. 12. A request from a farmer to help him lay out fields on contour. 13. A request to "come out and see what is wrong with my new pump." 14. Almost endless requests to supply information, such as—When and how do I prune grape vines? Where can I get some good cash account books? Can you get me an income tax blank? What kind of a garden tractor should I buy? What is the law on confining dogs? Something's wrong with my onion crop, can you tell me what the trouble is?

Probably any "Ag" teacher could draw up a similar list in a remarkably short time. Even a cursory examination of the regular and adult school programs and these incidental requests would reveal the peculiar place that agricultural education holds in rural or partly rural districts. By making land and farm enterprises more productive they help build the economic wealth of the district. This

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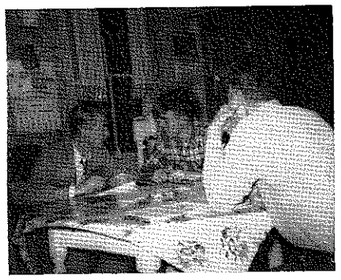

Checking progress being made in a Father-Son partnership. A means to more effective farming operations and, therefore, to more wealth in the school district.

A rural school administrator

(Continued from Page 229)

in turn leads to better standards of living and greater appreciation of education. It also increases the tax base upon which rural children depend for their education. Thus it appears that departments of agriculture, in addition to their immediate educational function, have an indirect, long range contribution to make. To the degree that they succeed in making this contribution they make it more possible for the school district to support a well-rounded educational program for all the children.

Kind of Teacher Needed

This being so, it is quite obvious that the teacher of agriculture is a key person in a rural school, and should be picked carefully for the job. The question then arises, what does a principal look for in a teacher of agriculture?

There are some general qualifications which we mention because they apply in a general way to all teachers. These are the qualifications that all good teachers should have, such as knowledge of the field to be taught and training in the methods of teaching it, a real affection for growing boys and girls, and a well-integrated philosophy from which to teach them.

But there are also some characteristics or qualifications that we feel are particularly important for teachers of agriculture because of the peculiar nature of their positions. We should list these as follows:

1. A background of experience in the type of farming followed in the district. The reasons for this are obvious. The teacher is more aware of the problems faced by the farmers of the district and the farmers have more confidence in the teacher who has had practical experience. Other things being equal, most principals prefer teachers of agriculture who have been brought up on farms.

2. The ability to use restraint in expressing opinions. An "Ag" teacher's success depends in great measure upon the tact and diplomacy with which he deals with the adults in his community. Farm practices in specific localities have usually been adopted for very specific reasons which may or may not be evident. Therefore the teacher who attempts to change farm customs in his locality without giving long consideration to all the reasons for their existence is inviting lack of confidence in his judgment. The teacher who knows when and in what form his words are welcome has a characteristic that is highly valued in his field.

3. The ability to plan and organize, and the drive to follow through and implement these plans over a long period of time. A successful school program of agriculture, like farming itself, involves an amazingly wide range of activities. Many of these require relatively short term planning, but many require plans which take years to mature properly. Executive ability of a high order is often needed to make a good program bear fruit.

4. A wide variety of social experiences. The typical "Ag" teacher must of necessity meet many types of persons in many different situations. He should therefore possess the ability to meet people easily in all situations. He should be able to conduct himself with dignity at Pomana meetings, enjoy the sociability of discussing farm topics over the kitchen table, and on occasion put on his dungarees and wield the manure fork.

5. A mode of living which makes him understandable to the people with whom he will be working. Since he will be working primarily with outdoor men and women who understand outdoor men, it is probably an advantage, for instances, if an "Ag" teacher's hobbies are understandable to them. Hunting, fishing, gardening, construction of various kinds and running fox hounds are examples of hobbies at which many rural people excel. The cultivation of a few such hobbies will lead to many friendships and widen contacts. Needless to say, they will also make life more enjoyable.

6. Finally, a real liking for country life and country people. One of the greatest requisites for success in any job is happiness, the kind of happiness that stems from the feeling of "belonging" with one's associates, of instinctively liking the same things, of finding the same situations amusing or tragic, and of attaching importance to the same values in life. This is more important to "Ag" teachers than to most because rural people, possibly more than other groups in our society, are sensitive to those who do or do not "belong." Without a true liking for country life an "Ag" teacher is indeed a fish out of water.

This discussion may seem in some ways to picture the teacher of agriculture as something of a "superman." We do not intend to give this impression. What we are trying to say is that the position held by a teacher of agriculture is a very distinctive one, especially in school districts which contain large rural areas. This does not imply that other teaching positions are less important. But it does mean that the position of the agriculture teacher, if properly handled by a good man with the proper technical and other qualifications has far reaching effects over and above the immediate educational functions of classroom teaching. The nation is dotted with agricultural programs which demonstrate that "Ag" teachers realize this point. Figuratively, in closing, we tip our hats to those teachers and say that their's is teaching of the highest order. □

Opportunities in teaching

(Continued from Page 220)

teaching generally comes later and often does not crystallize until they are about to leave college and realize that "something must be done." As a result of this philosophy, outstanding boys who would make excellent teachers of vocational agriculture may be lost to agricultural education or lose time and effort in preparing to teach because of tardy decisions as to what to do. If it can be pointed out that a great many additional opportunities are open to them should they prove themselves to be good teachers, then greater numbers of suitable candidates might enter college with agricultural education as an objective.

Tenure in Relation to Opportunities

Opportunities to progress to these other fields depends first upon successful demonstration of ones ability to organize, initiate, and maintain a vocational agriculture program in a local community. If this be true, then those who have been longest connected with vocational education should also be those who have advanced to different and more varied positions. The chart on page 220 bears this out to some extent by comparing the present occupations of those who graduated during the most recent five year period with those in the five year period from 1931 to 1935.

Teaching Brings Its Own Rewards

It is the duty in particular of those engaged in teacher training as well as councilors of students to point out the amount and wide span of opportunities that exist in agricultural education. Teaching high school vocational agriculture itself is a real challenge and opportunity. The fact that other opportunities exist should not detract from this work. Many teachers of vocational agriculture have remained in one school three decades or more. In so doing, they are secure financially, respected, and appreciated by their students and colleagues. They know they have contributed to the happiness of their community and to the success of many young people. Surely this is the definition of a successful person.

On the other hand, we must constantly be alert to additional opportunities and able to reward for a job well done. If we can point out these opportunities then we can capture the imagination of enthusiastic young folks early so that they will not pass up teaching as a dead-end, but a proving ground where they can make their mark by performing more service to their community and at the same time prepare themselves for greater rewards in the future. □

Themes for Volume 26

July—Growth in the Program of Vocational Agriculture.
August—School and Community Service through Vocational Agriculture.
September—Improving the Teaching-Learning Process.
October—Visual and Audio Aids in Teaching.
November—A Quarter-Century of Progress in the FFA.
December—Working with Out-of-school Groups.
January—Improving Facilities for Vocational Agriculture.
February—Improving Professional Status.
March—Improving Supervised Farming Programs.
April—Administering the Program of Vocational Agriculture.
May—Evaluating Programs in Vocational Agriculture.
June—The Summer Program.

Supervisory needs of beginning teachers

E. W. GARRIS, Teacher Education, University of Florida

E. W. Garris

IT has been generally accepted that the chief aim of educational supervision is to provide for a more adequate program of instruction in vocational agriculture for farmers and for farm youth. In accomplishing this recognized objective, one way of assisting is to help each inexperienced teacher. By so doing, the teacher is motivated in his professional and technical growth.

No pre-service training program for teachers can cover the specific experiences that may be needed in a given community—hence the importance of in-service training and supervision. In some states there may be little, if any, difference between supervision and in-service training of teachers, while in others there may be a decided difference.

Supervisory needs of beginning teachers may be determined by each of the following groups:

1. By supervisors from the state department of education.
2. By district or area supervisors.
3. By high school principals or superintendents.
4. By the teacher education department that gives in-service training.
5. By the beginning teachers themselves.

Under my direction, Mr. Floyd L. Northrop, District Supervisor, is making a research study of supervision of agricultural teachers in Florida. One segment of the study is to determine what help teachers believe supervisors can be to them. It is true that certain individuals may not recognize their own needs or weaknesses, but most people are able to do so.

