Need for instruction

(Continued from Page 190)

the vocational agriculture and the veterans farm training programs.

The ranking of the various farm mechanics units in the order of their instructional needs was made by the use of territorial mean scores for the veterans' responses concerning the need for instruction in these units. The three instructional units highest in the order of rank were as follow: (1) making minor repairs of farm power equipment, (2) planning farm buildings other than dwellings, and (3) constructing farm buildings other than dwellings. Among the ten high ranking farm mechanics units, the general areas of maintenance and repair of farm power and machinery received as much emphasis as the area of construction and estimation of costs of farm buildings.

In many of the high ranking farm mechanics units the mean scores for the responses of the veterans and for the instructors concerning the importance of these units for the vocational agriculture program were in agreement. However, much variation was found in the corresponding mean scores regarding the extent to which the veterans had done these farm mechanics jobs. Farm power and maintenance units were ranked high in importance by the veterans as areas in which there was a need for instruction. Much of the work in these areas, however, had not been done by the veterans.

A close relationship seems to exist between the high mean scores for the veterans' responses concerning the need for instruction in the farm power and maintenance units and the large amount of farm power equipment owned by the trainees. A similar relationship is apparent between the farm machinery and farm buildings owned and the emphasis given to the need for instruction in these units.

Although welding has received much emphasis in the vocational agriculture program, the veterans did not indicate much need for this instruction. The need for instruction in minor repairs of farm power equipment received more emphasis that that for minor repairs of farm buildings.

The jobs in forge work and belts and power transmission were given low ratings by both the veterans and the instructors. The mean scores regarding the extent to which the veterans had done these jobs were also found to be low.

The findings of this study are by no means a conclusive measure by which decisions should be made in formulating a course of study in farm mechanics. Implications are shown concerning the emphasis which should be given to these various farm mechanics units in the vocational agriculture program. It might be suggested, however, that the vocational agriculture instructor in each district in Hawaii conduct a survey of his community to determine further evidences of the need for instruction in these farm mechanics units. □

The school farm as a training center

ANDREW B. WELCH, Vo-Ag Instructor, Fryeburg, Maine

Andred B. Welch

THE school farm provides training facilities for students in Vocational Agriculture, and is a practical means for applying practices studied in the classroom. The Fryeburg Academy farm has thirty-two registered Holstein animals, of which sixteen are milking cows and the remainder young stock, and sixty-five acres of hay and pasture land. The planning of farm operations is studied in the classes and applied in practice on the farm. The Academy is located in a dairy area, which makes applied practice comparable to that of boys on their home farms.

The feeding and management of a dairy herd, the major jobs in any dairy enterprise, are observed and discussed frequently by the students. The production records are studied for selection of animals to improve the herd average in both milk and fat production and an increase has been obtained each year. Cow families are studied for selection of future herd replacements. The herd is tested monthly through the Dairy Herd Improvement Association and the cattle are artificially bred from proven bulls from the Main Cooperative Bull Farm. Special emphasis is made to show that in the selection of future replacements, the type of a dairy cow is as important as production records. This appears to create most interesting discussions. The students prepare, train, and show animals each fall at the Fryeburg fair, and the Academy farm herd has won its share of ribbons. The problems that the herd presents in terms of selection, feeding, production, and diseases gives the students actual problems that will likely occur on their own farms.

The crop planning job requires thought and discussion in class. It is further emphasized by application on the farm. Hay, pasture, and silage are the main crops grown. The farm is at present conducting an experiment in co-operation with the Main Agricultural Experiment Station. Seven different forage crop mixtures are used, which include different grasses, clovers, and alfalfa. The demonstration was laid out and planted by the students. The results will aid them and the farmers in this area in the selection of forage crop mixtures that are adapted to the area. Another experiment is being carried in co-operation with the extension service on fertilized plots to show the selection of fertilizer for grasses and clover fields.

The farm has small strawberry and raspberry beds where actual experience is gained in the selection, planting, and care of small fruits.

The care and repair of farm machinery is another part of the experience obtained by students. The farm has a tractor and the necessary equipment to carry on a dairy farm of its size. The students do some building and repairing of farm structures. They installed the floor and equipment in the cow stable, a hay dryer for use with chopped hay and helped to build two silos. A building formerly used for poultry was recently made into a pen shed for yearling heifers and a tool house was constructed. Last spring they made a two-wheel trailer to be used on the farm.

Training and experience acquired on a school farm are the best means for teaching the approved methods of farming. Practices are also tried out that are not always successful. That gives the students an opportunity to see that successful practices in some areas are not adapted to their own situation. It is hoped that the experiences gained at the school farm training center will furnish practical experience of value to the students in agriculture at Fryeburg Academy. □

Supervision on the school farm. Pupils use the farm dairy herd for a variety of experiences. This picture was taken while cattle were being trained for show in the Fryebury Fair.

The AGRICULTURAL EDUCATION Magazine

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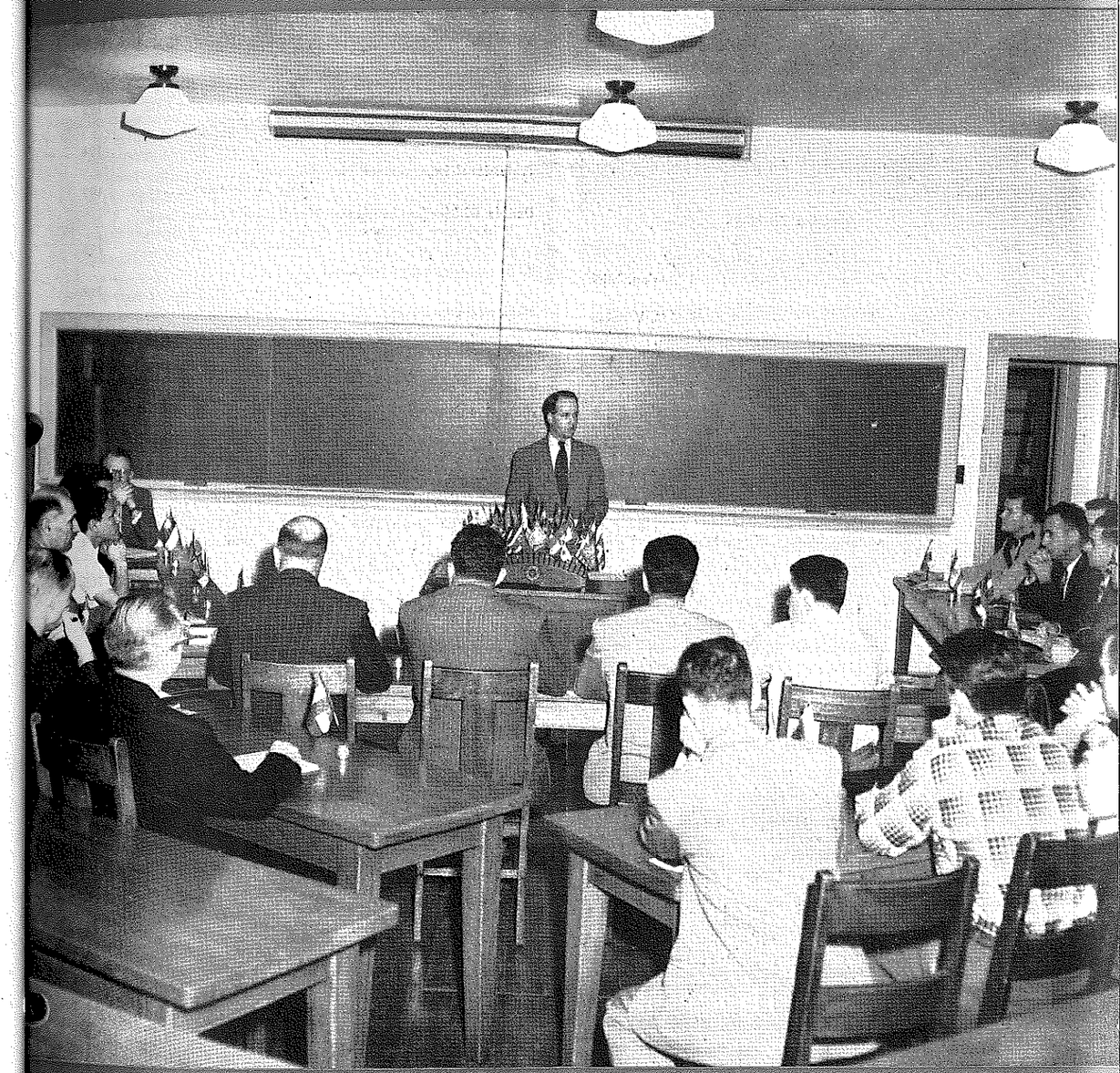

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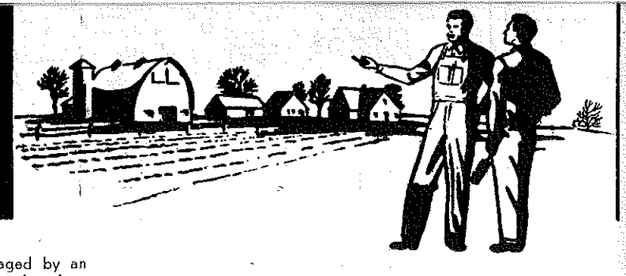
Photo—Courtesy of D. R. McClay, The Penn. State College

Featuring . . .
Professional Improvement

The Agricultural Education Magazine



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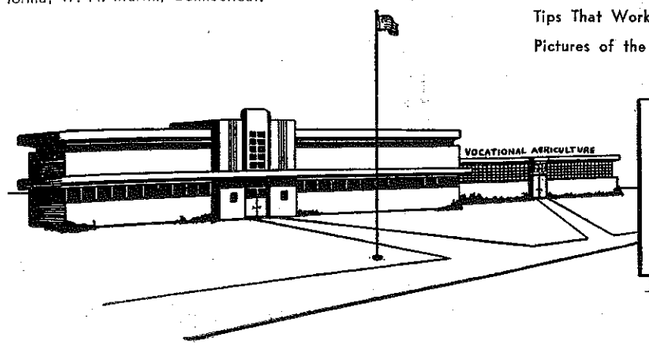
Contents



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Editorials

Guest Editorial . . .

DR. CHARLES B. GENTRY, Dean of the University of Connecticut, Emeritus.

In this issue of your magazine you will enjoy reading a number of articles on professional improvement in teaching. Just what professional improvement needs to be undertaken or stressed is an individual matter and largely to be determined by the individual himself. The choice should come from a felt need preferably based upon pride in workmanship and the thrill that one gets in doing an outstandingly good job. It will depend also upon previous training and experience, the length of time you have been teaching and other factors.

Professional growth in service is more necessary in the case of teachers of Vocational Agriculture than with most teachers because teachers of agriculture on the vocational level must be masters of two vocations—teaching and farming. Each of these vocations is so complex, involves so much knowledge and is so variable from place to place and from decade to decade that it is not possible for a beginner to be master of either of them.

Professional Improvement in Teaching. I place first as a means of growth the sincere effort on your part to constantly do a better job in the teaching work in which you are employed. You will get more satisfaction out of progress thus achieved because you are doing creative work which will be of immediate value to your students.

I place second as a means of professional improvement the observation of others employed in similar work. You will pick up many suggestions for improving your work and you can use what you pick up as there is no patent or copyright on it. When you use what a colleague has invented tell him about it and tell him how much you appreciate his help. He will get satisfaction from the compliment of having you use his ideas. Soon an *esprit de corps* will be established between several teachers doing similar work and the whole profession will be improved through the efforts of several working cooperatively.

When you have taught two or more years try going back to college or university for further study. You will be surprised to find that you will be able to accomplish as much in a summer session or a semester as you were able to accomplish in a whole year of undergraduate work. Select at least some courses which will answer your "Why" problems. "Whys" are usually treated in basic courses stressing principles and philosophy. If you work for an advanced degree be certain that your dissertation is something that you very much want to do. If it can be something that you ought to be doing or finding out in your own community and concerns your own work as a teacher so much the better.

Improvement in Your Understanding of Farming. About sixty to seventy percent of what you will be teaching in Vocational Agriculture is being practiced by the better farmers of the community. This is particularly true of materials which answer "What," "When," "Where" and "How" questions. The average teacher of Vocational Agriculture will gain most in learning and keeping up with farming by observing and talking with local farmers. Actually practicing farming along with observing the neighbors would be still better but it is only rarely that a teacher has the opportunity to manage a family farm while teaching. Keep close to farming as it is farmed especially in your own community.

Next to studying farming in your own community, you will make the best progress by keeping up with what is being done in the college of agriculture in your state including the experiment station and the extension service. The newest developments and discoveries in the field will be more quickly available from the college than from other sources.

You may be surprised that I have emphasized so much reliance upon your own efforts dealing with current problems applicable to your local situation as a means of professional growth. Many years of farming in several areas and many years of teaching and supervising teaching in schools of different kinds and levels leads me to this emphasis which I sincerely believe to be sound. □

What Professional Improvement

Teachers in vocational agriculture seek consciously to improve themselves professionally. This is a characteristic of teachers in all fields to an extent favorably comparable with all other professions. But the vocational agriculture teacher, both from necessity and from inclination, stands out in the frequency and the amount of his professional improvement activity. Numerous studies have supported this conclusion.

Among the motives for seeking to improve his competence are the following which seem to influence the teacher: necessity for keeping abreast of changes in agriculture; the changing pattern of school programs and services; the recognition accorded in the form of better salaries and promotion; to take advantage of increasing opportunity for employment in related fields of work; the compulsion of certification requirements; desire to render more effective service in the present job.

There is one direction that professional improvement should take today which is not unrelated to current motives but which should receive greater emphasis. It is the need for clarifying the scope and extent of the teacher's work in vocational agriculture and, as a consequence, identifying more definitely the nature of the professional improvement which can make the teacher more effective in *that* work. No one denies that the program of service now performed by teachers generally under the heading of vocational agriculture has grown in many cases to such proportions as to be well nigh unendurable. You can get evidence of this condition by talking with prospective teachers as they go through their practice teaching period and observe and participate in the work of teachers in training centers. Some of them become downright discouraged over the outlook for their future as teachers.

Isn't it about time that experienced teachers, teacher trainers, supervisors, school administrators and community representatives arrived at mutual understandings concerning the responsibilities of the teacher in vocational agriculture and identified the directions in which professional improvement, including the initial training of the teacher, should be emphasized? There is danger of our operating in a vicious circle. For lack of clarification of the job of the teacher he takes on various school and community responsibilities having varying degrees of relationship to vocational agriculture. There are numerous reasons why this occurs. However, as a result, the teacher finds himself in need, or under compulsion, to prepare himself in just that many additional directions to render such service. Having prepared himself to perform so variously he is called upon, and perhaps is inclined, to give of his time and energies to an expanding number and character of services. Perhaps we are confronted with the problem of *what* professional improvement as much or more as of *how much* in improving ourselves professionally. W.A.S. □

Factors influencing the experiences of student teachers

FRED G. LECHNER, Vo-Ag Instructor, Brighton, Colorado

Fred G. Lechner

THIS ARTICLE provides a brief review of a study made to determine the factors which influence the participating experiences of student teachers in vocational agriculture in the high school training centers. It has generally been recognized among vocational agricultural training personnel and student teachers that the student teaching period and/or apprenticeship period of the teacher program is probably the most effective and valuable phase of their training. Assuming this fact to be true, it then becomes imperative that student teachers be provided with the most desirable participating experiences devised and proved in the vocational agriculture teacher-training field. The teacher-training program must be constantly changing not only to make improvements, but also to keep abreast of an ever-advancing agricultural education program.

It was assumed further that it was the opinion among vocational agriculture teacher trainers and supervising teachers that student teachers in vocational agriculture generally are not receiving enough desirable participating experiences in the high school training center as preparation for doing an efficient and effective job of teaching vocational agriculture.

It was therefore the purpose of this study to determine the practices, situations and factors considered most effective and/or essential in providing desirable participating experiences, and also to determine what factors have inhibited the achievement of desired goals.

Data for the study were obtained from teacher trainers as listed on the roster of the Federal Security Agency, United States Office of Education. The data furnished by 99 respondents were used in the analysis of data.

The findings of the study pointed out which factors influencing participating experiences were considered most effective and/or essential by the teacher trainers, which factors influencing participating experiences were in use at the time of the study, and which inhibiting factors were encountered in striving to provide the desired teacher-training program. The findings of most importance were as follows:

1. A large majority of the teacher trainers were using a four-year program for training vocational agriculture teachers. This was considered insufficient preparation. A period of over four and up to five years was considered most desirable.

2. The length of the student teaching period on the average should be extended. No well-defined number of weeks was indicated; however, most teacher trainers preferred a student-teaching period between six to 18 weeks in length during the time high school training centers are in session coupled with a summer experience between one to six weeks in length.

3. Most teacher trainers indicated their preference for a student teaching period which is taken on a continuous day-to-day basis with a summer experience which is taken at a period separate from the one taken during the time high school is in session. This was preferred by 47 of the 99 respondents. Thirty-eight respondents were not able to use the practice which they considered most effective.

4. The teacher trainers definitely preferred to have the student teachers live in the high school training centers during the period of student teaching. Not much difficulty was encountered in accomplishing this goal.

5. The supervising teacher was considered important in providing the desirable participating experiences of the student teacher in high school training centers. Ten factors regarding the supervising teacher were considered essential by a majority of the teacher trainers.

a. Teaching methods of the supervising teacher should be integrated with college methods courses and philosophy of education.

b. He should be sympathetic to training objectives and problems of the student teacher.

c. He should seek professional improvement through various means.

d. He should participate actively in social activities in the community.

e. He should have time during school hours available for proper supervision of student teachers.

f. He should possess the integrity and character to inspire the respect of student teachers, students and associates.

g. He should maintain good working relationships.

h. He should make teaching his primary interest.

i. He should have well-developed written course outlines for classroom and farm mechanics instruction for each year's work.

j. He should have a long-time community program planned.

Many respondents were unable to use these 10 essential factors on an "always" basis. The teacher trainers were mostly in favor of four or more years of college preparation and three to five years of teaching experience for the supervising teachers.

6. Eight factors were considered essential in providing participating experiences in regard to facilities in high school training centers.

a. Size of classroom adequate to meet local requirements.

b. Classroom used only for vocational agriculture.

c. Shop space used only for vocational agriculture.

d. Shop space, tools and equipment adequate to meet local needs.

e. Comprehensive collection of specimens, charts, films, demonstration equipment and teaching aids available.

f. Adequate supply of reference material available.

g. Teaching materials catalogued and filed for ease of use and subsequent filing.

h. Housing facilities for student teachers available in the community.

A majority of the respondents who indicated that these factors were essential were using them on an "always" basis.

7. Five factors were considered essential in providing participating experiences in regard to school administration in high school training centers.

a. Good working relationships exist between the school administration, the local board of education and the vocational agriculture teaching staff.

b. School administration willing to expend time and money to facilitate vocational agriculture and the student teaching program.

c. The local high school administration is desirous of having student teachers in their school and will give them privileges similar to those of the regular staff members.

d. Evaluation is an integral part of the teaching-learning activities and the results of evaluations are made the basis for planning further instructional improvement in vocational agriculture.

e. Agricultural program is coordinated with the total educational program of the school and community.

Teacher trainers experienced less difficulty in providing essential factors in this phase of the program than in the two foregoing phases.

8. The teacher trainers listed six factors as essential in providing participating experiences in regard to the instructional program in vocational agriculture in high school training centers, although the response did not indicate any definite pattern of thought.

a. An active FFA Chapter present with a well planned program of work in operation.

b. FFA program of work integrated with the all-day instruction and supervised farming programs of students.

c. Above-average supervised farming program in operation.

d. Strong evidence in the community of the results of the educational program in vocational agriculture.

e. Supervising teacher devotes full time to the vocational agriculture program.

f. Supervising teacher has at least one period each day for conferences with individual students.

Considerable difficulty was experienced by the teacher trainers in providing these essential factors. Most of the teacher trainers indicated a preference for a total of 30 to 50 boys in the all-day program with approximately 10 to 20 boys in

(Continued on Page 199)

Professional improvement—it's our job

MILO J. PETERSON, Teacher Education, University of Minnesota

"To live a year, plant a crop,
To live a century, plant a tree,
To live forever, plant an idea."
—Source unknown.

Milo L. Peterson

A NEW IDEA is a rare thing. It is also an item of extremely great value. A new idea is hard to get and its arrival is usually signaled by the pains, discomfort, and feelings of frustration, disatisfaction with ones' performance, and a persistent gnawing feeling which promotes restlessness and lack of sleep. Nothing is so cherished by any individual as a new idea of his own creation and once an individual has generated a new idea he is a changed person. That in essence, is professional improvement.

It is too much to expect that each individual during his lifetime will have a new idea. This does not mean however, that professional improvement is impossible for him. As a matter of fact, a large part of such professional improvement as does take place consists of a realignment or rearrangement of old ideas, prejudices, and a revision of bias, such that a new point of view is attained. Nevertheless, the goal and ultimate achievement in professional improvement remains in the area of new ideas.

This concept of professional improvement can be defended and is hereby recommended even though it may lead to some startling consequences. It is necessary to develop a lack of reverence for tradition, it is essential that "sacred cows" be challenged periodically. This of course is not easy since it often means that the individual making the challenge must attack the citadels of so-called authorities in the field. Nevertheless, if this is done in the spirit of inquiry and with a reasonably open mind the results are bound to be beneficial.

A Matter of Desire to Adjust

Just as the fundamental problem of farm management is adjustment to changing conditions, so can the basic problem of professional improvement be identified as the desire to adjust to changing situations. It is a truism in farm management that each new improvement in machinery or technique is a handicap to the farmer who cannot use it. It is just as true that each new opportunity for professional improvement is a handicap to the Agricultural Educator who cannot or does not take advantage of it. Consider for example, the extreme handicap of one who is governed by the attitude that "the good old fashioned way is best." This is not to say that all that is old is not good, but more often than not such an attitude reflects a closed mind or a downright fear of an opportunity to learn a new way of doing a better job easier.

Much has been said and is being said concerning the need for making a true profession out of teaching. This is indeed a rather dull and fruitless approach to a calling with such vitality and of such rigorous demands as teaching. It is no doubt true that there are just as many non-professionals in the so-called professions as in any other occupational group. Is it not more nearly accurate to identify a true profession as an occupation which demands constant and continuous self appraisal and self improvement? On this basis there need be no concern as to whether a particular occupation is called a profession or something else. On this basis it is the individual who determines whether he is a professional in the practice of his chosen occupation.

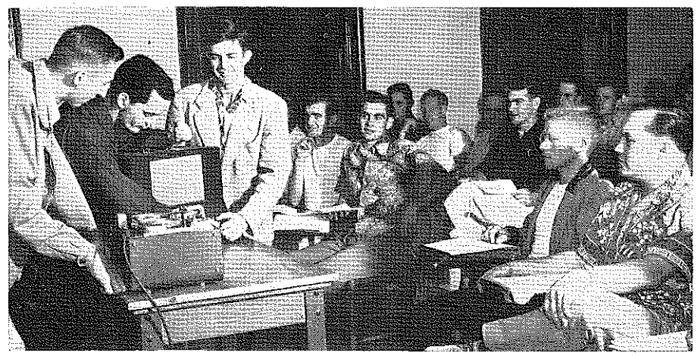
Opportunities are Numerous and Varied

The opportunities for professional improvement in Agricultural Education are many and the rewards are great. Needless to say these rewards are not financial, but anyone who had the poor judgment to enter the field of Education for financial reasons shows sufficient lack of judgment to disqualify him as a competent analyst of the situation. The opportunities are to be found in reading, in discussion, in attending summer schools, in undertaking graduate work, in writing, and in thinking. All of these opportunities are closed to those who cannot relate a learning activity to his individual situation. To imitate is not to grow professionally. To incorporate into ones' own experience the thoughts of others, to sift, to analyze and eventually to apply—these are the hallmarks of professional improvement.

A backward look prompts the observation that Agricultural Education has, during the past three decades, led the way to professional improvement of teachers everywhere. The concept of the community school, the application of the laws and principles of learning in actual teaching situations and the most insistent efforts to place the schools in the mainstream of community life may all be traced in greater or lesser degree to Agricultural Education as it operates in the community schools of our land. This is the challenge and the opportunity for the instructors, supervisors, and teacher trainers who are the real professionals in a quest for constantly improving educational opportunities for farm people.

Some Directions of Need

As a practical matter Agricultural Educational must continue to strengthen the channels of intercommunication and interaction between the community and the school with special reference to farm people. This means adjustment to changing conditions and it means more. It means deliberate seeking out of opportunities to make those adjustments. It demands new ideas. It demands resistance against snug, neat classification such as "vocational" and "general" education. It requires instead that attention be directed toward providing improved educational opportunities for farm people. Any considerations that do not contribute to that end are professional blind alleys and not professional improvement. □



LEARNING TO TEACH BY TEACHING

The three R's take on a new twist in the agricultural education department at Oregon State College. The students in the class in vocational education in agriculture do their own teaching.

The class meeting, for two hours one night a week, is set up and conducted by three students called the student advisory committee. This committee works with the instructor to determine what is to be taught and how it will be taught, in making assignments, in grading papers and in securing teaching aids and materials. During the class the committee does the instructing with as much emphasis as possible placed on the use of the training aids.

Moving pictures, opaque projectors, tape recorders and radios are among the main training aids used.

The picture above shows trainees conducting one of their class sessions. The student advisory committee sets up a tape recorder and a radio to show the class how they can be used as methods of teaching. The problem in this class was to show the relationship of vocational education, vocational agriculture and the part played by supervised teaching.

(Photo and legend prepared by Ben Irving, student, Oregon State College)

Double dividends—

Development of Future Teachers and supervision of Future Farmers at the National Convention

HAROLD M. BYRAM, Teacher Education, Michigan State College

Harold M. Byram

FOR THE past seven years a project has been conducted in Michigan which combines teacher-education with supervision of Future Farmers on the annual trip to the National FFA Convention, and which has resulted in significant benefits to all who have participated. Each year ten seniors who are prospective teachers serve as counselors to the 200 Future Farmers who go to Kansas City by special train.

Background of the Project

When the special train trip sponsored by the Michigan Association was reinstated in 1946, it was felt by the teacher-education and the state supervisory staffs that there were several needs that should be met. First there was a need for better supervision and counseling of chapter representatives while on the trip and at the convention. It was felt that the Future Farmers would be in a position to gain much more from their experiences if this were done. Secondly, it was believed that prospective teachers should get more participating experience by actually handling groups of boys and living with them over a period of time. It was also felt that it would afford them a rare opportunity to learn more about the Future Farmers of America since many trainees in Michigan have come from high schools which did not have departments of vocational agriculture and hence these young men had had little contact with FFA. Finally, it was felt by the members of the Agricultural Education Club on the campus and by the College staff that there was a need for an outstanding activity, comparable to the judging teams sent to national contests by such organizations as Block and Bridle, Agronomy Club and Dairy Club. Incidentally, there was a need for teacher-educators to see their trainees in action and to renew acquaintanceship with the National activities of the FFA. It is for this reason that the teacher-education staff members serve on a rotation plan each year.

Method of Financing the Project

When Michigan Future Farmers who make the trip to Kansas City by special train pay the fee for the trip, $1.50 is included for supervision. The resulting $300 is used to reduce the cost for the 10 college students who accompany the boys as thier counselors. The balance of the cost of the ticket—which covers train fare, meals enroute and hotel in Kansas City—is reimbursed to the 10 counselors by the College in the same manner as judging teams are reimbursed for travel. These counselors are responsible for their own meals while in Kansas City.

Selection of Counselors

The undergraduate organization of students in Michigan State College preparing to teach vocational agriculture is the Agricultural Education Club. Since the "Kansas City FFA Special" counseling project is a part of its program the president each year appoints a committee from among the 10 members who served as counselors the previous year to choose the new set of counselors. This committee meets in the spring and considers the list of names of members who have expressed a desire to serve as counselors the following fall. Several qualifications are considered. These include senior standing, the extent of activity and regularity of attendance at club meetings, scholarship, moral character and dependability. Usually, no person is chosen who has previously attended the National Convention as a member of FFA.

Planning Activities

After the 10 counselors and two or three alternates for the next trip are chosen, three meetings are held for purposes of planning. One is held before college closes in the spring and the other two between college opening in the fall and the leaving date for the trip.

It is in these planning sessions that many values for the trainees are derived. Meeting with these trainees who will serve as counselors are the teacher-education staff member, who is directly in charge of them for the trip, and the representative of the state supervisory staff who is responsible for all financial and administrative details involved in the entire undertaking. Usually one or more of the previous year's counselor group also meets with the new counselors for the first time.

In these planning meetings the details of the itinerary, the arrangements in Kansas City, the entire convention program, and the standards of conduct of the Future Farmers are thoroughly discussed. Objectives of the trip from the standpoint of the Future Farmers are cooperatively set up, as well as objectives for the counselors. Following this, by group discussion, suggestions are developed for activities on the train, in the hotel, out of the hotel and in the convention hall. Suggestions are also made relating to how to work with boys in getting them to select and actively participate in desirable activities, for example, how to take notes, how to prepare for the report to the Chapter, how to study an exhibit and how to select and get the most out of a tour.

These suggestions, in addition to others prepared by the members of the supervisory and teacher-education staffs, are duplicated and given to the counselors along with other duplicated instructions made available to the boys making the trip. Before the leaving day the names and addresses of the twenty boys each counselor will have under his direction are given to each counselor, together with name cards for each counselor, so he can become familiar with his charges' names and where they come from before he sees them.

Counselors' Duties and Responsibilities

The ten counselors' first duties come at the railroad station as they meet the boys for whom they are responsible. The counselor calls roll, gives the boys name cards and seats them. Usually two groups of twenty boys each are in each coach. The counselor stays with his boys from the time they start until they return each 24 hours a day except for occasional "free time" in Kansas City. He keeps track of them when changing trains, boarding taxis or checking in at the hotel. He helps them to get acquainted, to understand and appreciate the country they are going through, to get ready for the convention sessions, to budget their time, to budget their money (and not lose it), and to know the appropriate things to do at the appropriate times. Furthermore he has to help maintain a friendly, optimistic and comradely feeling among the group and to help them to keep in good health. He is their "Dad" away from home—their counselor in every sense of the word.

The counselor discusses with his boys the reasons why they are on this trip and what they hope to learn and take back to their chapters. Before returning home they help the boys to determine for themselves how nearly they have reached their goals.

It has not been possible for the counselor to attend many of the special meetings of prospective teachers from the several states that have been held in Kansas City. This is because he is with his boys in the auditorium, helping them to understand and appreciate what is going on. On the return trip he holds an evaluation session, using an instrument previously developed and duplicated.