By several pilot studies, by conferences with high school principals, by help from other supervisors and from reference materials, Mr. Northrop prepared a long list of possible supervisory needs of teachers. This list was given to the teachers with the request that each item be rated. The items rated as most important by beginning teachers were:

1. Preparing a usable teaching program.
2. Making a program of work for the FFA Chapter.
3. Making farm surveys and using the results.
4. Financing the FFA Chapter and the land laboratory.
5. Handling of departmental funds.
6. Arranging with the principal for a desirable class schedule.
7. Securing the confidence of farmers.
8. Using an advisory committee.
9. Securing proper publicity for the department.
10. Securing proper facilities for the land laboratory and for the farm mechanics shop.
11. Securing and filing reference materials.
12. Selecting procedures to use in teaching farm skills.
13. Motivating individual pupils.
14. Evaluating the results of teaching.
15. Securing additional agricultural and farm mechanic skills needed in teaching.
16. Organizing and teaching a class of young farmers.
17. Organizing and teaching a class of adult farmers.
18. Securing participation in FFA contests.
19. Making exhibits for fairs and displays for windows.
20. Organizing pupils for participation in learning activities on field trips and on the land laboratory.
21. Determining teacher liability when he takes pupils on a field trip.
22. Increasing the average scope of supervised farming programs.
23. Making final statements of the results of supervised farming.
24. Securing the assistance of skilled technicians in teaching farm mechanics.
25. Establishing individuals in farming.
26. Arranging for pupil absences for FFA judging contests, trips to fairs, etc.
27. Teaching record keeping for supervised farming work.
28. Cooperating with community organizations.
29. Securing adequate transportation facilities for field trips.
30. Organizing the teacher's time in order to secure the best educational results.

As previously stated, the list includes the assistance beginning teachers believe they need from supervisors. It would be well for supervisors to pay some attention to the felt needs of beginning teachers. This does not mean that they should fail to assist with any additional problems that are discovered during supervisory visits.

Beginning teachers believe that they are familiar with a sufficient amount of technical facts or understand how to obtain them. Many of the teachers find a need for a greater proficiency in skills, and in the application of the theory of teaching and of agriculture they have learned in college. □

Too many of us are what might be termed 'tidbit' collectors of fact. We get an element of fact here and there rather than so marshalling our information that it enables us to view the problem as a whole instead of as a series of elements.—Roger M. Kyes

Let the students do the teaching

DON HADLEY, Vo-Ag instructor
Ohio City, Ohio

Don Hadley

THE demonstration has long been recognized as one of the most effective teaching devices by teachers of Vocational Agricultural. However, the student demonstration has been generally overlooked. This method deserves much more widespread recognition and its use can be developed to achieve many desirable ends. As a teaching technique, it is particularly well adopted to teaching farm shop.

The method consists simply of demonstrations prepared for and performed by the students. It is generally recognized that students of high school age can be expected to carry on some project involving research and organization. This technique also would help to lighten the load of the overburdened Vo-Ag teacher.

Mutual Benefits

The benefits accruing to students and teachers alike from this method are many and its use can be developed to a degree assuring success. Students will get the benefits of discovering for themselves many skills and much information which they might otherwise miss. They would experience the problems involved in preparing and organizing a lesson. In their presentations, students will have opportunities to develop language skills and develop abilities of expressing ideas in a variety of ways. Students, observing others like themselves presenting the demonstrations, will be encouraged with the feeling that they, too, can perform as well as their fellows. Finally, the teacher will be rewarded by the opportunity to observe the language and techniques that students use when called upon to act in a capacity similar to his own.

Selection Needed

There are a number of considerations which may influence the use of student demonstrations. Students may be allowed to select from a list of processes the ones which they wish to demonstrate or the teacher may assign the subjects for demonstration to those for whom, in his judgment, they are best fitted. The assignments should be simple and clear and they should be made well in advance. Since the skills required in each demonstration should be within the capacity of the student demonstrators, the teacher should be well aware of the abilities of the individual students.

The teacher should help the student prepare for his demonstration. In general, the accepted procedures for demon-

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Qualification for supervisors

G. C. NORMAN, Supervisor, Institutional On-Farm Training Program, Florida

G. C. Norman

WITHOUT vision the people perish. If the leaders in any field of education do not possess "superior vision" the program suffers irreparable damage since the students are enrolled for comparable short periods. The Supervisors are responsible for the instructional program and, therefore, must possess this vision of leadership.

The qualifications of Supervisors may be classified in three general groups: namely, (1) Functional information which he must possess in order to discharge his responsibilities efficiently, (2) Professional ability, and (3) Personal characteristics which are needed by a supervisor.

A Supervisor must have at his command a general knowledge of all basic information necessary for the performance of his job. This information would include a basic knowledge of agricultural education, also a knowledge of laws, policies, and special methods relating to his specific field. He should also understand the relationship of the agricultural education program to society and the whole educational program of his state and especially to his area.

Professional ability of a Supervisor of agricultural education. This means the ability to do those things which a Supervisor has to do which require special technical know-how. The main point which the author wishes to point out is that the Supervisor must possess a back log of functional information and have the ability to transform this information into action through his teachers. A supervisor should hold a Master's Degree in the field of agricultural education and have had at least five years of successful teaching experience. Further he should be well versed or informed as to the types of agriculture in his area gained through practical experience and farm background.

Personal characteristics of a Supervisor. By now you may have come to think that a Supervisor must possess a great store of knowledge, be able to put it into action through functional programs and at the same time be a model person. You will no doubt feel that a Supervisor must be a super-salesman. That is true. We have to sell our administrators on our ideas and assignments. Many Supervisors have to sell programs of agricultural education to county boards, county superintendents, local trustees, farmers, and other school officials. Supervisors have to sell programs, ideas, methods, teaching techniques and many other intricate details to teachers.

The Supervisor must know that the program of agricultural education is a good one. You can't sell it if you don't know what you are talking about. Know every phase, every fact, every application, every benefit. Above all a Supervisor must know himself, since he is the important cog in the program in his area. Reflect sincere confidence. A Supervisor should examine himself very carefully and answer the following questions:

Desire—Do you really want to put over a functional program of agricultural education in your area? Do you let outside interests interfere?

Enthusiasm—Are you all steamed up? Emerson says, "Nothing great has been accomplished without enthusiasm." Do you live your program? Do you keep up professionally?

Confidence—Do you have confidence in yourself and in your program? Do you believe you can put it over? Do you create confidence in your teachers?

Courtesy—Do you like people? Are you friendly and tactful?

Appreciation—Can you appreciate the other fellow's point of view and give credit for a job well done? Always find something on which to compliment the teacher before leaving.

Sincerity—Are you honest and forthright in what you say and do?

Initiative—Do you do the right thing without being told?

Reliability—Are you on time? Do you keep your word?

Endurance—Do you watch your health, eat right, sleep right?

Think Straight—Do you believe—"As a man thinketh, so is he"?

Appearance—Do you believe in soap and water, the "Fresh Look"?

Cooperation—Do you cooperate with yourself? Do you give yourself a square deal? Do you cooperate with your superiors, your teachers?

Analytical—Are you able to analyze all situations? Can you spot strong and weak places and suggest ways and means for improving the situation?

Open Minded—Are you fair with your teachers, impartial, do you give credit where due, and consider the teacher's point of view?

Loyalty—Are you loyal to yourself and your program? Remember that what you radiate is as important as what you say. Many men rust out, few wear out.

Personality—Do you determine what you should be and then see that you are? Seek after ways of self-improvement.

Ability—Have you developed any special abilities to help you put your program across? Have you had special training? How are your speech habits? When anything seems difficult it proves that you are going at it in the wrong way.

Do you put *yourself* into the program of agricultural education? The mind can only hold one dominant thought at a time. Let the program rule when you try to sell it. Stay away from pressure and anxiety as much as you can.

In conclusion let me point out that the job of the Supervisor is not so much to improve the program directly as it is to improve teachers who are working through the program; that is, to improve those who are using the program to assist people to educate themselves. In proportion, therefore, as he is himself a human being the Supervisor can successfully help human beings on the job. Most of the characteristics mentioned here are nothing more than the characteristics of a good citizen. □

Vo-Ag teaching as a career*

B. OSCAR BROWN,
Vo-Ag Instructor, Salem, Missouri

THE SMITH-HUGHES ACT makes it possible for me to be a teacher of vocational agriculture, but there are a large number of excellent reasons why I am teaching today.

I would like to list some of these reasons and, by doing so, I hope those of you who have taught a number of years will have a greater appreciation of the work you are doing. In the first place, we are awarded quite an honor when 14-year-old boys sign up for vocational agriculture and present the opportunity of teaching and molding them for four, six or even more years. We should realize and accept the great responsibility of this honor.

As a teacher of vocational agriculture we have a full-time job. The job is never dull or routine. Your work will vary from teaching a Sunday School class on Sunday morning to calling square dances on Saturday night. Of course, our major responsibility is that of working with the all-day students. This includes regular classrom discussion, plus demonstrations, field trips, use of visual aids, activities in farm mechanics, and on-farm supervision.

We also make a number of trips during the year which give us an opportunity to broaden and stimulate ourselves. Educational tours, FFA conventions and teacher conferences are just a few of the possibilities. The FFA is one of our best mediums of service and enjoyment. Those activities carried on by our local chapters not only stimulate the boys but encourage us to do a better job and come up with new ideas continually.

I would like to make a special comment about supervised farming, which is the backbone of vocational agriculture. We have a tremendous opportunity to be of service to our communities if we will actually supervise the work of the all-day students, young farmers and adult farmers.

There is an emotional side to teaching vocational agriculture that gives me a lot of satisfaction. Have you ever had one of your students talk to 300-500 people and do a better job than you could do

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* Talk presented to group of student teachers who met at Kansas City, Missouri, during the 1952 convention of the Future Farmers of America.

High school chemistry for college preparation

MERLE E. BETTS, Graduate Student, Ames, Iowa

ONE OF THE important duties of every vocational agriculture teacher is that of counselling his students. Each year many high school graduates with vocational agriculture background are entering agricultural or other colleges, making the need for effective high school counseling ever greater.

"Should a vocational agriculture student choose chemistry as an elective subject in high school?" If this question should arise in a counseling situation, what would your answer be? A research study recently completed at Iowa State College should help you answer such a query, especially for students who plan to enter an agricultural college. It is recognized, too, that a high school course in chemistry would probably have important values for students who do not enter college.

Previous studies have been made to determine the effectiveness of vocational agriculture as preparation for certain college courses in agricultural subjects. However, no earlier study was noted which dealt directly with the problem of success or failure of students of agriculture in a beginning college chemistry course.

The purpose of this study was to prepare probability tables which would show just how many chances in 100 a given student of agriculture would have of successfully completing the beginning chemistry course at Iowa State College. Such tables should be of value for two reasons. First, all four-year curricula in the Division of Agriculture at Iowa State College require an elementary course in chemistry. Many other land grant institutions have similar requirements. The number of students who fail to pass this beginning chemistry course has been quite high at Iowa State College. Second, it seemed desirable to know whether having had chemistry in high school would increase a given student's chances of successfully completing such a course.

Relation of Aptitude

It is well known that probability of success in a beginning chemistry course or any other course is dependent upon student aptitude. One measure of student aptitude which is readily available is the average of high school marks. Another may be obtained by administering a scholastic aptitude test such as the American Council on Education Psychological Examination.

The accompanying table shows the probability expressed in chances in 100 for agriculture students with and without high school chemistry to successfully complete the beginning chemistry course at Iowa State College. The table is arranged with intervals of high school scholastic average and ACE percentile rank so that upon knowing these two factors for a given student, his chances of successfully completing the course may be observed.

The high school average was obtained by assigning weights to high school marks as follows: A = 4, B = 3, C = 2, D = 1, and F = 0. The American Council on Education Psychological Examination is used as a measure of scholastic aptitude. The percentile ranks are based upon norms for a large number of college freshmen.

A further study of the table will show us that a particular freshman entering the Division of Agriculture at Iowa State College with a high school average of 2.5 and who ranked in the 51st percentile on the American Council on Education Psychological Examination would have 63 chances in 100 of receiving a passing mark if he had a background of high school chemistry. A student with the same high school average and the same ACE percentile rank, but who had no high school chemistry would have only 48 chances in 100 of receiving a passing mark in the beginning chemistry course.

It may be readily seen from the table that good students as well as poor ones have substantially better chances of success in their beginning college chemistry course if they have been exposed to chemistry previously in their high school work.

Choice of Elective Subjects is Important

We all know that vocational agriculture is not intended to prepare students for college, but rather for establishment in farming. Nevertheless, since many of the boys who are vocational agriculture students do go on to agricultural colleges, it is the duty of the vocational agriculture teacher to assist such students in choosing elective courses in high school which will be of the greatest aid to them in their college work.

If one of your students who plans to enter an agricultural college after graduation from high school asks you whether he should elect the high school chemistry course, your answer, based on probability tables prepared in this study, will be YES. □

Chances in 100 for Successful Completion of a Beginning Course in College Chemistry at Iowa State College*

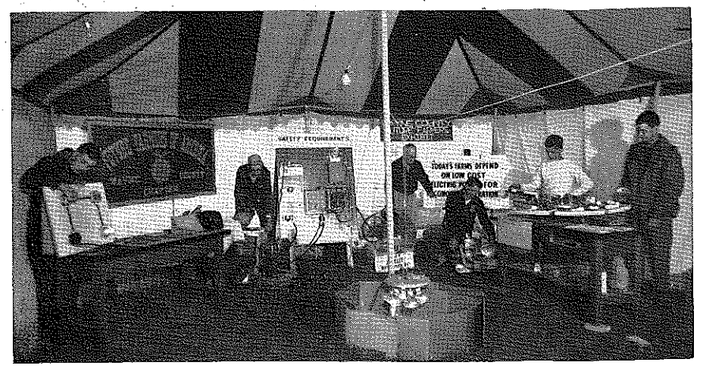
H. S. Ave.	Had H. S. Chem.	ACE Total Score (Percentile Rank) 1 to 10	11 to 20	21 to 30	31 to 40	41 to 50	51 to 60	61 to 70	71 to 80	81 to 90	91 to 100
Below 1.60	Yes	33	38	41	43	45	47	50	52	55	60
	No	21	25	27	30	31	33	35	38	40	45
1.60	Yes	36	41	44	47	48	51	53	55	58	63
1.79	No	23	28	30	32	34	36	38	41	43	48
1.80	Yes	39	45	47	50	52	54	56	59	61	66
1.99	No	26	31	33	35	37	39	41	44	46	51
2.00	Yes	42	48	50	53	55	57	59	62	64	69
2.19	No	29	33	36	39	40	42	44	47	49	54
2.20	Yes	46	51	54	56	58	60	62	64	67	71
2.39	No	31	36	39	41	43	45	48	50	53	57
2.40	Yes	49	54	57	59	61	63	65	68	70	74
2.59	No	34	39	42	44	46	48	51	53	56	61
2.60	Yes	49	54	57	59	61	63	65	68	70	74
2.79	No	37	42	45	48	49	51	54	56	59	64
2.80	Yes	55	60	63	65	67	69	71	73	75	79
2.99	No	40	46	48	51	53	55	57	60	62	67
3.00	Yes	58	63	65	67	69	71	73	75	77	79
3.19	No	43	49	52	54	56	58	60	63	64	69
3.20	Yes	61	66	69	71	73	74	76	78	80	83
3.39	No	47	52	55	57	59	61	63	66	68	72
3.40	Yes	64	69	72	74	75	77	79	80	82	85
3.59	No	50	55	58	60	62	64	66	68	71	75
3.60	Yes	67	72	74	76	78	79	81	82	84	87
3.79	No	53	58	61	63	65	67	69	71	73	77
3.80	Yes	70	74	77	79	80	81	83	84	86	89
4.00	No	56	61	64	66	68	70	72	74	76	80

*This table was prepared from data assembled for 287 students who entered the Division of Agriculture at I.S.C. in the fall quarter of 1950.

Your Attention, Please!

Copy for the *Magazine* is due three months in advance of publication. Note the themes listed for Volume 26, on page 230, and plan now to submit an article during the year on any subject you feel would be appropriate to one of them.

Copy should be typed double-spaced. Pictures to illustrate the ideas are welcomed. Prints must be clear and on glossy paper.



A view of some of the practices which were demonstrated in the County Fair and the facilities provided.

Cooperation in agricultural demonstrations

L. F. LEE, Vo-Ag instructor, Newark, N. Y.

DURING THE COUNTY FAIR held at the Palmyra, New York, Fair last fall, the County FFA staged a cooperative experiment in agricultural demonstrations. For several years back, this group has conducted judging contests in poultry, livestock, crops, etc. These are still being held but the agricultural instructors felt that these were insufficient to present a true picture of the work being accomplished by the agriculture departments of Wayne County. It was decided that we needed something in addition to the customary activities.