What are the responsibilities of the teacher-education staff member who accompanies them? Much of his work is done in the three planning sessions previously mentioned. Since he is directly responsible for the counselors he must be ready to assist them at any time they seek help. He passes on important new information to them as it may be given out by the state supervisory staff member or others at the convention. He holds meetings of the counselors each day to pool experiences and to discuss common problems. He observes the counselors in the discharge of their responsibilities and gets to know them better as trainees and to evaluate their growth as counselors. After the trip, he and the counselors report on their experiences at the

(Continued on Page 214)

A commuter's master's degree

WILLIAM J. MOORE, Vo-Ag Instructor, Dawson, Texas

The lights came on in my room and I thought, as I slowly awakened, it's Saturday morning, probably around four thirty, and time to get on the move. The next thought came to me as I was looking in the bathroom mirror. I wondered about the whiskers and why football games and FFA money making activities wouldn't do just as well on Thursday nights. Then it dawned on me that I had an eight o'clock class some one hundred and twenty-five miles away. I hurriedly dressed and picked up notebooks, keys, loose coins, and other paraphernalia and was on my way.

Rendezvous was at Wortham, Texas, some eighteen miles away. As I reached Glen Wren's tiny framed house, I noticed that the lights were on and two autos were out front. J. H. Stafford of Midlothain was on time. A few minutes later L. L. Matthews of Axtell, M. T. Berry and Charles Stewart of Crawford rolled up in an old Fraizer. Matt stuck his head out and yelled, "Let's go Wren." In a few minutes we were on our way, with Berry relating his latest scheme for escaping the teaching profession and getting into something profitable. This morning it was to get a job laying brick for twenty-eight dollars a day rather than teach for three hundred dollars a month.

Some one mentioned Poland China hogs. Stafford suggested Duroc as being a better animal. Wren chimed in that his boys averaged better than ten pigs per litter. Frankly, I am a Poland China breeder, and finally had to admit one of my gilts farrowed only two pigs. I soon learned that odds of five to one are overwhelming and certain to lead to defeat. The discussion went on and on covering many phases of hogs and other agriculture problems.

Finally the question of fitting and showing livestock was brought up. Several phases studied the previous Saturday were discussed and criticized much more freely than was dared in class. Each student's thinking ran wild on his experiences and they related many stories on the how and why of showing livestock.

Yes, as I thought to myself, the process of education becomes an interesting debate on these trips. All six of us felt free to express ourselves, right or wrong, agreeably or indifferently.

I thought back over the year's work with boys and adults, and saw a complete new approach to many problems. I saw more interest in my boys. I realized my teaching had improved. Teaching seemed to express itself with an ease never before attained in my twelve years of experience.

Certainly the higher level approach was brought on by several things. One, and the most basic reason, was the new information received in classes of agriculture such as "Fitting and Showing of Livestock," "Evaluation of a Local Vocational Agriculture Program of Work," "Problems of Farm Marketing," "Future Farmer Activities," and many others. Second, experience of twelve years and a desire to learn, far beyond the level of undergraduate days, helped. Third, tieing in the new information learned on Saturdays with what I was teaching during the week seemed to add "filling" to the layer cake of education I was building. Fourth, actual ranching for myself gave a desire to know more. Fifth, the building of a large Chapter project in my local community of Dawson acted as a laboratory for myself and my boys. Sixth, and probably most important, the practical and down to earth experiences of the other five fellows who made the trip to Sam Houston State Teachers College with me on Saturday mornings.

Yes, these fellows were men of experience with a different approach. Each could give reason for what he liked in an animal, a conservation plan, a pasture mixture, or any other phase of farming.

My thinking drifted back to the discussion when I heard someone mention that a cafe was just ahead and we were in Huntsville. Matt pulled up the reins on his galloping Fraizer and halted her nicely at the cafe entrance. The time was seven thirty, but no one gave much thought to the eight o'clock class, as Matt was expounding about grasses being of two types, "the decreasers" and "the invaders." Wren was having a hard time seeing that annual three awn was an invader instead of a decreaser.

Breakfast was soon over and we pulled out for the college only a few blocks away. The class was to meet at the college farm this morning where we were to fit several Jersey heifers for the Walker County Dairy Day Show. The fitting went nicely with everyone picking up a few ideas about fitting animals for show. Coffee or some other drink was usually enjoyed by everyone at the break between classes at ten-thirty. Our second class began at ten-forty and was dismissed at one-thirty. Our group as usual helped carry the load of class discussion and took careful notes of the results.

In spite of six hours of class and the early morning rise everyone felt chipper on the return trip, with much comment both personal and professional.

Dinner was always eaten at Madisonville near two o'clock, and usually a malt dessert followed fifty miles down the road, with the loser of some wager doing the buying.

We found ourselves back home by five or six o'clock ready to start a new week of experience to be related the next Saturday.

Yes, a commuter's Master's degree will carry many pleasant experiences to my class every Monday morning and I look forward to the struggle next Saturday morning. □

Factors influencing—

(Continued from Page 196)

each individual class. They preferred four years of all-day instruction in a one or two man department.

9. Finance pertaining either to the high school training center or the resident training institution in giving financial assistance of any kind to the student teacher was not considered essential. However two other factors pertaining to finance were considered essential—

a. Adequate operating budget for the vocational agriculture department in the high school training center.

b. Student teacher possesses adequate financial reserves during student teaching period.

Teacher trainers were not consistent in the amount of remuneration that they indicated the supervising teacher should receive for his services in supervising student teachers. Most of them, however, were in favor of some remuneration up to $40 per week for the student teaching period.

10. Fifty-five of the teacher trainers indicated as essential the factor, "training centers are distributed throughout the state and major agricultural areas are represented," in regard to location of the high school training centers.

11. The student teacher's background, college training and desires were considered only somewhat important in providing desirable participating experiences. Of the three methods listed as to how to do the job of selecting the high school training center for the student teacher, the method "student teachers, teacher trainers and supervising teachers plan assignments to high school training centers cooperatively," was indicated as essential by 75 respondents. This factor was not accomplished on an "always" basis by a majority of the respondents listing it as essential. Most of the teacher trainers preferred to send two student teachers to the high school training center at one time.

12. A large majority of the respondents considered as essential, "an adequate amount of supervision of the student teachers by the teacher training staff." There was wide disagreement among the teacher trainers in regard to the number of supervisory visits to make per student teacher both in the all-day, and young and adult farmer programs.

13. The inhibiting factors which prevented teacher trainers from providing all of the most effective and/or essential practices, situations and factors for desirable participating experiences are too numerous to list in this article. Those factors which were indicated most frequently were the following:

a. Inability to arrange college curriculum or inability to schedule classes on campus.

b. Limited financial reserves of student teachers or expense to student teacher.

c. Inconvenience for married students with families.

d. Supervising teachers have no appreciation for or fail to get a phase of the job done.

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In-service education of teachers in Louisiana*

V. RAY CARDOZIER, Educational Specialist, National Cotton Council of America, Memphis, Tennessee

V. R. Cardozier

THIS study represents an attempt to consider all the major forces affecting a program of in-service education for teachers of vocational agriculture in a single state. Specifically, the objectives of the investigation were: (1) to analyze the status of the program of in-service education of white teachers of vocational agriculture in Louisiana, (2) to determine the extent to which teachers were participating in the program, (3) to develop an instrument for use in appraising a state-wide program of in-service education for teachers of vocational agriculture, (4) to appraise the program in Louisiana, and (5) to make some recommendations for improving the program in that state.

Sources of Data

Four major groups are responsible for the in-service education of teachers of vocational agriculture within a state: teacher trainers in institutions preparing teachers of vocational agriculture; state supervisory personnel in vocational agriculture; local school system administrators and supervisors; and teachers themselves.

The nature and extent of services provided for teachers by teacher trainers and state supervisory personnel in Louisiana were determined through a study of records and interviews with each individual concerned. A questionnaire to which 78 per cent of the teachers responded revealed the nature and extent of services provided by local school officials and the extent to which teachers participated in all in-service education activities. An appraisal of the program was made in terms of a set of "Guiding Principles for a State-Wide Program of In-Service Education of Teachers of Vocational Agriculture."[1] The study was based on the period July 1, 1950 through June 30, 1951.

Findings

The major aspects of the findings are presented sequentially in terms of the four areas of responsibility.

Teacher Education

1. Itinerant teacher training was included in the teacher education program at Louisiana State University but not at Southwestern Louisiana Institute.

2. Of the 16 first-year teachers responding to the study, four were visited by teacher trainers during 1950-51 (14 were visited by supervisors). No beginning teachers' meetings were held.

3. Twenty-nine per cent of the experienced teachers in the study were visited during the year.

4. The graduate program at Louisiana State University (Southwestern Louisiana Institute offered no graduate study) offered work leading to the M.S. and Ph.D. Degrees. The enrollment in courses in state administration and supervision was large compared with enrollment in courses designed to prepare teachers to do an improved job in their local communities. This seemed to indicate a lack of course offerings directed toward teacher upgrading. One hundred and nine teachers (63 per cent) had taken some graduate study, 85 per cent of whom had taken at least a part of it at Louisiana State University.

5. In the main, the office of the Subject-Matter Specialist appeared to be doing a good job of serving the needs of vocational agriculture teachers in the State.

State Supervisors

1. Lack of a regularly assigned supervisor for one of the four supervisory areas appears to have limited the services provided teachers in that area by the State Supervisor's office.

2. Eighty-four per cent of the teachers in the study were visited by their area supervisors in 1950-51. Seventy-five per cent of all area supervisors' visitations were of one-half day's duration or more—29 per cent lasted one day. In one of the 12 districts, 42 per cent of the supervisory visits were reportedly of one-fourth day's duration or less.

3. The only guide reportedly used by area supervisors on visits was the *Evaluation of the Performance of Vocational Agriculture Teachers in Louisiana*. An examination of supervisors' reports indicated that the use of a more satisfactory check-list or rating device would have made possible the submission of more comprehensive reports.

4. The State Supervisor recommended that all area supervisors conduct their supervisory work within local schools with the cooperation of local school officials, including them in observational visits, visits with teachers to farming programs and in supervisory conferences. One supervisor had attained marked success in this endeavor.

5. A State-wide conference was held for teachers in 1951 which was attended by 81 per cent of the teachers in the study.

(a) At least two conferences were held by area supervisors at either area, district, or parish (county) levels for all teachers in the state.

(b) Attendance at "pre-school conferences" ranged from 27 per cent in one district to 95 per cent in another; attendance at the "spring conferences" ranged from 81 per cent to 100 per cent.

(c) Most meetings were of one day's duration; however, all district meetings in one area were of one-half day's duration each.

6. Special consultants in the office of the State Supervisor included the Executive Secretary of the Louisiana Association of the FFA and the Farm Shop Specialist, in addition to the services of a Food Conservation Specialist.

7. Supervisory personnel reportedly submitted no writings to publications directed to teachers in the State.

8. Supervisors conducted no research during the period covered by this study. One coordinated the work of four teachers in planning and conducting a research project. The State Supervisory staff had no plan for dissemination of research findings to teachers in the State.

9. Seventy-eight teachers (45 per cent) reported evaluation in their departments during 1950-51. Eighteen per cent reported that area supervisors initiated the evaluation.

10. The State Supervisor reported that he and his staff met twice monthly to coordinate the supervisory program, but meetings bringing together all members of teacher education and state supervisory staffs were called only when the nature and scope of problems made it necessary.

Local School Administration and Supervision

1. All teachers in 24 of the 53 school systems represented in this study reported that pre-school workshops were held in their parishes.[2] It appeared that workshops were probably held in as many as 40 systems since some teachers in 16 additional systems reported such. Seventy-three per cent of the teachers in the 40 systems attended.

2. Seventy-three per cent of the teachers in the study reported supervisory visits by their principals during 1950-51. Fifty-seven per cent were visited by their parish supervisors of instruction and 45 per cent were visited by their parish superintendents.

3. The Master's Degree seemed to constitute the only basis in the salary schedule for stimulating in-service education in most school systems.

4. All teachers in 14 school systems reported that there was a definite policy in their systems regarding summer school attendance; a part of those in each of 28 more systems so indicated. The data led to the conclusion that at least 26, possibly 42, systems had a definite policy on this matter.

(a) All teachers in 21 systems reported that they might attend summer school annually; part of those in each of ten more systems so indicated.

(b) Teachers in 36 systems indicated that they would receive full

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*Based on a doctoral dissertation, Ohio State University, 1952.

[1]These principles were outlined in the June, 1952, issue, Agricultural Education Magazine.

[2]There are 67 school administrative units in Louisiana; 64 parish (county) systems and three separate city systems. Vocational Agriculture was offered in 56 of the systems in 1950-51.

Individual problems demand individual instruction

EMORY F. FAULKS, Vo-Ag Instructor, Ontario, New York

Emory F. Faulks

MUTINY flared in my Ag II class 2 years ago.

It was a beautiful spring day, pungent with the smell of newly plowed sod that came through the open Ag building windows while outside the sun in a clear sky gave promise of good drying and early planting—truly a beautiful day to be teaching agriculture.

"Today," I announced to the class, "we are going to start the unit on raising my dairy heifer from birth to six months."

Someone said, "Nuts!" The word came loud and clear from somewhere at the back table, and there was no mistaking the complete disgust conveyed by the offender's tone of voice.

"Who said that?" I demanded sharply. There was dead silence. I glared at the back row and saw the red begin to creep up in one boy's face. "John, did you say that?"

"Well, I can't help it," he replied sullenly. "All we've ever studied since I've been in Ag is dairy cattle. When are we going to study fruit?"

"We did study apples last fall for the fruit show at Rochester," I reminded him again, as I had many times before.

"Sure," he protested, "but all the rest of the time it's dairy, poultry, or vegetables."

"Someday you might have some cattle," I told him hopefully.

He gave me a withering glance. "Look," he said in a tone of voice that indicated he had been over this same set speech many times before. "Look, we've eighty-five acres in our fruit farm. Out of the whole works there's an acre and a half of woods and swamp land and another half acre of lawns and garden. There isn't even pasture for a family cow and if there was it would still be cheaper for us to buy our milk from the local dairy the way we do now."

"All right then," I said acidly. "What would you suggest?"

"Let the fellows who want to study dairy do the dairy jobs and the rest of us study what we want to." There was a murmur of assent from some of the other boys around the table.

That was how individual instruction was born in my agricultural department. I'm not exactly sure whether it lasted two or three weeks, but somewhere at the end of that time it died a quiet and merciful death. Briefly it was a dismal flop.

Possibly the biggest single factor in its sudden demise was in the manner of presentation. I had each boy list the jobs he planned to work on for the next month and then madly burned the midnight oil while I ran off reams of questions on each of the bulletins that would be used for reference by the class during the next month.

The brilliant idea behind this gruelling paper work was that if a boy wanted to study raising a dairy heifer, for example, he would take the bulletin on "Raising Dairy Calves and Heifers" read through it and then answer all the questions on the mimeographed sheet pertaining to this particular bulletin. Then, as teacher, I would correct his answers to the questions with him and he would know how to raise a dairy calf. Sort of a glorified assembly line system. Take the bulletin; answer the questions; correct the questions! Take the bulletin on the next job; answer the questions; correct the questions . . . . . ! And all the time, as teacher I was running from boy to boy correcting questions with one hand, looking up references with the other, ordering a boy who had lost interest to get back to work, trying to concentrate on five different jobs at once, hearing someone demanding loudly, "Where do I find the answer to this question on log scaling?" Both the class and I heaved huge sighs of relief when individual instruction folded up.

But the idea of individual instruction still persisted and was nurtured back to life the following fall when Dr. William Kunsela of the Agricultural Education staff at the College came on one of his regular visits to the young man who was doing his cadet teaching in our department. Dr. Kunsela was most enthusiastic about the possibilities of individual instruction and made suggestions for its successful resumption. Other members of the Teacher Training staff were encouraging about the future of individual instruction. We still use the suggestions from these gentlemen in our present system of individualized instruction.

A New Approach

The new approach was to have each boy fill out a sheet of information such as is illustrated on page 202, concerning his farm business.