Early in the spring, plans were set in motion to stage a series of demonstrations at the Fair. The Palmyra Fair Association, through its secretary, agreed to furnish a tent. Electric power was furnished by the Rochester Gas and Electric Co. and the N.Y.S. Gas and Electric Corporation. These organizations also installed an electric panel for demonstration purposes.

Four demonstrations were conducted, including egg washing and grading, stand-by electric power to be used in case of highline failure, electric motor protection and electric welding.

Each day of the fair, Vocational Agriculture students from two Wayne County Agriculture departments had charge of the demonstrations. These demonstrations were given at intervals during the day whenever interest was shown by farmers attending the fair. Power was switched from the highline current to the stand-by generator so that such essential services as lights, water pumps, furnaces, and milkers could be operated even if high line service was interrupted for a few hours. Fusetron and switch protectors were installed in the electric line to protect electric motors from burning out. The electric welder was demonstrated by agricultural students and tried out by farmers. Cutting metal, heating and welding were demonstrated as repair operations essential to the proper maintenance of farm machinery.

Throughout the week, eggs for grading and washing were furnished by the Newark G.L.F. egg station. It has been truly said: "You can't make an omelet without cracking a few eggs." The boys had no facilities for making omelets, but they cracked some eggs during the course of the demonstrations.

In addition to the cooperating agencies mentioned above, local companies gladly furnished such appliances as a welder, electric motors and switches, an oil furnace, egg washers, and graders. Representatives of the Rochester Gas and Electric Corp., and the N.Y.S. Gas and Electric Corp., along with the district agricultural engineer, gave freely of their time in training boys for the demonstrations. The Agricultural Teachers' Committee for the event and all of the County Agricultural Instructors and their boys worked hard to make the venture a success.

It is hoped that similar cooperative projects may be conducted in future years. A start has been made in a new, and it seems to me, worth-while venture in bringing new ideas to the attention of Wayne County Farmers and stimulating interest in the program of vocational agriculture. □

Bobby Holder FFA Camp

MARCUS HARVEY, Vo-Ag instructor, Throckmorton, Texas

HAVE YOU EVER been to Possum Kingdom Lake, located to the northeast of Breckenridge, Tex.? If you have and explored along the northwest shore, across the lake from the state park, you may have noticed an island some two thousand feet from shore. It is connected to the shore by a causeway built of stone and dirt, with a road along the top. Perhaps you were stopped from investigating further by the fence across the causeway and by the locked gate. Was your curiosity aroused when you saw the large native stone building situated on the island? Let us explain the mystery of the stone house and the locked gate—which in reality is no mystery at all.

The explanation really starts back in 1929 when a baby boy was born. This boy was given the name Bobby Holder. As the years passed, Bobby developed into an ideal American boy. At fourteen, he was clean-cut, clear-eyed, cheerful and of excellent character. Small boys adored him, his schoolmates found in him a pal and a friend who was always loyal, while men respected him and with pride watched him grow rich in those honorable qualities that make for manhood and leadership.

Bobby could be trusted with responsibility. He could be counted on to be in his place in church on Sunday. He was thoughtful, studious, and conscientious, with a keen sense of humor and a real zest for living. His lovable disposition brought warmth and smiles wherever he went.

This, then, was the picture Bobby represented in 1944, before tragedy struck. The news broke on a stunned Breckenridge that Bobby Holder had been killed in an accident. No more would his smile warm the hearts of his many friends. Bobby had gone on, but his memory lingered in the hearts of those who had known and loved him. These people started a movement to perpetuate his memory in the form that would serve American youth and to encourage other boys and girls to follow the noble example of Bobby Holder. Many suggestions were offered. A board of trustees was selected and these trustees decided upon a camp for young boys and girls.

A Memorial

The site chosen consisted of a five acre island and seven acres adjoining on the mainland. The original trustees spent approximately $20,000 in developing the site. The camp as it is today is estimated to be worth $40,000 as a commercial recreation camp. The trustees decided that the memorial should be sponsored by some strong youth organization and the Future Farmers of America was chosen as the one best qualified for this sponsorship. In January of 1951 the memorial was placed under the auspices of the Future Farmers and their leaders of Area IV in Texas. Almost immediately plans began to unfold in the minds of the leaders—plans for development, more buildings, a water system, recreational fields, and the like. Committees were appointed for planning, financing, and publicity.

The financing and planning committees decided that facilities and equipment for handling groups of 300 youth at one time should be provided and that such equipment and facilities could be provided at a minimum cost of $150,000. The reason for providing for large groups was to hold the camping fees per individual youth to a minimum. Facilities needed were kitchen and dining hall equipment sufficient to handle 300 youth, caretaker's house and furnishings, guest cottage and furnishings, shop and maintenance building and equipment, water system, roadwork, playgrounds and equipment, boats, boat docks, and other miscellaneous items too numerous to mention.

(Continued on Page 235)

Summer workshops prove valuable to teachers

DENVER B. HUTSON, Teacher Education, University of Arkansas

Denver B. Hutson

SUMMER workshops are proving to be popular as well as a valuable type of in-service training for teachers of vocational agriculture in Arkansas. In order to meet some of the technical needs of teachers, workshops were organized on a state-wide basis during the summer of 1951 in cooperation with the State Department of Education, University of Arkansas, and power companies of the state.

A series of eight workshops pertaining to the farm shop program and rural electrification were held during the summer of 1951. Each of these workshops consisted of three-day meetings. Topics discussed the first day were as follows:

(1) How much time to allot to the farm mechanics program for all-day classes

(2) Areas in farm mechanics to cover each year

(3) Use, care and identification of tools

(4) Relation of farm mechanics to the programs of supervised farming

(5) Planning the course calendar of farm mechanics activities.

Second and third days of the workshop consisted of discussions conducted by staff members of the Arkansas Power and Light Company and University of Arkansas, Department of Agricultural Engineering. The instruction pertained to:

(1) What to watch about kilowatts

(2) Computing the cost of electricity

(3) Circuits and protective devices

(4) Installation of electric circuits

(5) Wiring plans

(6) Reference materials on rural electrification.

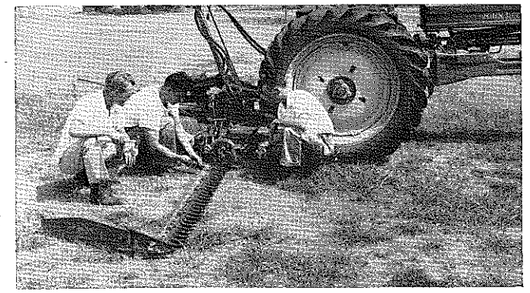
During the summer of 1952, four-day workshops were conducted throughout the state with a total enrollment of 150 teachers of vocational agriculture. Two workshops were held in each of the four supervisory districts of the state. These meetings dealt with the use of electrical equipment, including water pumps and electric brooders, and care, operation and adjustment of mowers. Topics discussed the first and second days of the workshops involved:

(1) A study and demonstration of the various types of pumps

(2) Determining need, layout and installation of farm water systems

(3) Operation and care of electric brooders and poultry equipment.

The third and fourth days consisted of actual practice in overhauling the cutter bar of mowing machines. The manuals, "Care, Operation and Adjustment of Mowers," prepared by Hollenberg and Johnson, were used as a guide in connection with the discussions.



Workshops for improvement of farm machinery skills are popular. The instructor in the picture, Prof. George W. Steinbruegge, Univ. of Arkansas Dept. of Agr. Engineering, is stressing the importance of proper machinery adjustments.

During the summer of 1953, two four-day workshops for each of the four supervisory districts in the state are being planned. In an attempt to meet the needs of the teachers in different sections of the state, the workshops are being varied for this summer. Some of the subjects for the workshops to be conducted in different farming areas of the state are as follows:

(1) Problems in irrigation for the rice section of the state

(2) Forestry management in the pine timber area

(3) Cotton grading and marketing in the delta area

(4) Selecting, fitting and showing livestock in the livestock areas

Members of the teacher training staff at the University will be in charge of the workshops to be conducted this summer. It is contemplated that specialists from various breed associations, cotton associations, State Forestry Service, University of Arkansas, and the State Colleges will provide technical assistance.

Teachers of vocational agriculture in Arkansas have expressed an opinion that a real need is being met through the workshops and that the technical knowledge gained is of practical value. In the past, emphasis has been placed on "work" during the workshops and the aim has been to give teachers the type of information and experience which will enable them to do a better job of teaching in their respective schools. □

"Tips" Wanted!

More and more teachers are expressing an interest in the column—"Tips That Work." Send in that item which may help another teacher to take advantage of an idea you have proved to be useful. One to two hundred words should be sufficient.

Bobby Holder FFA camp

(Continued from Page 234)

Manner of Financing

It was decided that since the Future Farmers of Area IV were to be given preference, so far as camping dates were concerned, the 23 counties in Area IV would each be given responsibility for a quota of the $150,000. The economic index figures and the population of each county has been used in figuring the county quota for the 23 counties in Area IV. The quota based on the economic index and the quota based on population both were figured and an average figure was obtained. The finance committee held a series of meetings throughout the area, explaining to the backers of the Future Farmers this method of arriving at each county's part of the total sum. The plan gained the full support of all 23 counties.

The camping dates or periods are to be set up during the summer months with each period consisting of three days and two nights. The minimum cost per youth, which includes meals, sleeping accommodations, recreational facilities, and the like, will be $5.00. First preference to the camping periods will go to the Future Farmers of Area IV. Other youth groups in the 23 counties will be given next preference, and next, the youth groups in any part of Texas. All groups will make reservations for the camp on a "first come, first served" basis, and each group will plan its own educational and entertainment program.

Officially Dedicated

The Bobby Holder Camp officially became the Bobby Holder FFA Camp in a dedication ceremony on April 26, 1952 in which the Honorable Price Daniel, Attorney General of the state of Texas delivered the dedication speech. He said in part, "Any movement dedicated to the development of our youth mentally, physically and spiritually is an investment which will ultimately pay rich dividends to our communities, our state and our nation in good citizenship. I regard the Bobby Holder FFA Camp as such a medium and am glad that we shall have it available from now on for the young men of our great state." □

The right angle from which to approach a problem is the *Try* angle.

Techniques in teaching parliamentary procedure

WALTER JACOBY, Teacher Education, University of Connecticut

PARLIAMENTARY procedure is one of the units frequently mentioned by teachers of agriculture as "difficult to teach" from the standpoint of mastery of material and the retention of what has been mastered. We will all agree that parliamentary procedure is an important unit. Some instructors attempt to teach the entire unit during FFA meetings. Certainly this is the time and place to practice proper procedure; however, it would be well to include this material in the regular course of study. True, parliamentary procedure is a difficult subject for anyone to master. Here is the procedure that seems to be most effective to use with both in-school and out-of-school groups for the purpose of teaching the abilities to carry on the processes in parliamentary procedure (hereinafter referred to as "abilities").

Study References

Students are referred to available sources of information on parliamentary procedure. A study guide and supervised study seems to work effectively. The following sources of information proved to be most satisfactory in working with youth groups:

Official Manual of the Future Farmers of America

Helps in Mastering Parliamentary Procedure, by Wilbur F. Stewart. Enterprise Cooperative Company, New Concord, O. 1946.

Parliamentary Points of Order, by Lewis C. Stewart. Webster Publishing Company, 1808 Washington Avenue, St. Louis, Mo. 1922.

Parliamentary Law At a Glance, by E. C. Utter. Interstate Printing and Publishing Company, Danville, Ill. 1946.

For advanced study, *Robert's Rules of Order,* by General Henry M. Roberts, U. S. Army, is recommended.

Learning Parliamentary Procedure

A. *Preparation*—The instructor formulates a mock meeting including all the abilities in parliamentary procedure to be mastered by the group. Each separate item is typed on a numbered card, as shown by the following examples:*

a. *Main Motion* (including discussion)
   (1) "I move that we buy a gavel for our president."
   (2) "I am not in favor of this motion. We could make a good gavel in shop."

b. *Amend a Motion*
   (3) "I move that we take a trip to Hartford."
   (4) "I move to amend the motion by adding these words, 'and that our Chapter pay the cost of transportation'."

c. *Amend the Amendment*
   (5) "I move that the Chapter purchase a boar."
   (6) "I move to amend the motion by adding a word, 'Hampshire' before the word 'boar'."
   (7) "I move to amend the amendment by adding these words, 'to cost not more than $100.00'."

d. *Refer to a Committee*
   (8) "I move that we buy a camera for our Chapter."
   (9) "I move that this matter be referred to a committee of three."

e. *Lay on the Table*
   (10) "I move that the chapter purchase FFA officer pins for our present officers."
   (11) "I move that this motion be tabled."

f. *Take from the Table*
   (12) "I move that we take from the table the motion to buy officers pins for our present officers."

g. *Withdraw a Motion*
   (13) "I move that we continue this meeting until we feel like going to English class."
   (14) "This may require a whole year. I am not in favor of this motion."
   (15) "I wish to withdraw my motion."
   (16) "I move that John Smith be permitted to withdraw his motion."

h. *Adjourn*
   (17) "I move that we adjourn."

In addition to the above examples of this type of mock meeting, it is advisable to include in the collection of cards statements to cover the following additions: Close Debate, Limit Debate, Rise to a Point of Order, Committee Report, Election of Officers, Appeal from the Decision of the Chair, Postpone Indefinitely, Postpone to a Definite Time. It is suggested also that the instructor include more than one example of each process in parliamentary procedure for the purpose of repetition.

The instructor has a set of numbered flash cards (with a number large enough to be seen by all students) corresponding to the numbers on the students' cards. The item contained on the students' card with the corresponding number is typed on the back of the instructor's flash card.

B. *Presentation*—Cards are distributed to the members of the class. One member of the class is selected to act as presiding officer. The instructor flashes his numbered card and the student holding that number addresses the chair and reads the information on the card. Instruction is given as each new situation arises. Presiding officers are changed from time to time so that each member of the class has an opportunity to participate both as a presiding officer and as a member. When all the students have learned all the abilities of parliamentary procedure, we are ready to go on to the third step in the teaching process.

Practicing Parliamentary Procedure

A. *Preparation*—The instructor has cards on the bulletin board listing all the abilities in parliamentary procedure that have been learned (Main Motion, Amend a Motion, Lay on the Table, etc.). He may also wish to have cards indicating how the students should vote and one requesting discussion.

B. *Presentation*—The same procedure is followed as outlined under Learning Procedure except that the instructor points to the ability to be presented and the students respond with their own motions and discussion for this mock meeting. Some of the students may be asked to write the minutes of the meeting, and others to prepare a news release based on the mock meeting.

C. *Game—Stumping the Presiding Officer*—Now the students have a free hand. The purpose of this exercise is to use the abilities in parliamentary procedure and to cause the presiding officer to fail in his ability to preside. This motivation develops the spirit of cooperation. Students select their own abilities in parliamentary procedure for the consideration of the group. In this situation, the students "carry the ball" and the instructor acts as "referee."

The preceding techniques have proven satisfactory in many cases. This type of procedure can be used with FFA Chapters, Officer Leadership Training Schools, or as a part of the leadership training in each individual vocational agriculture department. □

*The number of cards and the variety of abilities listed can be as great as is considered necessary. The author submitted a list of 76 which is not included here for lack of space.

Let students do the teaching

(Continued from Page 231)

strations will be used. The teacher can recommend references to each student for his assignment. Each student should have opportunities for practicing the skills involved and the teacher should rehearse each student-demonstrator with the idea of improving the demonstration. It would be well to check the effectiveness of all student-demonstrations and supplement them when necessary.

Potential Teachers Identified

With regard to the problem of teacher recruitment, students showing interest and ability in handling these demonstrations can be encouraged to consider teaching as a career. Very often, teachers recognize good prospective teachers but have little opportunity to develop an interest in teaching. Very often, these students are unintentionally used as chore boys. It would appear that this method, if properly used, can be a distinct contribution to the teacher recruitment movement. □

FFA members operate a woodland project

PERRY STEWART FLEGEL, Vo-Ag instructor, Hurlock, Maryland

THREE Dorchester County, Maryland, FFA Chapters have embarked upon an activity which they feel will contribute generously to a number of worthy causes in their surrounding community.

The Hurlock, East New Market and Vienna Chapters of FFA have begun the development of a piece of woodland which will ultimately be a source of lasting beauty and pride to their community.

Several years ago the County Board of Education purchased an 80 acre farm for the purpose of erecting a consolidated school on part of the site. Included in this farm is a fourteen acre wooded area which has been neglected for the past two decades.