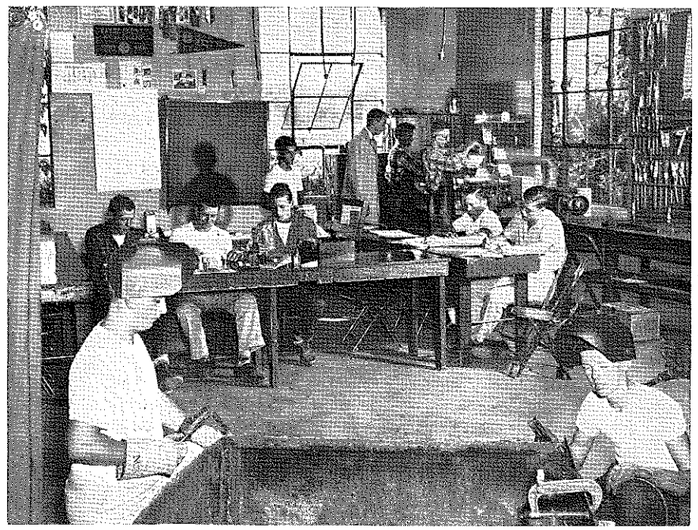
Then each boy selects a job and fills out a three page job sheet. The first page of this job sheet contains a space for him briefly to explain his problem, his goal or the end results he wishes to gain from the study of his problem and space to list all the questions he has that would pertain to the satisfactory solution of his problem. There is room opposite each question for him to jot down briefly pertinent information in answer to that question.

The second page of the job sheet has a space for him to explain any increased costs resulting from his study of the job, to justify these expenses, and also room for a brief summary of the reference materials which he has used.

The third page is where the boy writes his final decision, the reasons why he has arrived at his particular conclusion, new materials used or needed and their costs, and all other pertinent material that shows what he plans to do and how and why he will do it.

Naturally the jobs that he studies are taken from the list of jobs which he

(Continued on Page 202)



Picture of the Ag II class at Wayne Central School showing individual instruction in operation. The picture is posed to the extent that the welding curtains are open to show the entire room and the boys doing the welding do not wear protective clothing. Aside from this fact the photograph shows a day's normal operation of the class with welding, soil testing, milk testing, and the two boys at the right table who are writing up their job sheets. The young man in the back near the milk tester is Robert Warner, Cornell University student who is doing his practice teaching at Wayne Central School this year.

Individual problems demand--

(Continued from Page 201)

considers necessary to improve the weak points of his farm business. One important phase of our individual instruction here at Wayne Central School, and an intregal part of this instruction which cannot be stressed too strongly, is the fact that before he begins the final work on his decision sheet each boy has read the job upon which he is working at least three times before the class and is therefore benefited by their experiences and the questions of the group as a whole when they discuss the particular job which he is doing.

FARM BUSINESS		
Strong Points	Weak Points	Jobs to improve weak points
Registered holstein herd	Some low producers	Test milk so we can cull cows
		Study how to feed better
		Maybe use artificial breeding and sell our herd bull
HOME IMPROVEMENT		
Good furnace		
Lawn is nice		
Running water	No hot water line	Install hot water line to kitchen sink
PERSONAL SITUATION		
Own registered holstein calf	Should expand my SFP	Dad will sell me one for $50.00
		Learn how to pick out a good one from our herd

I do not mean to give the impression that individual instruction is the great panacea to cure all the problems connected with the teaching of vocational agriculture. However, even with some of the "bugs" that we still have to work out of this new system, we are absolutely sold on individual instruction here in Wayne Central. Nor do I believe that this type of instruction will work equally well in all situations, for I am extremely fortunate in having two very progressive administrators in my Principal and Vice-Principal who believe in the word "Vocational" as it pertains to agriculture, and who take a dim view of non-farm boys in the Ag. Department. Individual instruction will not work with boys who do not come from good commercial farms with bona-fide farm problems.

If you have a department of good farm boys, and especially, as we do here in this area, boys from many different types of farms, why not give individual instruction a try? You may be surprised at the enthusiastic response both from the boys and yourself. □

In-service education—

(Continued from Page 200)

salary while in summer school; of these, part of the teachers in each of eight systems disagreed. In nine systems, teachers indicated that they would receive no pay; in only three parishes were all teachers so agreed.

(c) The most striking fact regarding summer school attendance was the extent of disagreement among teachers within the systems concerning parish policies, appearing to indicate the failure of administrators to advise their teachers properly.

Teachers

1. The numbers of books reported in teachers' personal libraries of a professional and agricultural nature was gratifying.

2. In general, most teachers read a wide covcrage of professional and agricultural periodicals; 83 per cent read the *Agricultural Education Magazine* regularly and 31 per cent the *American Vocational Journal.*

3. Twenty-six per cent of those in the study reported having conducted some research, exclusive of thesis research, during the year.

4. Seventy-eight per cent of those in the study wrote newspaper articles during the year; 15 per cent submitted articles to professional publications and 14 per cent wrote for agricultural publications.

5. Teachers of vocational agriculture held parish-wide meetings, exclusive of area supervisors' meetings, in 42 parishes. Attendance averaged 72 per cent for the State as a whole.

6. Eighty-five per cent of the teachers responding indicated membership in the Louisiana Agricultural Teachers Association; 89 per cent in the Louisiana Education Association.

7. Less than 29 per cent of the respondents reported observing the teaching of other teachers of vocational agriculture during the year; 24 per cent observed the teaching of others in their schools.

8. One-third of the teachers with four or more years of teaching experience had done no graduate study. Fifty-five per cent of the teachers with less than four years' experience had done graduate work. Thirty-three (19.2 per cent) of those reporting held the Master's Degree.

The Vo-Ag curriculum in Wisconsin

LOUIS M. SASMAN, Supervisor, Wisconsin

Louis M. Sasman

THE Curriculum in Vocational Agriculture for Wisconsin High Schools is a guide for curriculum construction which has long been in use in Wisconsin and has been largely followed by the instructors in vocational agriculture.

A suggested curriculum for vocational agricultural departments has always been prepared in Wisconsin thru cooperation of the Agricultural Education staffs of the State Board of Vocational and Adult Education and the Teacher Training Institutions at the Wisconsin College of Agriculture and the State Colleges at Platteville and River Falls in cooperation with committees of instructors in agriculture.

Formerly this curriculum consisted of outlines of one year courses in each Plant Husbandry, Animal Husbandry, Farm Mechanics and Farm Economics.

A number of years ago a committee of instructors headed by C. B. Campbell at River Falls, developed a cross section plan of instruction which was tried out for several years in a few departments, modified somewhat by trial and experience and finally adopted for state-wide use.

This curriculum has now been in general use over the state for ten years or more with revisions from time to time and, of course, modifications by local instructors to meet local needs.

This curriculum was thoroughly revised during the past year by the Agricultural Education Staffs in Wisconsin as a result of experience of instructors in the field, questionnaire studies, and conferences of the supervisory staff, the teacher training staffs and the instructors in agriculture of the training centers. □

Space does not permit a listing of the recommendations which grew out of this study. The nature of the findings make many of them self-evident.

While this study appears to have been the first of its nature conducted on a state-wide basis, there are indications that the problem is causing great concern in other states. □

The "Picture of the Month" contest is now open to persons preparing for teaching Vo-Ag who are subscribers to the Magazine.

Professional improvement is necessary

DON MEADERS, Vo-Ag Instructor, Wilbur, Nebraska

Don Meaders

IS there need for professional improvement? What do we, as teachers, expect of our fellow teachers? Just what are the standards that we, as teachers, have for our work?

It might be very debatable as to who is qualified to judge, but just ask any Vo-Ag teacher and he will quickly name several fellow teachers who are doing a good job. Just as quickly he will name several that he believes are doing hardly anything. Is he right in his judgments?

It's an all too familiar story about the one who was scorned by his fellow workers because he did too good a job. In your area is there an outstanding Vo-Ag teacher who seems to accomplish much in the same time that others are struggling to accomplish only a little? Yet, did you ever hear other instructors openly rebuke this outstanding teacher as he made an effort to spread the gospel of his success?

There is no time for petty jealousies of our outstanding teachers. There is no time for self-satisfied complacency on the part of teachers, especially Vo-Ag teachers. We try to teach the ever increasing number of improved practices, to get the present and prospective farmers to be ever alert to the results of research. If we really believe in improvement, then how can we deny the value of the various avenues open for our own professional improvement?

Objectives of Professional Improvement

There are at least two broad objectives of professional improvement for the Vo-Ag teacher: to enable him to accomplish more in the limited time alloted for training present and prospective farmers, and to achieve personal advancement.

The Vo-Ag teaching profession is certainly no place for those who would use it as just another means of earning a dollar. The Vo-Ag teaching profession requires personal strength of character combined with a sympathetic understanding of people, young and old. We know that the actions, attitudes, and ideals of the teacher are often *caught* by the students more quickly than are the things *taught.* We must realize that vocational education deals with far more than mere manipulative skills and related technical information. We are definitely, or certainly should be, concerned with developing attitudes, interests, and ideals.

Are you developing desirable leadership abilities in each of your students? How do you know?

Are you teaching good attitudes toward the adoption of improved practices? How do you know?

Do your fellow teachers recognize the attitudes, interest, and ideals you are developing in your students? How do you know?

Is that "pet" system of yours for teaching parliamentary procedure really the best method? Did you ever visit the Vo-Ag teacher in the neighboring town and watch him teach? Did you still feel so "cock-sure" of your own procedures?

If the teacher is to be able to accomplish even a small part of the essential training of present and prospective farmers, he must regularly review his objectives and accomplishments. One of the better ways of doing this is through the avenue called Professional Improvement.

Methods of Professional Improvement

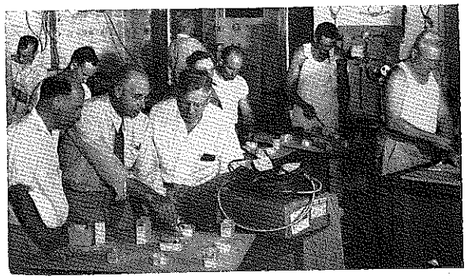
As more schools adopt salary schedules based on tenure, length of service, amount of graduate education, etc., it becomes a very personal matter (anything effecting the pocketbook is considered personal) to every teacher to make professional improvement. There are at least three general methods of making personal professional improvement: 1) attendance at the County and District Education Association meetings; 2) active participation in the local education association, and 3) attendance at summer school.

Active participation in the local, state, and national education associations can give the teacher a clearer picture of the place that his own teaching program has in the total education of his students. Attendance at summer school courses can give many opportunities for swapping ideas on teaching, collecting new ideas, and revising time-worn methods of instruction.

The classroom, the shop, and the FFA program are the feed troughs that the teacher has to fill. What will be the ration? Will the teacher mix his own ration from such ingredients as prejudice, untried practices, out-dated methods, and selfishness, or will he mix a balanced ration of understanding, improved practices, high ideals, keen agricultural interests and wholesome attitudes?

Fellow teachers, now is the time to begin those actions that lead to professional improvement. You must act. The author of the following is unknown but it fits our situation:

Sittin' and wishin'
Won't change your fate—
The Lord provides the fishin'
But you have to dig the bait. □



Connecticut teachers learning wiring fundamentals through in-service training.

Various agencies assist in professional improvement

MICHAEL J. RICCI, Vo-Ag Instructor
Thompsonville, Connecticut

Michael J. Ricci

THE Connecticut Vocational Agriculture instructors have carried on a program of professional improvement for over twenty years. Much of it has been incorporated as a part of their monthly meetings and summer professional improvement conferences. Meetings have been held with various farm agencies, co-operatives and individuals who are informed in various agricultural fields for the purpose of keeping the instructors informed as to the latest trends in the field of agriculture. Co-operation with such groups as the Connecticut Milk Producer's Association, Eastern States Co-operative, Farm Production Credit Association, Connecticut Light and Power Company, representatives of the cement and paint industries, and staff members of the College of Agriculture, University of Connecticut, has been especially helpful. Field trips have been taken to learn first-hand about farm appraisal, to inspect farmstead wiring, to note the latest poultry marketing procedures and to learn of economic factors affecting the operation of agricultural marketing co-operatives. In addition to keeping up with the latest changes in the field of agriculture, the teachers organized committees which have been working on projects leading to the improvement of the instruction and facilities available to vocational agriculture departments in Connecticut.

The Connecticut Vocational Agriculture Teacher's group is presently participating in a program of instruction in the field of rural electrification in co-operation with the Connecticut Light and Power Company. This program started two years ago as a part of the annual summer conference for professional improvement. Numerous additional periods of instruction in farm electrification have been held since that time for

(Continued on Page 211)

Increase pupil participation

JAMES WILLIAMS, Vo-Ag Instructor, Crawfordsville, Indiana

My philosophy of 'maximum student learning' is 'maximum student participation.' In carrying out this philosophy in our veteran's training program, we have used a variety of procedures, four of which are discussed in the following paragraphs.

The procedure which we feel has paid the greatest dividend in securing student participation has been the use of student unit study plans. Prior to beginning a new study-unit, we mimeographed an outline of the things which would be discussed during the development of the unit. This outline might include from 5 to 15 lessons, depending upon the unit requirements. At the beginning of each unit, copies of the outline were distributed to the students for discussion and the addition of any suggested items. The outline began with a statement of the purpose or objectives for studying the unit, followed by a list of the different topics to be discussed and, at the close of the outline, some practical suggested uses which could be made on the home farm.

An Illustration

To further illustrate the mechanics of the student unit study plan, an outline for pasture and hay crops follows: *Unit Title:* "Pasture and Hay Crops for My Farm." *Objective:* "The development of a pasture and hay program which is best adapted to my total farming program." The outline then continues with a listing of the main headings and subheadings for the topics to be discussed. The first main heading is: "What should a good pasture and hay program do for my farming operation?" The subheadings list the things a good pasture and hay program should do. The second main heading is: "Discussion of the various pasture and hay crops concerning their adaptability, culture, advantages, and disadvantages for use in my pasture and hay program." The subheadings list nine legumes and nine grasses for class discussion. The next main heading it: "Class participation in working out a desirable pasture and hay program for a hypothetical farm situation, taking into consideration the things previously studied in the unit." The fourth heading is: "Each student works out on paper the most desirable pasture and hay program for his own farm." The ultimate measure of effectiveness of any unit, of course, is the on-farm accomplishments resulting from the lessons learned, and over a period of three years we have seen accomplished many of the changes proposed in these pasture and hay program discussions. The last heading in the unit is: "Group discussion concerning possible experiments to determine the adaptability and practicability of suggested recommendations for farming operations." We have tried several experiments as a result of this class discussion. For example, as a means of checking for boron deficiency, we applied boron to one-acre plots in three different alfalfa fields of students.

In this student unit study plan, we have listed the purpose of studying the unit, the topics for discussion, and how the student could apply the information to his farming program.

A group of young Bartholomew County (Indiana) farmers taking time-out from a marketing tour for a picture. Mr. Williams is at the left in the second row.

Discussions Conducted By Class Members

The unit plan on corn production was developed in a different manner. Listed as the objective for studying the production of corn was: "To learn the common practices and scientific principles involved in producing corn at the lowest cost per bushel." There were six main headings and twenty-five subheadings listed in this study unit. The difference here was that of letting the class members conduct the discussions. At the beginning of this unit the following statement was made to the class: "I realize that you know as much about corn production as I; so each of you select one of the subheadings to discuss in class." The outline was then passed among the class and each man selected his topic. Each man was then furnished with all the available literature concerning his chosen topic. Each prepared his own lesson and conducted the discussion before the class. This did not lessen my preparation as a teacher since it was necessary for me to be able to fill in where they happened to omit important items, but it did result in effective student participation.

Better Student Participation

In what ways have the use of student unit study plans brought about greater student participation? Our experience with these plans leads us to believe that they have been invaluable in accomplishing the following:

1. Presenting to the student a complete picture of the problem being studied; usually the problem is more extensive than he anticipated. Not only is the student's interest stimulated by an understanding of the whole problem but the size of the problem also represents a real challenge.

2. Showing the relationship existing among different lessons within a given unit. When this is done, the student is not as apt to entertain this question, "Why are we discussing this?" The student understands what he is expected to learn and how he is to attempt application of the unit to his farming operation; so, instead of asking himself "why," perhaps he is thinking of ways and means of application. Quite frequently a student will state his problems and ask for suggestions on the application of the discussion topic to his actual problem.

3. Encouraging student participation in class discussion. Participation may be in the form of a question, as mentioned above, it may concern a magazine article, a recent lecture, or something observed in the field. Since the student has participated in the unit preparation, he recognizes the proper place for making his contribution during the discussion, thereby increasing the effectiveness through proper timing. After using unit study plans for a short period, the student looks for information applicable to the unit being studied; he may even come to class prepared to report on it. This form of class discussion has done much to eliminate student self-consciousness.

4. Facilitating the application of information secured through group discussion. By providing the student with an insight into the total picture, and by challenging him with its extensiveness, we have created in him a desire to learn more about the adaptability of each lesson to his farm. We have caused him to organize and record the impressions growing out of the group's discussion.

Using Exhibits

A second procedure we have used in getting student activity has been the use of demonstration and exhibit projects. Following is a brief discussion of last year's exhibit project. Each student was assigned to an exhibit team and to each team was assigned a lesson topic which could be illustrated by means of an exhibit. Students were assigned topics which were directly related to their farming problems. For example, soybean farmers studied the subject of soybean varieties; general dairymen studied the subject of artificial breeding. The reasons for conducting these exhibit projects were: 1. Each exhibit subject was directly related to the student's problems. 2. Each exhibit required the students to search for needed information. For the most part, this information could have been provided by the instructor, but the important aspect of teaching students where and how to gather information would have been neglected. The ability thus created by this procedure will doubtless long outlive the information secured. 3. Each exhibit was intended to further develop the student's appreciation of the amount of work required to prepare educational exhibits. Also, it was believed that the experience of working out the details of an exhibit would create an attentative attitude toward any exhibits the student might observe at fairs, agricultural conferences, or elsewhere.

(Continued on Page 209)

The noon hour can be used by agriculture teachers for valuable professional improvement. Gene E. Brendlin, Director of California State Polytechnic College Foundation uses the noon hour to read professional agricultural literature.

Time to keep up-to-date

DALE W. ANDREWS, Teacher Education, California State Polytechnic College

Florence Chadwick recently swam the channel between Catalina and the Mainland. Several months previously when she attempted this feat, she had to give up short of her goal because of excessively strong currents. When she was swimming at the same speed as the current that was opposing her, she was standing still as far as progress toward her goal was concerned.

Agriculture teachers have a parallel problem. If we are to keep posted on the latest developments in agriculture, we can't tread water and succeed.

The more traditional and popular methods of in-service training, such as summer skills programs and conferences which are used to compensate for things forgotten and new farming techniques yet unlearned, are very helpful. But the time when we could take advantage of these methods doesn't roll around often enough.

A Vo-Ag teacher who found a way of keeping posted on the new and better farming methods gained not only personal satisfaction but rapid advancement and is now the Director of the California State Polytechnic College Foundation. When this man, Gene E. Brendlin, was a supervising critic teacher I was one of his cadets. It was a rare occasion that Gene didn't bring his lunch to work. When the noon bell rang and the Future Farmers left the room, Gene would close the door, select an agricultural magazine from the rack and spend the entire noon hour enjoying his lunch and improving his professional competence. He still does it and I know it works wonders for him.

It is true—we do need time to relax! Some can relax while reading. Others can't. Perhaps some would find it more restful to follow Mr. Brendlin's example than to dash to the car, drive home, gulp down lunch, and rush back to school just in time for the one o'clock bell.

The time of day we set aside for professional reading is unimportant, but

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A pattern for program planning with groups*

C. C. SCARBOROUGH, Teacher Education, North Carolina State College

Every group has one or more objectives. The objectives may not be clearly stated. They may not even be recognized by members of the group. However, there *are* objectives or the people would not meet together as a group. The objectives may be "good" or "bad," "high" or "low," depending upon the individual doing such evaluating. The first step then in program planning is:

Setting Goals or Defining Objectives

This may be largely a job of clearly stating the objective already existing, or setting new goals for the group. Rather than having a shortage of objectives, many groups have many and varied objectives. Sometimes the objectives lead in so many different directions that the life of the group is in danger. Some help may be had by the leader in working with these varied objectives by looking carefully at the needs, interests, and wants of the group. Again, it will be found that these are many and varied. In fact, the different objectives mentioned above are reflections of these varied needs, interests and wants.

One approach to getting these varied objectives, interests, needs and wants together so that they can be realized and worked on by the group is to classify them.

Objectives Based on Interests, Needs and Wants

This can best be done by making three classifications as follows:

a. Objectives based on the interests, needs and wants of members of the group as *individuals*. Such as, to become a better farmer, to become a leader in the community, to become a better parent and to make some new friends.

b. Objectives based on the interests, needs and wants of the *group*. Such as, to get more members to form a strong organization and to become a part of the school program.

c. Objectives based on the interests, needs, and wants of the *community* or other larger areas outside the group. Such as, to learn about the tenancy situation in the community, to promote better marketing facilities and to improve recreational facilities for families in the community.

When the objectives based on interests, needs and wants are clearly defined and agreed upon by members of the group, then we are ready for planning the specific programs. Therefore, the next step in the pattern for program planning is:

Building a Program to reach Objectives

This is easier said than done. However, a look at some of the essential steps in doing the job of reaching objectives through program building will be helpful to the leader.

Some important steps in the process are as follows:

a. *Converting the objectives into program units.* This may mean reaching an objective "a step at a time." It may take one meeting, three meetings or a dozen. The meetings must fit the objectives, not the objectives to the meetings. To say, "we are going to have fifteen meetings," does little toward converting a worth while objective into program units. The connection must be clear to all concerned.

b. *Determining priorities among program units.* Groups (particularly the leader) tend to tackle too much. There is always some priority. It is up to the planning committee to decide upon priority. The best help the leader has here is to constantly check with the group on "how are we doing" and change the program units accordingly.

c. *Determining the type of program,* including the methods to be used. The important point here is that the methods are tied to the objectives. They have no other value. If skill is involved, then the leader will not become skillful by listening to a lecture.

d. *Selecting and securing materials needed.* This is supplying "food for thought." It will include people and actual materials as well as printed materials. It should also include plans for its best use. A group can plan its own best use of source materials, including "experts." Finally, a leader can be certain that he does not fall into the commonly found trap of looking upon some material as a program. A movie is not a program—except a movie program.

e. *"Rehearsing" each meeting.* This means re-hashing the last meeting and planning specifically for the next. It can best be done by the leader in conference with a small, representative group. However, occasionally the entire group should be asked frankly to take part in this rehearsal of their own meetings.

f. *Getting people to the meetings.* Basically, the job here is to convince the prospective member that being a member of this group will meet some of his interests, needs and wants. There are many ways rather than one best way. Again, the leader's best help is the group itself. He can get ideas from other leaders, books, bulletins, etc. He may also look to active organizations in other fields for ideas his group may adapt to their own use.

g. *Planning for something to happen as a result* of the meeting. If there is any purpose for the meeting other than the meeting itself, it should have an important place in the program planning. "What am I going to do about it?" is a high note to end the meeting. Specific plans should be agreed upon for achieving the desired results following the meetings.

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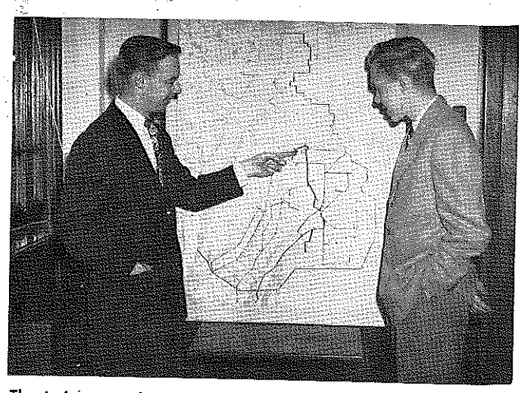
*Basic ideas for these suggestions were found in *Adult Leadership*, May, 1952.



The trainee examines a map of the school area with the Principal of the school. Such information is obtained very early.

The trainee (left) and the Critic Teacher have frequent conferences for purposes of planning for experiences and evaluation of progress.

"Learning by doing" applies to training teachers

HAROLD L. NOAKES, Teacher Education, Cornell University

Harold L. Noakes

A SOUND program of teacher education in agriculture should provide for participating experiences in the manifold responsibilities which make up the job of the teacher of vocational agriculture. To support this principle, trainees in agricultural education in New York are sent out to cooperating training centers full-time for a period of twenty weeks each fall. These training centers are selected on the basis of the quality and completeness of the agricultural program as well as their geographic location within the state.

From past experience with the off-campus teacher training program it has become apparent that there are certain conditions which provide a better training environment than others. It is recognized that the off-campus program can be no better than the critic teachers directly responsible for conducting it. In view of this fact, great care is used in the selection of centers. In those selected, the critic teacher has demonstrated a superior pattern of teaching. He is serving three groups—pre-vocational, vocational and out-of-school—and is following up instruction with effective home farm visits. Adequate classroom and shop facilities are available which provide a desirable environment in which to conduct class instruction. Transportation facilities are made available to the trainee to enable him to supervise adequately the farming programs of his pupils, contact young farmer and adult groups and to attend class meetings.

Advance Preparation

During the spring preceding the arrival of the trainee, each school enters into a training agreement with the Agricultural Education Division of the Rural Education Department at Cornell. The school is given a voice in accepting or rejecting the trainee assigned to it. Trainees, to the extent that is possible, are assigned to the training center of their choice provided that this is agreeable to the critic teacher and administrator of the training center. Rarely, if ever, is a trainee assigned to a school in his home community.

While each trainee must be "on the job" in the training center by the first day of school in September, many report for duty earlier to arrange for rooms, visit boys, assist with fair exhibits and to become familiar with the community. At the beginning of the term the trainee plans his program of responsibilities with the critic teacher for the training period. This plan indicates the approximate date and length of time the trainee will be responsible for pre-vocational and vocational classes in agriculture and out-of-school young farmer classes. The plan also includes miscellaneous school duties such as study hall, homeroom supervision, and community activities.

Getting Started

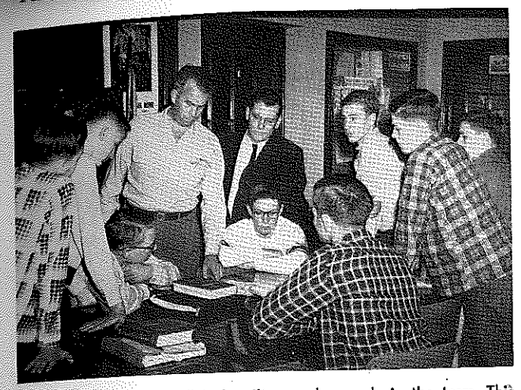
Usually the first month of the term is devoted to getting established in the school and community and to discovering individual and community needs. The trainee at this time becomes acquainted with the key educational, agricultural and business personnel of the area with whom he will be working during the term. He becomes informed of school policy to facilitate his adjustment to the school and makes contacts with local social and agricultural organizations of the community. To provide himself with essential background information for teaching, he studies the critic teacher's program of work and the various farm surveys which may be available. Accompanied by the critic teacher, he visits each member of the class for which he will be responsible on the boy's farm. As a result of these visits he is better able to determine the farming needs of the boys who will be in his class during the term. He also visits the guidance director of the school and studies the various tests given by the school noting in particular the scores the boys received who are in his class.

Constant Evaluation

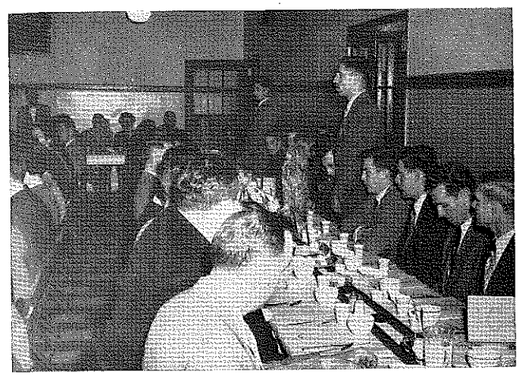
When the critic teacher feels the trainee is ready to assume class responsibility, which is usually near the end of September, he helps him plan a unit of instruction based on the farming needs discovered on visits to the farms of pupils. Since the trainee has spent considerable time observing the critic teacher at work with the class and has visited each of the boys at home, he usually gets off to a good start in his teaching.

The field trip as a teaching procedure is another example of "learning through doing." Planning and conducting field trips is a common experience of trainees.

Trainees soon learn that some of the most effective teaching takes place on individual pupil's home farms. The trainee above (back to camera) assists the pupil in checking flock for coryza.



The trainee "takes over" in handling a class early in the term. This trainee (center, wearing coat) is using the procedure of having the local manager of the Milk Plant discuss production of clean milk with the class.



In this FFA Parent and Son Banquet, the opening ceremony was used to start the program. The trainee (behind the owl) took the advisers part. Trainees located in the area near this school were invited guests.

At the end of each day, the trainee and critic teacher evaluate the day's performance and plan together the following day's work. Here the critic teacher offers suggestions for the improvement of the teaching performance and recommends solutions to problems which may have appeared. During the term of classroom teaching the trainee becomes familiar with about every teaching procedure and technique. As his skill increases, he assumes responsibility for additional classes until, near the end of the term, he is carrying the full teaching load of a teacher of agriculture.

Home-Farm Supervision

Teaching is not confined to the classroom, however, since the trainee is required to make at least one supervised farming visit a month to each boy in his class. After the initial visit, made in company with the critic teacher, the trainee begins to assume full responsibility for planning with pupils when visits are to be made and for making the visits planned. A memorandum of each supervisory visit is made which includes notes on pupil's progress, instruction which took place on the visit and problems which will need attention on future visits. The trainee also keeps a mileage record of all travel while making such supervisory visits. This amounts to an average of approximately 300 miles per trainee. With the aid of the critic teacher, each trainee plans and conducts an evening meeting of the parents of pupils in his class. This provides him with an opportunity to discuss with the parents the supervised farming programs of their sons and to show them how these farming programs serve to train the boy for farming.

Out-of-school Groups

Each trainee receives experience in recruiting, organizing and teaching young farmer classes. In fact, in several training centers, trainees have been instrumental in developing active young farmer clubs where none existed before. Where I.O.F. training programs are in operation, arrangements are made for the trainee to obtain experience in working with veterans' groups under the supervision of the veterans' instructor. This phase of his training program is usually delayed until late November or early December or until he has gained confidence and skill in handling vocational classes.