The FFA Chapters of the three schools which will ultimately be united in the consolidation have secured permission from the Board of Education to thin, renovate and develop the wooded area. The Chapters have been given the responsibility of caring for and managing this fourteen acres as well as a thirty acre parcel of cleared land.

A Continuing Program

In order that the Agricultural students in following years will not lose sight of the original goals developed by the three Chapters, a long range program has been developed. A copy of this program has been placed on file in each of the three schools and also in the office of the Board of Education. This program is as follows:

1. Plant 3000 Norway Spruce trees 5' x 5' in the spring of 1952 to be cut as Christmas trees when mature.
2. Plant an additional 3000 Norway Spruce trees in the spring of 1953 for Christmas trees.
3. Each succeeding year plant 1500 Norway Spruce trees for the same purpose as mentioned above.
4. Keep these trees pruned yearly.
5. Thin all of the woodlot now remaining except a small area which will be left to show the difference between thinned and unthinned woodland.
6. Run a fire-line through the woods and burn off all scrub growth now standing North of the heavily wooded area.
7. Lay out an experimental plot running North and South and parallel to the first area planted to Spruce. Plant trees in rows in this plot.
8. Plant the burned off area in loblolly pine in the fall of 1952.
9. Clean up trash now present in the pine woods.
10. Fence in two acres for the care and feeding of deer. (deer are being presented by the State Department of Parks and Forests).
11. Build an out-door fire-place, tables and grill in an open place in the woodlot.
12. Drive a well near the fire-place area.
13. Erect birdhouses in the woodlot especially for woodpecker, flicker, chickadee, etc.
14. Build and erect bird feeding stations.
15. Erect a log shelter or summerhouse.
16. Plant a few of each kind of native trees that are not found in the area at the present time such as black walnut, elm, sycamore, basswood, etc.
17. Place name plates on the various species of trees for easy identification.
18. Construct a bridle path through the woods.

To this list may be added other activities as they may occur to the students.

Pupils take a real interest in their group project. Thinning of the area was an early activity.

Progress Being Made

This project is well under way at the present time. The Spruce trees have been planted and are growing nicely. The area has been cleaned up of the trash that had been dumped on it, and several acres of woodland have been thinned this past spring. The trees that were cut out were sold as pulp wood, as logs to a mill and as fire-wood. Several hundred dollars have been realized from the sale of this timber and the money is being put back into the project. Some of the money has been used for the purchasing of timber saws, bow saws, axes, hatchets, planting bars and other tools commonly used in the woods. A number of the native trees not found in the wooded area have been planted. These include the black walnut, elm and red birch.

Varying Purposes Served

This fourteen acre woodlot will require several years to put into shape. It will serve a number of useful purposes to our community. First, it will be an example to all passersby as to the correct method of thinning and caring for both pine and hardwood woodlots. It will also be a challenge to the community to clean up and improve their wooded areas. Second, it has and will continue to give students enrolled in vocational agriculture an opportunity to secure practical experiences and direct applications of class-room study in re-forestation and woodlot management. Third, it will afford an opportunity for classes in botany, biology, general science and agriculture to study nature first hand. Fourth, it will aid students and members of the community to more fully appreciate and love nature. Fifth, it will be a game refuge and bird sanctuary as well as a conservation area for trees and many plants that are now scarce in the area.

The number of man hours required to clear the land is being recorded so that the students can get some idea as to the cost of cutting pulp wood and clearing land.

The members of the classes in vocational agriculture have been very interested in the work and it has proven to be one of the most active and interest-consuming projects to which the students have put forth effort. □

Vo-Ag teaching as a career

(Continued from Page 232)

in presenting material? Have you had a father tell you that he learned more than his boys after four years of vocational agriculture? It is a little hard to put into words these emotional returns but they are there and after a few years of teaching you will treasure them greatly.

If we are going to accept these values of teaching vocational agriculture we must accept the responsibilities that characterize our work. They are found in the following areas in which we should have an interest—All-day students; Young farmers; Adult farmers; Institutional on-farm training; Farm organizations; Civic organizations; Churches; Related agencies; Our families; Ourselves, especially professional improvement.

I feel, as a teacher of vocational agriculture, that we need to have a very definite idea of what we want to accomplish in a community. We are training the future citizens of the community and we must be sure that we are giving training that will allow them to live and prosper with their fellow citizens in the years ahead. We must become a part of our community and continually plan and look ahead to new horizons. □

If your nose is close to the grindstone rough,
And you hold it down there long enough,
In time you'll say there's no such thing
As brooks that babble and birds that sing.
These three will all your world compose:
Just you, the stone, and your darned old nose.

—Author unknown

Using the FFA to stimulate better farming programs

ELMO JENSEN, Vo-Ag Instructor, Coolidge, Arizona

"Money makes the mare go," is an old saying. We sincerely believe this. To get good supervised farming programs they must be successful financially. By using every means at our disposal we have increased the average earnings per boy from $88.26 in 1942 to $1,172.21 last year. We have also found that the larger and more financially successful an enterprise is, the more efficiently it is carried out with use of better practices.

The FFA Chapter is one of our most effective tools in getting bigger and better supervised farming programs. The Chapter builds its programs around the supervised farming programs of the boys as nearly as possible. The Chapter sets up goals for every member to reach. Labor earnings are $100 for freshmen, $200 for sophomores, $300 for juniors and $400 for seniors. The Chapter then gives the boys a chance to meet their goals. The following are methods we use successfully.

Financial Assistance

The Chapter makes financial assistance available to all sound programs. We own 13 shares of stock in P.C.A., which we use for loans to members. The local bank also grants any loan approved by the Chapter Loan Committee. The committee on loans is elected by members and they must examine and approve any loan granted a Chapter member.

Another successful method is by cooperative buying of livestock and supplies. After the boys have planned their programs the orders for the same types of livestock and supplies are pooled. Then the order for the amount needed can be more easily secured at a lower cost.

Equipment Available

In many cases boys can rent small acreages, but do not have machinery to operate them. The Chapter has a tractor and other equipment which the boys can rent to farm their small pieces of land. The Chapter also provides facilities for boys to carry on enterprises when they lack adequate facilities at home. These facilities include a brooder house for 400 chicks, 2 pens for laying hens, and a hog house.

We also have land which the boys can rent for pasturing animals. The Chapter rents 35 acres and takes care of it as a group. If a boy wants to rent pasture he rents from the Chapter. Often pasture is very hard for individuals to secure otherwise. Thus, everything but labor is made available and the more ambitious boys take advantage of this, to carry on better programs.

Stimulates Learning Experiences

To keep the program more complete and help boys to get more participating experience in supplementary jobs the Chapter organizes a host of learning activities. These activities are built around the FFA programs of work. Such activities as spraying livestock, vaccinating, dehorning, and castrating, are learning activities which many boys with only crop enterprises would not learn if not carried on as a Chapter activity. The same is true of boys with livestock enterprises who gain experience in insect control, irrigation, tractor operation and other practices used in crop enterprises.

This program has proved effective in not only building up Chapter morale, but in getting boys to use more of the improved practices. Few boys can be proud of a small enterprise and give it little attention, but when a boy can earn $1,000 to $20,000 from his enterprises he is proud of it and strives to do a good job. □

The work of the State Supervisor

H. E. WOOD, Supervisor, Florida

H. E. Wood

THE principal duty of the State Supervisor is to act as a liaison officer in carrying out the intent and purposes of the Smith - Hughes Law, as defined specifically in the State Plan for Vocational Education. It is his duty to increase the administrative effectiveness and economic value of the services provided through the State Department for Vocational Agriculture. He should provide the unified and coordinate leadership necessary to accomplish the aims and objectives of a sound, progressive program in vocational agriculture throughout the state.

The State Supervisor is charged with the responsibility of promoting the development, maintenance, and improvement of instruction in vocational agriculture. In this assignment, he is assisted by his District or Area Supervisors, whose main duties are to maintain an efficient program in the various communities where vocational agriculture is taught.

To accomplish his goal of a complete program of vocational agriculture throughout the State, the State Supervisor of Agricultural Education must maintain an effective public relations program by contributing to and cooperating with the various educational groups in the total school program, and by enlisting the aid and support of all citizens who have a vital interest in agriculture. Since the general aims and objectives of a program in vocational agriculture support the general objectives and philosophy of the whole school system, he must secure the understanding and cooperation of all groups in the promotion of a community-school program.