Experience with FFA

A particularly strong part of the training programs is the opportunity pro-

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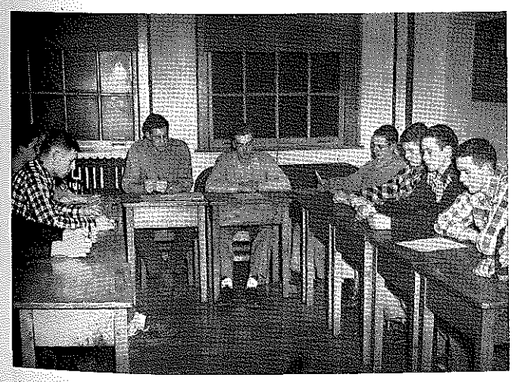
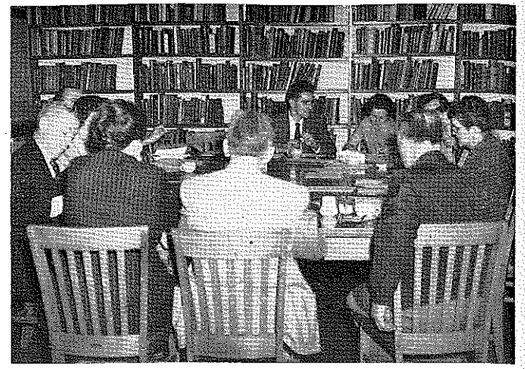


An out-of-school group meets in the classroom under the direction of the trainee (center, left). This group was recruited and organized by the trainee.

Dr. Hoskins of the teacher training staff and a group of the trainees on a visit to an out-of-school young man becoming established in farming. Such tours are a part of the off-campus experience.

Regular class meetings of trainees are conducted by members of the teacher-training staff. Dr. Kunsela (center, rear) meets with one of the trainee groups in a weekly session.



An important experience in training is the meeting with parents of the pupils to discuss farmer-training programs. The trainee (center, rear) organized and conducted this meeting.

vided the trainee to gain experience in working with the FFA program. For some of the trainees, this is their first contact with the FFA if they did not have vocational agriculture in high school. Each trainee assists Chapter committees in developing a program of work, preparing a budget and on occasion acts as adviser in Chapter meetings. He assists in the preparation of Chapter news articles and radio programs, in planning and conducting a parent and son banquet and in the many other activities which make up an active FFA Chapter program.

School and Community Membership

The trainee takes up residence in the community in which he is training. This enables him to participate in school and community activities which take place on evenings and week ends. He is accepted in the school as a member of the faculty and attends all faculty meetings and social functions of this group. This acceptance carries with it the obligation to abide by school regulations and to assist with school duties other than those directly connected with the agricultural department.

Includes College Courses

Since the trainees are off-campus for the entire fall semester, it is necessary for the College staff in agricultural education to conduct its courses with them off-campus also. The trainee's college schedule has been planned in such a way that fifteen of the required eighteen hours of course work in the field of professional education can be taken during his off-campus training period. Three courses accompany the off-campus experience—a three-hour course in Educational Psychology; a nine-hour course in Methods, Materials and Directed Practice in Vocational Agriculture; and a three-hour course in the Organization and Direction of Young Farmer Groups.

Trainees come to selected centers to attend these courses one evening a week for a class session lasting from 4:30 p.m. to 9 p.m. with an hour off for supper. These centers are located geographically to be within reasonable driving distance of a group of about twelve trainees. Last year, trainees drove an average of 750 miles during the term attending the fifteen class meetings. Trainees are reimbursed for all mileage where personal cars are used in connection with their training program.

In addition to the organized instruction provided in these weekly meetings by teacher-trainers, each trainee receives four all-day visits from members of the teacher-training staff and an additional visit from a member of the state supervisory staff. On these all-day visits each staff member advises with the trainee on any problems which he may have relative to the training program or which the staff member may have discovered during his visit. A joint conference is held at the end of the day in which the trainee, critic teacher, staff member and, frequently, the principal participate. The progress of the trainee is evaluated in such conferences in terms of the overall objectives of the training program.

Appraisals are Favorable

The question is frequently asked, "How do living costs of trainees compare with the cost if a trainee had remained on campus?" Most trainees report that their costs of living off-campus are about the same or a little less than their costs would be on campus for the term. The usual reply from a trainee to a question relative to the value of this training program is that it has been the most valuable term of his college career. School administrators endorse the full-term apprentice-type training program. It is their view that by the time a man has worked closely with a superior teacher for an entire term he is no longer an inexperienced teacher. The man so trained is considered to be competent to enter a new situation and organize and conduct the program in a manner comparable to that of the experienced teacher. A common reaction among the Critic Teachers, most of whom prepared for teaching before the current training plan was in operation, is that they wish they might have had a similar opportunity to prepare for their work as teachers. □

Theme for April—

"Teacher Selection and Recruitment"

Time to keep up-to-date

(Continued from Page 205)

getting into the habit of doing it regularly is highly important. Maybe you don't like Gene's system; but, some system is necessary. One article you read may give you the ammunition that is needed in an important situation.

The changes in agriculture these days are as rapid as the advancements in medicine. We wouldn't want to go to a physician for advice if we knew he wasn't keeping up-to-date. Neither should we be behind the times when Johnnie asks us about the suitability of an agricultural practice. Only if we are determined to be better-than-average instructors will we be willing regularly to spend our noon hour as Gene Brendlin does.

Most of us make good resolutions, but the time we are going to carry them out is too often in the future. Or, while procrastinating, we vainly hope that we just incidentally will learn of the latest developments in the course of our routine activities. This may work in part, but it isn't enough—not nearly enough when we should be leaders. □

OUR COVER

The picture shows a graduate seminar in Agricultural Education at the Pennsylvania State College. John Williams, former teacher in vocational agriculture in Maryland, is addressing the group on the subject, "The United Nations." This seminar is composed of graduate students from four states and five foreign countries, namely, Germany, Greece, Finland, Columbia and Puerto Rico. All students in the group are candidates for advanced degrees.

This illustrates a commonly used means of obtaining professional improvement for persons who decide to interrupt their teaching experience for a period spent at the College, either in the regular school year or in summer sessions.

Farm machinery workshops in Wisconsin

An in-service training program for instructors in agriculture

DALE C. AEBISCHER, Itinerant Teacher Trainer, Wisconsin State Board of Vocational and Adult Education

Dale C. Aebischer

GREATER emphasis on farm machinery maintenance, repair and adjustment has been initiated in Wisconsin through a series of twenty-five, 3-day workshops conducted throughout the state this past summer for agricultural instructors and farm veteran trainers.

Of the 388 men who participated in the twenty-five workshops, 221 were regular instructors of vocational agriculture and 167 were Veteran trainers. Attendance at the workshops was voluntary and no reimbursement on expenses was assured by the State Board of Vocational and Adult Education. The response to the program as indicated by attendance was unusual when conflicts with busy summer programs and with summer school are considered.

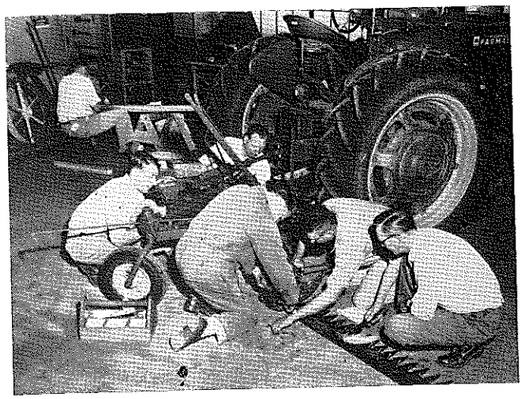
Purposes

The immediate purpose of the workshop program was that of having Wisconsin instructors become familiar with possibilities of the farm machinery manuals which were developed by the U. S. Office of Education in cooperation with the various implement manufacturers. The workshop programs were designed to establish an instructional pattern involving the use of the manuals which the instructors could apply in their own instruction on the farm machinery.

The workshop program was developed in the following manner. Two members of the Wisconsin State Office staff attended a regional farm machinery workshop conducted by A. H. Hollenberg of the U. S. Office of Education at Michigan State College at the end of April. The state staff members then conducted three pilot workshops in June for fifty selected agricultural instructors and Veteran trainers. These men in turn, working in pairs, organized and conducted the twenty-five workshops held in July.

The major responsibility for the instruction in the workshops rested with the instructors who were trained for that purpose. The first two days of each workshop dealt with the identification of parts and of the types of mowers and plows, appraisal of the repair needs of specific machines, making up parts lists, securing the parts, installation of needed replacement parts and the adjustment of the machines. Where time permitted, field tests of the repaired machines were made and then were followed by the necessary field adjustments.

The third day was devoted to a discussion and demonstration of the principles of operation, adjustments, and common sources of trouble of such machines as the combine, baler, corn picker and field chopper. Industry personnel was used in these demonstrations.



A typical farm machinery workshop for Wisconsin agricultural instructors.

Teachers Approve the Workshops

On the basis of the comments of the majority of men taking part, the workshops were highly effective in accomplishing their established objectives. The plans now projected for farm machinery instruction for the current year reflect the experience obtained in the workshops.

The workshops have re-emphasized the vast instructional resources which are available for in-service training within our own group of agricultural instructors and veteran trainers. The fifty men who conducted the twenty-five workshops in July exhibited all of the resourcefulness of good teachers approaching a typical instructional situation.

They assembled the available information, sifted it, adapted it to the objectives at hand, and proceeded to conduct efficient instructional procedures. Machines, supplies, and shop facilities were equally well organized. The fact that the students in this case were fellow instructors seemed to make no difference in the effectiveness of the instruction. □

Increase pupil participation

(Continued from Page 204)

After the teams had assembled and studied their assigned lessons they drafted their exhibit plans. Each team presented its plan to the class for class discussion and consideration. In some cases all class members were asked to contribute materials for exhibits. For example, in the wheat variety exhibit all class members who raised wheat were asked to collect a sheaf of wheat from 9 feet of a drill row and bring in a peck of grain at harvest time. This particular exhibit team had a good supply of materials with which to work. The soybean team did approximately the same thing. We had quite a collection of grain at the school. When completed, the exhibits were used in class for instructional purposes. The information contained in these exhibits could have been read to the class in five minutes but it probably would have been retained no longer than the time required to read it. As a result of the work done on these exhibits the students will long remember the information gathered.

The veterans farm training program received some favorable publicity as a result of these exhibits since eight of them were displayed at our Farmers' County Institute. Our exhibit on "Farming is Big Business" attracted the most attention. This exhibit team consisted of trainees who were rather large general farmers whose farm records left much to be desired. The lesson topic assigned to them was "The importance of keeping good farm records." The exhibit was entirely their own creation. It was displayed at the Institute alongside a stack of Indiana Farm Record Books and Indiana Farm Account Books with a box of change and a sign which read, "These record books are 35c each. Make your own change." We were surprised at the number of record books purchased during the day.

Students Conduct Demonstrations

The third procedure which has worked out very well and saved us much time is that of letting the students supply the lesson demonstrations. When we studied the lesson on dairy herd improvement one of the students who was testing his cows was asked to set up a classroom demonstration using his scales, buckets, barn sheets, sample bottles, and milk dipper to demonstrate cow testing. This saved the teacher much time. Many times stu-

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Factors Influencing—

(Continued from Page 199)

e. Shortage of high school training centers which qualify.

f. Limited funds.

g. Administration in high school training center not sold on the vocational agriculture program.

h. Distances too great.

i. No plans made for more desirable results.

j. Not enough time available because of teacher or staff overload. □

Maintain effective relationships with your administrator*

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

S. S. Sutherland

AS a basis for preparing this article, some 20 high school administrators were interviewed by supervisors of the Bureau of Agricultural Education in California. The ten suggestions listed and discussed below are items most frequently mentioned by these administrators and emphasized by them in these interviews.

Ten Commandments for Good Teacher-Principal Relationships

1. Know your job and do it.
2. Know your administrator and conduct yourself accordingly.
3. Make your department an integral part of the school.
4. Know and follow school administrative policies.
5. Keep your administrator informed as to what you're going to do and what you have done.
6. Give him credit when due.
7. Become a citizen of the community.
8. Be an effective public relations contact for the entire school.
9. Avoid "side lines."
10. Be a good housekeeper.

Know your job and do it. This was emphasized by more administrators than any other factor. The soundest basis for good relationships is mutual respect. Earn his respect by planning and organizing your work, and doing it to the best of your ability. The department and the teacher who causes headaches for the administrator is the one that is not functioning properly. If every department and every teacher in his school were one-hundred per cent efficient, the head of that school would have few worries.

Pay especial attention to your organized class instruction. FFA and extra-curricular activities may well interfere with your class work and leave you little time for preparation. Too often class time is taken up by planning and preparing for these activities. Don't forget that you are employed first and foremost as a *teacher;* that your principal expects and has a right to expect effective classroom and field instruction from you, and to be irked if he doesn't get it. Be a good teacher.

Handle your own minor problems; don't bother him with details that you should be able to cope with yourself. Go to him for advice and help only when the problem is too big for you or involves major policy matters.

Organize, plan, and do your job in such a way that it relieves him of work and worry. Do it so well that he dismisses it from his mind as a source of possible trouble and responsibility.

Before you criticize or pass judgment on any other segment of the school, be sure you have earned that right by doing your own job so well that it is above reproach.

Know your administrator and conduct yourself accordingly. Know his duties and responsibilities; know his own personal likes and dislikes; learn what he expects of you and your department. Then give him what he wants to the best of your ability and avoid doing the things which you know he dislikes.

Your principal is human, with human failings, quirks, and peculiarities. Study him; find out from others who know him what his likes and dislikes are. Don't rub him the wrong way by doing little things which you know full well he doesn't like. Remember, we dislike people who do the petty things which annoy us. Find out what those things are and avoid them.

The Quakers have a saying that "Everyone is a little queer except thee and me, and even thee is a little bit queer." Find out how he wants you to function as a teacher and as a member of his staff, and then *do* it that way, at least until you've earned the right to try to show him that your way is better.

Become a member of the school faculty and make your department an integral part of the school. Administrators rated this second in importance. You know how easy it is to become so engrossed in the activities of your own department that you forget the rest of the school. You and your department cannot exist as a separate entity. Learn the objectives of the entire school; know its problems; do your part in helping meet those objectives and solve those problems. Serve on committees, attend faculty meetings, get to know the other teachers professionally and socially. Take the initiative. Invite other teachers to visit your department; have your FFA boys put on a lunch for them. Become a member of the team. Cooperate with other teachers on pupil problems. Farm boys traditionally don't like English and may have difficulty with math. Help sell your pupils on the value of these subjects; team up with the teachers of these and other subjects in helping pupils who may be in difficulty. Emphasize the value of high scholarship in all subjects. Give counselors the benefit of your knowledge of the personal problems and the home situations of the boys in your classes. You are one of the few teachers who visit the homes. Don't keep this valuable information to yourself. Give the school the benefit of it.

Ask for assistance of other teachers and give such assistance in return when asked. The best way to build up the ego and win the friendship of someone is to ask him to do something for you that he can really do and do well. When the coach wants you to build some hurdles for the track team to use, do it, and then get him to do something for you—perhaps coach your FFA basketball team, or at least iron out the rough spots. It should not be necessary to add that a sincere "Thank You" for his assistance helps, too.

Know school and administrative policies and follow them. Don't ever give the impression that you feel these rules and policies are set up for the other teachers but do not apply to you as a vocational teacher. Agriculture may be taught a lot differently than history, but administrative policies are for every teacher in the school, whether that teacher teaches history, typing, math, or agriculture.

In a large school, in any school, learn the "chain of command" and then follow it. To ignore it will surely get you into difficulty.

The chances are that you had a farm background. You associate with farmers. Generally they are "rugged individualists." Probably you have some of those tendencies yourself. That is why it is more than ordinarily important that you keep reminding yourself that these rules apply to you as well as to all other teachers.

Tell your administrator in advance what you plan to do, and report to him periodically on the accomplishments of your department. If your administrator understands what you are trying to accomplish, what you plan to do to attain your objective, and has an opportunity to give it prior approval, you have made a big step toward mutual understanding. Conversely, nothing irks an administrator more than to learn from outside sources things about which he should have been told before they happened.