Today, more than ever before, emphasis is being placed upon acquainting the out-of-school adults who are already in the business of farming with the latest improved practices in general farming, dairying, livestock breeding, etc. Thus, a complete program in adult instruction must be planned and set up by the Supervisor for the teaching of Young Farmer and Adult Farmer classes in the various communities.

He is also responsible for the organization and successful operation of emergency programs in the field of agricultural education, for example: the Food Production War Training Program during World War II; the Institutional On-the-Farm Training Program for eligible returned servicemen from World War II; and more recently, the Program for Korean Veterans. These programs deal with adults who are actively engaged in making a living on the farm, and whose education and successful application of improved farm practices have a direct bearing upon the economic standard of living for farm families.

The work of the State Supervisor embraces more than just the discharge of his administrative office duties, such as determining the annual reimbursement for departments from state and federal funds; preparing budgets; answering correspondence; handling personnel details; preparing annual reports for the Office of Education; and reviewing reports from teachers. He must recommend and justify the establishment of new departments to the State Board for Vocational Education; cooperate with the teacher-training institutions approved for giving course work to pre-service and in-service teachers, particularly regarding curriculum changes, participation experiences, preparation of teaching materials, research work, and the follow-up of new teachers. He must cooperate with local school officials to secure facilities and conditions which are conducive to effective training.

Finally, the State Supervisor must also act in the capacity of Adviser to the State Association of Future Farmers of America and New Farmers of America. Here again, in his capacity as Adviser, he must maintain an excellent public relations program, since the success of the Association in the state depends upon his ability as a leader and cooperator. He must cooperate with state farm agencies and associations, as well as business organizations, by serving on committees, stimulating interest in furnishing articles for the press and for radio programs; promoting Future Farmer and New Farmer participation in Fair Exhibits, Livestock Shows, State and National Conventions, and other activities in leadership training which are a part of the program of work, and go into the making of a successful state association.

There is never a dull moment in the life of the State Supervisor. He might be supposed to know something about a "live-at-home" program, but he certainly does not live at home much. □

Problems in operating a school forest

J. ARTHUR PETERS, Vo-Ag Instructor, Bradford, Vermont

During the year 1946, Bradford Academy was given sixty-five acres of hilly White Pine forest. The area adjoined the village and was a fifteen minute walk from Bradford Academy. Although this forest had suffered extensive hurricane damage in 1937, cruising revealed 155,000 feet of mature timber available for cutting. When deeded, there were no roads into the area.

Responsibility for managing the school forest was promptly placed in my hands as teacher of vocational agriculture by the school officials. This story is largely an account of how I proceeded, some of the problems I encountered, and conclusions I have drawn as a result of my experiences.

Management

My first step as the manager of a school forest was to call in the County Forester and the Soil Conservation Service. Together we worked out an eight point program for managing the forest. Provision was made for—

1. Building a series of roads with the help of SCS so that a truck could drive within 600 feet of any part of the area.
2. Planting 3,000 Red Pine seedlings to be obtained from SCS.
3. Pruning all young pine to 12 feet from the ground.
4. Making release cuttings on thickly seeded natural stands of young pine.
5. Thinning 20 and 40 years stands.
6. Cutting mature trees at the rate of 7,000 board feet for each of the next ten years.
7. Developing the public recreation aspects of the area.
8. Establishing demonstration plots to show advantage of approved forestry practices.

Problems Encountered

Several problems were encountered in carrying out the management plan described above as an educational enterprise.

One of the big difficulties centered around time for vo-ag classes to work in the woods. Our school is operated on the basis of 90 minutes per day for each vo-ag class. This left only 60 minutes of work time at the forest. This problem was largely overcome by scheduling vo-ag classes to end at noon or 'school's out,' by using the new road system to drive in, and by the use of portable weatherproof tool boxes left at the site of each job. Experience has shown that under Vermont conditions students can carry on operations efficiently in the woods during only the fall and late spring months.

Transportation was another serious problem. At first we walked the 15 minutes back and forth. Later when our road system was completed we purchased a pick-up truck and commuted. The money spent for bulldozing roads proved to be one of our best investments. In view of my experience, I would hesitate to advise any teacher to accept responsibility for a school forest located several miles from the school.

Securing necessary equipment proved important. Nearly $3,000 worth in all are owned at present. Some of the ways we gained possession of ours were purchasing surplus government equipment, building equipment in the farm shop and buying expensive items through FFA treasury funds. Many items of equipment have been borrowed from various agencies for short periods of time.

Financing

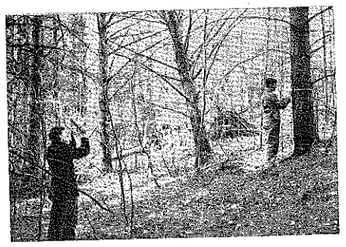
Although we might have solved all of our financial troubles by cutting enough to meet expenses this seemed ill advised. However, shortly after we took over, the local power company paid us $1,000 for a right of way across the property. In addition we have supplied an average of $200 worth of lumber per year to high school departments and have sold some fireplace wood and pulp.

I have found that there is a real danger that the school woodlot may become just a 'doing' exercise for students, rather than a 'learning by doing' opportunity. It is very essential that the instructor keep in mind that the real ends to be attained lie in terms of educational outcomes and not management outcomes alone. We offer instruction in the following jobs: planting, pruning, thinning, weeding, estimating standing timber, scaling logs, felling trees, controlling blister rust and weevil, etc. Demonstrations and practice are of course natural methods of instruction in a school forest. In addition, I have used some rather novel testing devices such as woodchopping contests, comparing results against a known standard (such as comparing student estimates against mill count, etc.)

Demonstration Plots

Another problem has centered around demonstration plots. At present we have a control plot which nature is running and a second plot where all approved forestry practices are used. One caution here—remember to use a buffer zone between the two to prevent benefits from spilling over into nature's plot.

Accidents pose a further problem. We have supplied both preventive measures and protection for those injured. Safety is taught in connection with every forestry job. First aid kits are available on the job. Last, but not least, we have a liability insurance policy which protects us in cases of accident where negligence of the instructor is not involved. This last is a must in my opinion.



Instructional outcomes must come first in the school forest. Here, Bradford, Vermont Vo-Ag students estimate standing timber.

If a supply of dry lumber of assorted dimensions is to be maintained, systematic storage is essential. Time is wasted if it is necessary to handle a large amount of lumber to get at a size needed. We have under construction a lumber storage shed in which dry lumber will be stored on racks according to width, length, and thickness. This shed is 20 feet wide and 18 feet deep. It is being constructed with a simple pole framework, vertical board sheathing, and a composition shingle roof.

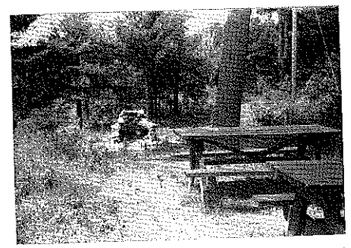
Our recreation area is our pride and joy. To date we have completed a thousand gallon spring fed water storage tank which supplies the picnic area with drinking water, picnic tables, fireplaces, and refuse containers. It has taken a little doing to get the town's people to realize that these excellent facilities are available for their use. At present we are staging an information campaign.

Conclusions

As a result of my seven years of experience in managing our school forest I have come to the conclusion that the school forest can supplement the educational program of a school in many valuable ways when the following conditions are present:

1. A sympathetic school administration
2. Adequate financial backing
3. A carefully developed long range management program
4. Carefully kept accounts
5. Instruction placed first—management second. □

Demonstration plots point the way in the Bradford, Vermont School Forest.



Picnic area in Bradford, Vermont, School Forest is open to public.

Text materials as teaching aids

LEO L. KNUTI, Teacher Education, Montana State College

No other teaching aid has done as much for education as have books and related issues of written materials. Education and books have been associated with learning since the invention and development of the printing press.

Let us imagine what would happen to our educational system were books entirely done away with. Even though such a suggestion would find no favor, much criticism has been directed to books and other text materials as teaching aids.

An observation is here made that considerable confusion exists in the minds of educational workers with regard to the place of text materials in the teaching and learning process or experience. A similar observation is that a wide variation in educational practice exists with regard to the use of text materials. The use of text materials here discussed is directed to our high school classes rather than for Young Farmer and Adult Farmer groups.

The existing confusion with regard to use of text materials in our field of vocational education stems from the philosophy that vocational education implies learning by doing. This philosophy has been narrowly interpreted to mean learning largely through such activities as supervised farming programs, farm mechanics, or FFA activities. The implication is that reading is not an experience or an activity. The latter statement would further imply that reading the "Great Books of Science, History and Literature" are not educative experiences.