Make sure that your administrator knows what is going on in your department; invite him to sit in on your classes; invite him to attend Future Farmer meetings; take him on project visits; take him on field trips. If he understands thoroughly what you are doing, there is far less likelihood of misunderstandings developing.

Let him know always not only what you are doing, but *where you are.* If you leave the school for any purpose during school hours, leave word where you may be reached. If you leave the community, see that he has your itinerary.

Keep him informed systematically about the accomplishments of the department, and let him know about them *first,* before this information is released to the public. Anything that your department does will reflect to the credit of the school. He is entitled to know the accomplishments of your program, but this information should not come to him second hand, but directly from you.

Give him credit when credit is due. Make this an absolute policy. An agriculture department and an agricultural program in the secondary school exists and operates as a part of a school system. The principal is the head of that school system. Look for and avail yourself of opportunities to tell others about the *good* things your school administrator is doing. Don't construe this as a recommendation that you flatter him, or attempt to win his good graces by insincere praise. The stronger the entire program of the high school becomes, the greater the chances for your department to develop and accomplish.

Give credit to other teachers when they assist you. Give this credit publicly. Convey this information to the school administrator. Give credit to your FFA members publicly and privately when they do well. When your judging team wins the sweepstakes at a regional or state contest, make sure that publicity clearly states that the WOODLAND HIGH SCHOOL was the winner in this contest, not the Woodland FFA. Remember, we like people who make us feel important, who build up our own ego. This is a practical application of that principle.

Become a citizen of the community. Become the right kind of a citizen and do your part in community affairs. The smaller the town or city in which you live, the more important this becomes. Perhaps the community will expect more from you than they would from other professional persons—the lawyer or the doctor. However, ask yourself these questions, "What kind of a citizen do you admire? What kind of a citizen is of most value to the community?" Isn't he the one who generally conducts his own affairs so that they are above reproach? So, to mention just a few, buy at home; pay your obligations on time; conduct your own social activities so that they are in line with the customs of the community; attend the church of your choice; take a normal, active part in it, but not too active a part; send your youngsters to Sunday Sunday, but don't teach a class or act as superintendent; join and support organizations which are working for the welfare of the community, but don't assume the responsibility for leadership in them to the extent where these activities jeopardize the work you are employed to do.

Teachers should be able to exercise the freedom of personal living and citizen participation accorded any other professional group. But with these privileges you also accept an obligation to make your own individual contribution to the life of the community.

Become an effective public relations contact for the entire school. You have a unique position in which you are privileged to contact more people individually about school affairs than any other teacher on the staff. In this regard you could and should become a representative not only of your own department but of the entire school. When some parent criticizes the English teacher, you can, of course, agree with him and perhaps even add the statement, "I don't think much of her either." You will have people say to you, "They don't teach our kids to read, write, and spell the way they did when I was in school." You will hear, "They don't teach our youngsters history any more; they are teaching them communism."

Now you can agree with these statements or condone them by your silence on the premise that after all, you are not responsible for what goes on in the rest of the school, or you can take the role of its defender as you should do. As a matter of fact, our secondary schools are doing an excellent job. Much of the difficulty lies in the fact that the high schools of today are trying to educate from 85 to 90 per cent of all of the students in that age group where two or three decades ago they were attempting to educate only the top third.

Become interested in what your school is doing; learn what it is doing well, and defend it publicly. Boost the football team, the basketball team, all of the school activities as well as your own.

Avoid becoming involved in "side lines." When a school employs you, it contracts for all of your working time. The Board of Education and the principal have the right, if they wish to exercise it, to insist that you devote your full time and energy to your job. This does not mean that in many situations teachers have successfully developed and carried on small farming enterprises without arousing criticism. On the other hand, many have not been so fortunate. Some have tried to supplement their incomes by summer vacation jobs, by selling insurance or real estate "on the side." Most of these ventures ultimately result in criticisms of the teacher and unnecessary difficulties for him.

No one would ever criticize the teacher who raises a few broilers in the backyard, who fattens out a pig or steer for the food locker, grows vegetables for home use, but they can and do criticize undertaking a farming side-line that may take an undue amount of the teacher's time and attention.

It should not be necessary to point out to the teacher who does maintain a small farm the risk he runs when he has his classes build farm equipment and do work on that farm as class activities.

Be a good housekeeper. There are many reasons for this in addition to its importance of maintaining effective relationships with your administrator. It is important enough, however, for that reason alone. The administrator likes to show off his school. In your department, especially in the farm mechanics shop, there is tangible evidence that he can show off. Don't cause him embarrassement with a shop that looks like a junk heap; an untidy office and a classroom with stacks of papers, bulletins, and books covered with half an inch of dust. Don't put your administrator in a position of having to make excuses for your poor housekeeping. Several hundred years ago Benjamin Franklin said, "Keep thy shop and thy shop will keep thee." The advice still holds today.

So, to build sound, effective relationships with your administrator, do these things:

(1) Develop a mutual understanding
   a. Keep him informed as to what you are doing; what you are going to do; what you have done.
   b. Learn, understand, and follow school policies.
   c. Make your department an integral part of his and your school.

(2) Merit and earn his respect
   a. Know your job and do it well.
   b. Become a respected citizen of the community.
   c. Be a good housekeeper and keep your department shipshape.
   d. Avoid sidelines which may interfere with your effectiveness as an employee of the school.

(3) Earn his liking
   a. Know his likes and dislikes and conduct yourself accordingly.
   b. Give him credit when due.
   c. Be an effective public relations contact for the school. □

*The second in a series of two articles. The first appeared in the February issue.

Various Agencies Assist—

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the purpose of receiving more advanced training. Plans are being made at the present time to continue instruction in the field of rural electrification. This instruction has resulted in the addition of units in rural electrification for the farm youth and adults enrolled in our departments.

Recently a survey was made of all instructors in order to learn whether or not the group would be interested in a plan of in-service training involving graduate credit. This program is to be developed in co-operation with the staff of the University of Connecticut. A majority of the group favored setting-up such a program. A committee was appointed by the group to work out details with appropriate personnel of the University of Connecticut. Connecticut teachers through their association will continue to be active in planning and developing professional improvement activities. They will continue to work with others. □

When Does Your Subscription Expire?

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Agricultural Education Magazine cannot operate in quite the same manner as the more commercial publications in keeping its readers informed of the status of their subscriptions. Too often a subscriber becomes aware of the lapse in his subscription after failing to receive a few issues. Back issues are difficult if not impossible to obtain. To keep your file of the Magazine complete, note the date on the Magazine wrapper and be governed accordingly.

"Chalk Talk"

DON E. HADLEY, Vo-Ag Instructor, Ohio City, Ohio

Don E. Hadley

THE most flexible instrument of instruction available to a Vocational Agriculture teacher is the blackboard. As a teaching aid it is practically indispensable. It must however be employed with a certain degree of skill or the results are likely to be disappointing. Fortunately, almost any teacher can learn to use the blackboard effectively. All that he has to do is devote a little time and thought to a consideration of the general principles which underlie good blackboard work and then use a little common sense in their everyday application.

Why do some instructors fail to use the blackboard more than they do? Why do so many persist in considering it to be no more than a feeble substitute for other visual aids? If you ask them they usually have one of three answers:

The first of these is, "My handwriting is pretty bad." This is a poor excuse, for once you get used to writing on a vertical surface it is actually easier to write legibly on a blackboard than on a sheet of paper. Anyhow, what's wrong with printing?

The second is, "I can't draw." There are two things wrong with this answer. First, it indicates a very narrow conception of what can be done with the blackboard because it implies that a blackboard should be used only for diagrams and drawings. In actual fact, diagrams and drawings constitute only a part—and not always the major part—of a skilled Vocational Agriculture instructor's blackboard work.

The third is "Blackboard work takes too much time." Actually, the blackboard saves time by allowing the Vocational Agriculture instructor to take full advantage of two very important laws of learning.

1. The most efficient of the five senses is the sense of sight.
2. The more sense channels employed by the student in any learning situation the more certain he is to get a correct picture of the subject being taught.

In addition, blackboard work helps the Vocational Agriculture instructor place greater emphasis upon the important points of his lesson. Class discussion is more easily controlled. The Vocational Agriculture instructor who hesitates to use the blackboard because he thinks it will slow him down just isn't aware of the immense difference between a subject and teaching it.

Advantages

As a visual aid the blackboard possesses certain advantages which explain its special value as a teaching device.

It is convenient. Some of the instructor's best ideas come to him right in the middle of a lesson. All he has to do is turn around and he has available all the material he needs to give his ideas visual representation. He has no equipment to carry any heavier than a piece of chalk.

It is adaptable. The flexible nature of the blackboard makes it possible for the Vocational Agriculture instructor to adapt it to a great many teaching needs. It also provides him with almost unlimited opportunity for variation and experiment. His approach and presentation can vary from lesson to lesson with consequent opportunities for improvement. Every bit of his blackboard work can be tailor made to fit any type of teaching program.

It is "active." One of the chief advantages of the blackboard as a visual aid lies in the fact that the construction of blackboard work brings into the teaching situation an element of activity which gives pace to the learning process. In a well-taught lesson the student has the feeling of having participated in the building of the blackboard work. He may even have participated physically.

It is progressive. By giving the Vocational Agriculture instructor an opportunity to build his lesson step by step before the eyes of the class, the blackboard gives him a more certain control over the rate of learning of his students. It makes it easy for him to focus attention exactly where he wants it for as long a time as he desires. It becomes practically impossible for his students to lose the scheme of his presentation, because they can actually see it unfolding before their eyes. This is an especially important point where diagrams are concerned. The blackboard allows the instructor to build his picture on one logical point after another. In this way his students are able to grasp the concepts one by one and in the order which he thinks easiest for them to follow. Logical relationships become more apparent. The students are less likely to become confused by what might otherwise be a bewildering array of lines, curves, and angles.

Uses

A good deal of the reasons why some Vocational Agriculture instructors don't use the blackboard more effectively is explained by their failure to realize the many uses to which a blackboard can be put. Generally speaking, the purpose of the blackboard is to enable the Vocational Agriculture instructor to explain or emphasize a concept, fact, or idea by giving it graphic representation. More specifically, a blackboard can be used for the following purposes:

To list: (1) steps in operation, (2) main steps or units of a lesson, (3) strange terms and vocabulary, (4) examination and key questions, (5) summaries, outlines, and key points of a lesson, (6) sources of references, (7) assignments.

To illustrate: (1) material, (2) flow diagrams, (3) theories, (4) plans, pictorial drawings and sketches.

To supplement other visual aids: One of the limitations of a ready made chart or diagram is the fact that the Vocational Agriculture instructor can't "build" it before the eyes of his boys. It is possible, therefore, that the concepts they grasp will either lack the proper sequence or else be so numerous as to be confusing. For this reason it is sometimes advisable to precede or to accompany the use of the chart with a few explanatory blackboard sketches. This is especially true where the chart depicts a piece of complicated farm machinery or where the instructor wishes to show the action of a moving part. It is helpful, too, when he wishes to call attention to something which is not visible at the angle from which the drawing was made. At any rate, the instructor should not forget that the usefulness of a visual aid can frequently be enhanced by a sensible utilization of the blackboard.

To high light. In teaching a class in Agricultural engineering, it is often necessary to emphasize the position of one part with respect to the others of a group. Typical examples of this might include an ignition system of a tractor, gasoline line, cooling system, hydraulic system, or grain going through a combine. In such cases colored chalk can be used very effectively to focus attention and produce sharp mental images. Some colored chalks, however, have a very low visibility and should be used only under the most favorable lighting conditions.

How to Use the Blackboard

Blackboard work should be planned. In order to avoid some of the errors commonly found in blackboard work, the Vocational Agriculture instructor must keep in mind a principle which applies to all visual aids but which is especially applicable to the blackboard. It is just as easy for a visual aid to convey an erroneous sense impression as a correct one. For this reason it is absolutely essential that the Vocational Agriculture instructor plan his blackboard work carefully in order to have it function as an integral part of his lesson rather than a series of interruptions. To do this the instructor should ask himself these questions:

1. What parts of this lesson are important enough to emphasize by putting them on the board?
2. What diagrams can I use to get the difficult points of this lesson across?
3. How can I use the blackboard to help the students take notes I want them to take?
4. Will any of this board work consume too much time? Would it be better to have it mimeographed? Should it be placed on the blackboard before the class starts?
5. What will this material look like when it is on the board? Is there any of it which should be left up there for the entire lesson? On which part of the board should each of these items be placed? Will they stand in some logical relationship to each other?

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Increase pupil participation

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dents voluntarily bring in demonstration items, which is another advantage of a unit study plan. For example, a hair ball from the stomach of a calf was brought in at the time we studied foreign bodies as an ailment of cattle. A piece of warble-damaged leather was brought in during our study of controlling farm insects.

We have a nice collection of hay samples at school which were furnished by the students. Each student was asked to bring unselected samples of each kind of hay he produced. A local grocery store had prepared the sample boxes for us. We met in the regular classroom for our discussion concerning the factors which determine quality in hay and the hay samples were there to illustrate each of the factors. We then went into the laboratory where five classes, composed of four hay samples each, were judged by the students. This laboratory exercise was rather impressive to the students because they realized it was made possible by their own efforts and because they could compare the quality of their hay samples with the others. By letting the students furnish demonstration materials, the instructor saves time, energy and expense of collecting them himself.

Students Develop Price Cycles

The fourth procedure grew out of the realization that it would be difficult for the students to fully understand that price cycles of farm products follow a definite pattern. Coupled with this realization was a reluctance among the students to rely upon marketing recommendations released by various marketing agencies. During the year we had each student keep a price cycle graph of some commodity which he regularly bought or sold. We furnished market study charts on which to keep the price graph. At the last class meeting of each quarter we would discuss the variation of each price cycle during that quarter and compare it to the 10-year price variation given in the extension bulletin, "Seasonal Variation of Indiana Farm Prices." At the end of the year we stapled the monthly charts together and had the cycle for the entire year. Most of them followed the pattern of the ten-year cycle. One student who made this graph can barely read or write, but he did do a good job of graph construction.

As a means of showing the students the application of the information learned about price cycles to their farming operation, we had the following marketing problem: "Can Prices Change Enough In Three Months To Make Much Difference In When You Buy Or Sell The Farm Commodities Listed Below?" This problem consisted of using a prepared list of farm commodities to buy or sell during a given period in the year, e.g. between March 15 and June 15. Each student determined his own time of purchasing or selling and filled out a sales or purchase slip accordingly. These were handed in at the following class meeting and posted according to the daily price list for the commodities. All commodities were to be marketed or sold on a regular market. The idea was to answer the problem and to determine who would have the most money after all transactions were completed.

The results of this exercise showed clearly the influence of seasonal variation of farm prices on the amount of money made or lost by farmers and the importance of adapting farm marketing programs to price cycles.

If you want to test yourself to determine how well you are doing in teaching farmers, ask your students to make a list of the things they now do differently, or think they do, as a result of their experiences in the farm-training program. In doing this, allow them two or three days to make the list since they could not think of everything in a few minutes. Upon reading the list, you will probably be both surprised and encouraged at the things which have been accomplished. Also, you may discover some correlation between the amount of farm practices adopted and the methods used in teaching. This device also serves as a reminder to the students that they should make a sincere effort toward applying their knowledge to their farming operation. □

NEW MEMBERS OF THE MAGAZINE FAMILY

S. D. McMillen

S. D. McMillen, State Supervisor in West Virginia, is the new Special Editor in the N. Atlantic Region.

He was reared on a livestock farm and completed two years of vocational agriculture in the high school at Masontown, W. Virginia. Upon graduation from West Virginia University in 1932, he taught vocational agriculture from 1932 to 1942. McMillen entered the U. S. Army as a private in 1942 and served in both the European and Pacific Theaters of operation. He was discharged with the rank of Captain in 1946.