The term "text materials" better describes reading materials than books alone. Bulletins and similar teaching aids rank high along with books as teaching aids. Even though more criticism has been directed to books some of these criticisms are directed to all text materials.

One of the obvious limitations of learning entirely through activities or work experience is the difficulty in providing these broad experiences. Although we in vocational agriculture have been attempting for thirty or more years to assist students in developing broad programs of supervised farming we have fallen far short of our goals, especially with regard to the majority of our student body. No one would imply further that some systematic study is not required in the total educational experience. A further deterrant to the wider use of texts in vocational agriculture is the fear of being tagged as a textbook teacher or academic.

The Practice Varies

The text of this article is that a wide variation exists in teacher practices with regard to the use of text materials in vocational agriculture. Even though use of text materials is an old educational practice, few studies have been made with regard to their best use.

One example of this general confusion on teaching materials is the question of the way to use current farm periodicals. Farm publications in cooperation with teachers in agricultural education are presently preparing special teaching aids to assist both teachers and students in making better use of farm periodicals.

A basic assumption might be that teachers would make more use of books and similar materials if they were more useable. The following are text problems which frustrate both students and teachers.

1. Books and other text materials are not adapted to their region. Although this criticism is valid, to a varying degree, their probable use needs to be studied.
2. Students can't read—this could be a criticism of a particular text. This problem is most troublesome in freshmen classes. Some teachers recognize this problem for what it is and recognize reading as a part of their instructional responsibility.
3. Can bulletins and similar materials completely replace books? Bulletins have their limitations just as texts do. The limitations of bulletins are also worthy of study as much as books. The reluctance of teachers to use books as teaching aids is frequently carried over to bulletins as well.

Viewpoints which favor the use of text materials probably outweigh the criticisms directed to them. Teachers and students need to learn to use texts as much as they need to learn many things. Some teaching practices which favor the use of text are as follows:

1. Most courses of study provide for a considerable amount of subject matter content which can best be learned in classroom studies. Teachers must choose between giving this content to students orally or have them learn it in part through reading.
2. The long classroom periods of 60, 90, or 120 minutes are better utilized if a variety of learning experiences are provided as directed supervised study.
3. Texts which are organized to fit teaching plans save teachers' time in lesson planning. Texts similarily can be organized to assist students in reading and in better understanding the class problems.
4. Text materials in quantity can provide all students with the same source of information. This does not mean that a variety of reference material can't be used.

How best to use text materials is a pertinent problem for study. Some observed practices are:

1. Students are prepared for a reading assignment.
   a. Problems and sub-problems or questions are developed on the chalkboard.
   b. Possible reading difficulties, as new terms, are discussed beforehand.
   c. Direction is given to note-taking.
2. Some teachers have students take scratch notes from their classroom reading and later have students write in their notebooks the results of class discussion written on the chalkboard.
3. Some teachers make specific text and page assignments and others have students 'forage' for themselves on the theory that they need to learn to search for information.
4. A teacher may use a single text or a variety of references.

Lack of finances is sometimes given as the reason for a lack of text books and similar materials. Visits with school administrators frequently has revealed that teachers are more reluctant to buy texts than the school administration. Purchase of new text materials each year or at frequent intervals would seem desirable.

What to Purchase

What texts to buy is a constant problem. Teachers are seeking this information all the time—usually from fellow teachers. Typical textbook reviews are of little help. One teacher may find a particular text useful and another may condemn it. Some States practice textbook adoption. Students and teachers should in the end be the ones to select books and other text materials. Studies should be made to determine the desirable and undesirable characteristics of available texts. Some criteria such as the following need to be developed to guide text selection.

1. Is the text suitable to the particular grade level of students?
2. Will the text prepare students for concepts and accomplishments sought in subsequent grade levels as Ag II, III and IV?
3. Does the text provide the why as well as the how of subject matter?
4. Does the text suggest approved practices which the student might include in a farming program?
5. Is the text readable?
6. Does the text provide a glossary of terms?
7. Does the text suggest problems for classroom study and discussion? Are references made to possible local and individual situations?
8. Does the text provide suitable and sufficient illustrations?
9. Does the text provide questions and problems in the first part of each presentation or unit, in the body of the unit and at the end.
10. Does the text provide what is desired of it?

Probably the most forgotten participant in any textbook controversy is the student. Student reactions to particular texts and text materials are fertile areas of study. The role of texts in specific areas of learning as supervised farming and FFA activities are worth learning. The experiences of teachers and students with texts should be one of the important areas of research in agricultural education. ☐

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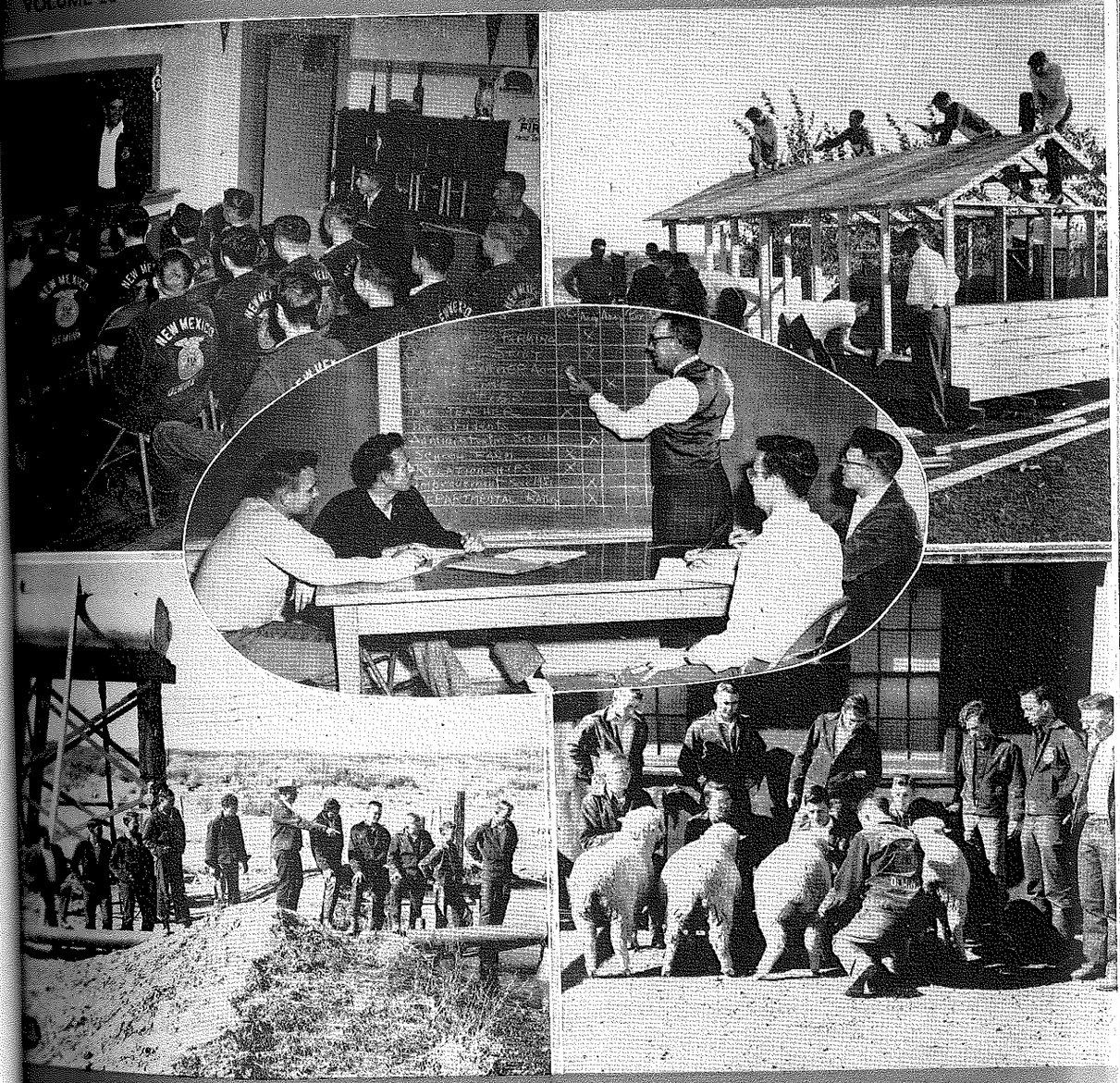

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