Appointed as Assistant Supervisor of Vocational Agriculture and Executive Secretary of the FFA in 1946, he served in this capacity until assuming his present position in 1952. He received a Masters Degree from West Virginia University in 1948. McMillen is married and has two children.

* * *

Henry Ross

Henry Ross, subject matter specialist on the staff of Texas A. and M. College at College Station, Tex., takes the place of C. L. Angerer as one of the three Special Editors for the Southern Region.

Ross was reared on a cotton and general farm in Travis County, Texas, where he received his early education. He is a graduate of the Agricultural and Mechanical College of Texas, where he completed preparation in Agricultural Education in 1923. Previous to his college training he served in World War I as a second Lieutenant in the Infantry. He was awarded his Matser's degree in Agricultural Education at Texas A. and M. in 1935.

His experience in vocational agriculture includes twelve years of teaching in four high schools in Texas and two years as an Acting Area Supervisor. For the past eighteen years he has been on the Teacher Training staff at A. and M. College, part of which time included service as an acting supervisor. For three years he served on the A.V.A. Standards Committee.

* * *

Robert Howey

Robert Howey is the new representative for the NVATA on the Editing - Managing Board replacing Maxwell Lampo. He grew up on a general farm in Central Illinois where he completed four years of vocational agriculture in the high school at Atwood, Illinois. He graduated from the University of Illinois in 1937 and received his Master's degree from the same institution in 1950. He has taught vocational agriculture at Newark, Illinois since 1937 and has served as President of the Illinois Vocational Association and the Illinois Vocational Agricultural Teacher's Association, Vice-President of the Illinois FFA Foundation Board of Trustees, has been a cooperating teacher in agricultural education with the University of Illinois since 1947, and was elected Vice-President of Region IV of the NVATA at the AVA Convention in Boston last December.

* * *

Other changes in the "Family" involve shifts and replacements in assignments. H. N. Hansucker remains as a Special Editor representing the Agricultural Education division of the U. S. Office of Education. Maxwell Lampo remains on the Editing-Managing Board in his new capacity of President of N.V.A.T.A. replacing A. C. Hale.

"Chalk Talk"

(Continued from Page 212)

Use the blackboard for what it is—a means of communication: It is a sort of visible voice and the instructor must decide not only what he wants to say but also exactly how he wants to say it. He must be careful to plan his work so that when he uses the blackboard to speak to his boys he will say what he wants to say as emphatically and clearly as possible. He should:

1. Erase whatever phrases or diagrams he is no longer using.

2. Make sure the boys have had sufficient opportunity to copy drawings and other material into their notes.

3. Arrange the class so that no one has any difficulty reading what is on the board. Be careful of blind spots caused by glare.

4. Plan the blackboard work so that the materials on the board stand in some logical relationship to each other.

5. Draw or write quickly so that class interest will not lag.

6. Write, print, or draw legibly. A little practice can do a great deal to improve both quality of blackboard work and the speed in which it is put on.

7. Use a pointer when explaining in order to give the class a more unobstructed view of the board.

8. Try out the blackboard work before the class meets. This should be done either on an actual blackboard or on a sheet of paper shaped like the board that is going to be used. The usual board is a good deal longer from left to right than from top to bottom. Unless the instructor takes this fact into consideration he is likely to find that his drawings will become crowded and out of proportion.

9. Avoid using unnecessary words. If the meaning is clear, a phrase is better than a sentence; a word is better than a phrase.

Avoid talking to the blackboard to such an extent that the class contact is lost. It is practically impossible for an instructor to make any extended use of the blackboard without occasionally talking in its direction. There is nothing wrong with this. There is, however, something very definitely wrong with the Vocational Agriculture instructor who becomes involved in putting his material on the board so that he turns his back upon the class and seems to forget that it exists. Because he no longer looks at the boys he is unable to notice the effect his words are having upon them. His voice drops to a low monotone and very soon he is talking only to himself. Talking to the blackboard is a habit which is easily broken. All the instructor has to do is recognize the fact that in most cases a man who talks to the blackboard does so because he has not planned his blackboard material to the point that he is absolutely sure of what comes next. He has to do his planning as he goes along. He concentrates on his work in order to avoid making an error. The results are always the same. He becomes difficult to hear and difficult to follow. His students rapidly become interested in other things, which may lead to a discipline problem.

Conclusion

Blackboard work is a one-man job. If it is poorly done, if it is confused and inaccurate, if it is lacking in sharpness and emphasis, there is only one man to blame. The Vocational Agriculture instructor should get into the habit of being as critical of his own blackboard work as he is of the charts and films and film strips supplied him by others. In no other way will he ever learn to get the most out of what is, beyond a doubt, the most potent teaching aid at his disposal. No other aid allows the instructor so much opportunity to give free play to his ingenuity. No other aid can do so much to help him solve the many problems which make up his teaching day.

Not until he has learned to use it effectively will his work take on the sureness and certainty that is characteristics of the skilled worker in any trade or profession. □

Double Dividends—

(Continued from Page 198)

next meeting of the Agricultural Education Club on the campus.

Evaluation

Some very clear-cut advantages of this project have been shown during the several years of its operation. From the viewpoint of the Chapter representatives, the trip is made more valuable through closer supervision than would be possible with two or three state leaders for 200 boys. They develop a group consciousness which they appreciate. In evaluating the counselor program in 1951, 177 boys said they thought it was very good, 23 thought it was fair and none thought it was poor. Counselors were liked "very much" by 198 boys and "somewhat" by two.

From the viewpoint of the local adviser back home he is relieved of much of the duties of supervision—duties which he could not perform very well by leaving the rest of the Chapter for a week to supervise the boys. He avoids having to ask his superintendent or principal for a leave of absence and to arrange for a substitute in his absence.

From the viewpoint of the state supervisory staff, many details and responsibilities in connection with the trip are taken off their shoulders and they are free to do a much better job in the things that they need to do on such a trip. They feel that this annual project, which costs members of the FFA who go an approximate total of $10,000, is more nearly justified if it has adequate supervision. Also they recognize that counselors will become better local advisers because of the experience.

From the viewpoint of the teacher-education staff it is very helpful to have a chance to see prospective teachers in action. They get to see how well a prospective teacher may be expected to handle boys and, to a certain degree, his probable success as a teacher. The teacher-education staff member gets inspiration and information which is also very valuable.

From the standpoint of the college student it is really an eye-opener. The following comments made by trainees are typical:

"I think I got more out of the trip than the boys. I gained very valuable experience in leading boys and I learned more about the FFA in three days than I have ever known before."

"It really gave me a chance to handle a group of boys and see what I could do."

"I was able to help (the boys) in many ways. Even more important, I gained much self-confidence."

"This was a great test of leadership for me. I feel I have gained a world of experience as a counselor for a group of boys, even though it involved a lot of hard work."

Frequently this experience turns out to be the one which enables the college student to determine whether he does or does not want to become a teacher of vocational agriculture. He gets many satisfactions from the things in which he succeeds. He learns of some of his shortcomings and can start to work to remedy them. (Each counselor has a conference with the teacher-trainer after he returns to the campus in which these things are discussed.) Finally, it is a means of recognition on the campus. Trainees are accorded recognition at the annual Agricultural Honors Banquet along with the members of judging teams and other activity leaders, so they, as agricultural education majors, are in the limelight.

There are, of course, some disadvantages. Probably not as many employed teachers of agriculture go to the convention as otherwise might be the case, although there are a number who drive and take groups on their own. Not every trainee who serves in the capacity of counselor is fully successful at his job. Naturally, all counselors are learning and some boys may not have as good supervision as might be given by an experienced teacher. The project takes considerable time on the part of the staff member who supervises the counselors. However, it is felt that this is as good a use of the teacher-trainer's time as anything he might do.

Because the advantages so far outweigh the disadvantages there is no question but that this project of teacher training and Future Farmer supervision will be continued. The national leadership in the Future Farmers of America for sometime has stressed the need for good supervision of Future Farmers who attend the annual National Convention. The record of the past seven years shows that this Michigan project is helping to fulfill that need and to develop better-prepared advisers of the Future Farmers of America. □

BOOK REVIEWS

YOUNG FARMERS, *Their Problems, Activities and Educational Program,* by Mark Nichols, pp. 499, profusely illustrated, published by The Interstate, list price $3.15.

This book is written from the standpoint of the young man on a farm and includes such fields as economic outlook, farmstead improvement, rural sociology, farm mechanics and marketing; personal leadership, family living, cooperation, community service, farm organizations, and recreation. Part I is devoted to the young farmer and his agricultural education program; Part II concerns the young farmer and his farming activities beyond the furrow; and Part III gives consideration to the young farmer and his problems along human highways. Social and economic problems of the community, the state, the nation, and the world are considered because all of these have a bearing on the primary goal of the young farmer program, that of aiding enrollees to become successfully established in farming through organized systematic instruction and on-farm supervision. Included are nine tables, eighteen charts and graphs, six important forms in the appendix, and following each Chapter additional suggested readings. This book will prove most helpful to school administrators and workers in the field of agricultural education in acquainting them with the nature and scope of the young farmer program, and will be of great value to both the young farmer and his local adviser in planning and executing a definite program of organized, systematic instruction and supervision. —APD

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600 MORE THINGS TO MAKE FOR THE FARM AND HOME, Volume 3, by Cook and Phipps, pp. 599, published by The Interstate, list price $3.75.

The book includes a select list of practical ideas and plans which have been found successful by state universities and agricultural colleges, farmers and teachers. The authors have organized the text for convenient use. Beginning with Home Farm Shop Equipment in chapter I, successive chapters deal with Farm Power and Machinery, Woodworking and Farm Carpentery, Garden & Home Equipment, Equipment for Crops, Dairying, Poultry, Sheep, and Swine; Fencing, Farm Sewage Disposal, Electricity, Soil and Water Management, Food Conservation, and Handy Farm Hints. Drawings and materials needed and in many cases photographs provide a wealth of ideas for constructing equipment and machinery in nearly all areas of farm mechanics. It is not the purpose of this book to provide information on how to perform the various skills in farm mechanics. Volume 3 of Things To Make For Farm and Home brings to a total of over 1500 ideas included in the three volumes. This book will prove of value to teachers of vocational agriculture, to farmers, to Veterans-on-farm instructors, to teachers of general shop, county agents, and others interested in shop activities. —APD

....Tips *that work . . .*

HOW TO MAKE SEMI-PERMANENT LINES ON BLACKBOARD

Many teachers would like to make permanent lines on the blackboard but hesitate to use paint to draw the lines since the space so used may be needed for other work. Some teachers keep daily market prices and receipts on the board. Others have *For Sale* and *Want to Buy* sections on the board. Here is a method of making lines that will withstand the eraser for some time and can later be easily removed.

Dissolve two or three tablespoonsful of sugar in one-fourth pint of water. Soak soft chalk in this solution for about ten minutes and use to make the lines. The lines will dry within a few minutes and become semi-permanent. Colored chalk is suggested for most of the work for which a teacher needs permanent lines, but white chalk may be used if it is soft. Chalk may be left in the sugar solution and removed a few minutes before using.

All lines may be easily removed by the use of a damp cloth. A dry cloth should be used to remove the dampness.—A. Gorrell, Vo-Ag instructor, Mexico, Missouri

A LASTING REMINDER

A jug—a common ordinary brown earthenware jug such as grandfather used for cooling draughts in the harvest field—occupies a unique niche in the heart and affections of successive groups of Sidney FFA members.

On this jug is a list of offices of the FFA and the holders of the respective offices year by year. The lettering is in india ink. A broad lettering pen is used.

How quickly one forgets past individual members of the local FFA hierarchy without such a handy reminder. Graduates visiting the department invariably seek out the little brown jug and note again their names and those of their associates and recall some of the happiest days of their lives.

Our Chapter is ready to start on its second jug.—G. H. Salisbury, Vo-Ag instructor, Sidney, New York.

IMPROVISED TOBACCO "ORDERED"

No more over night waiting for tobacco to get in order for Clarence H. Jamison of Axton, Virginia, since he constructed a time saving device. Jamison, who is enrolled in "Institutional On-Farm Training" at the Southside High School, Danville, Virginia has improvised a tobacco "Orderer" which does the job in two hours.

Some weeks ago, instructors C. L. Arrington and G. L. Burwell discussed labor balancing and other things which constitute a balanced farming program with the veteran. With the amount of available labor Jamison had on hand, time required to get his tobacco in order up-set his labor balancing program.

The veteran did something about this by digging a partially under-ground pit 20 feet long and 8 feet wide, with a small door on each end. The pit is steam heated through the use of a 50 gallon can partially filled with water and heated on the outside. Steam is forced through pipes which are located in the pit, giving off the exact amount of steam required to get the tobacco in order within a 2-hour period. The pit holds up to 150 sticks of tobacco.

Using modifications and suggestions given by the Veteran instructor, the "Orderer" has a number of other uses, such as curing potatoes, brooding baby chicks, and storing flowers. The construction of the pit cost the veteran very little since he merely used material which he had on hand. Cost of operation is very low also because the only expense incurred is for electricity. Wood is used for heating.—C. L. Harrington, Vo-Ag instructor, Danville, Virginia.

OVERCOME CROWDED SHOPS

Faced with increased enrollments in classes and no increase in shop space, our department has turned to construction projects which utilize the area outside our shop door. This idea was encouraged by the fact that the FFA Chapter was looking for a way to raise money to buy jackets. One of the members suggested earning the money through honest labor rather than asking for donations or relying on games of chance.

The first year we constructed and sold a brooder house and were hired to construct a bus-stop shelter and paint two others. This year we have repaired and painted three bus shelters and plan to work on the remaining shelters in the spring. Our school board is happy to pay the FFA a small sum to have the work done and it is a great relief to the janitors and bus mechanic to be free of the added tasks.

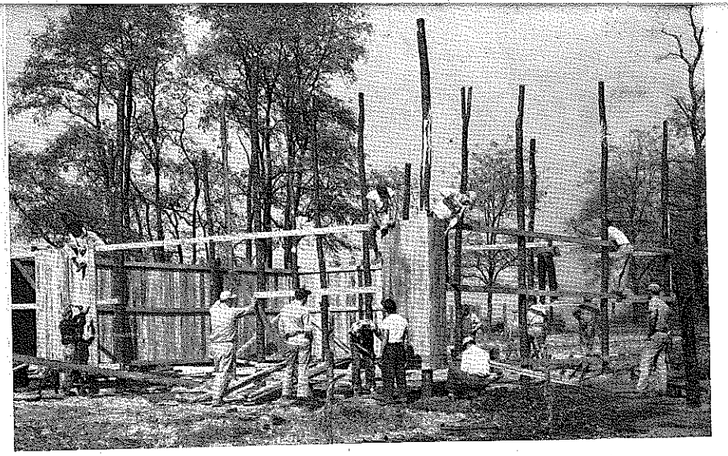
Our shop space may be limited but a hand saw and hammer will continue to work well in the area outside our shop door, and the skills thus acquired will carry our boys through many years of successful farming operations.—Howard M. Nye, Vo-Ag instructor, Newfield, New York. □

A pattern for—

(Continued from Page 205)

Finally, *evaluating* the program is of greatest importance. However, it is not listed as a separate step. It should find its way in program planning from the very beginning. This has been indicated in the above suggestions. Again, the leader looks to the group for its own evaluation and change. □

You will never "find" time for anything. If you want time, you must make it. —Charles Bixton.

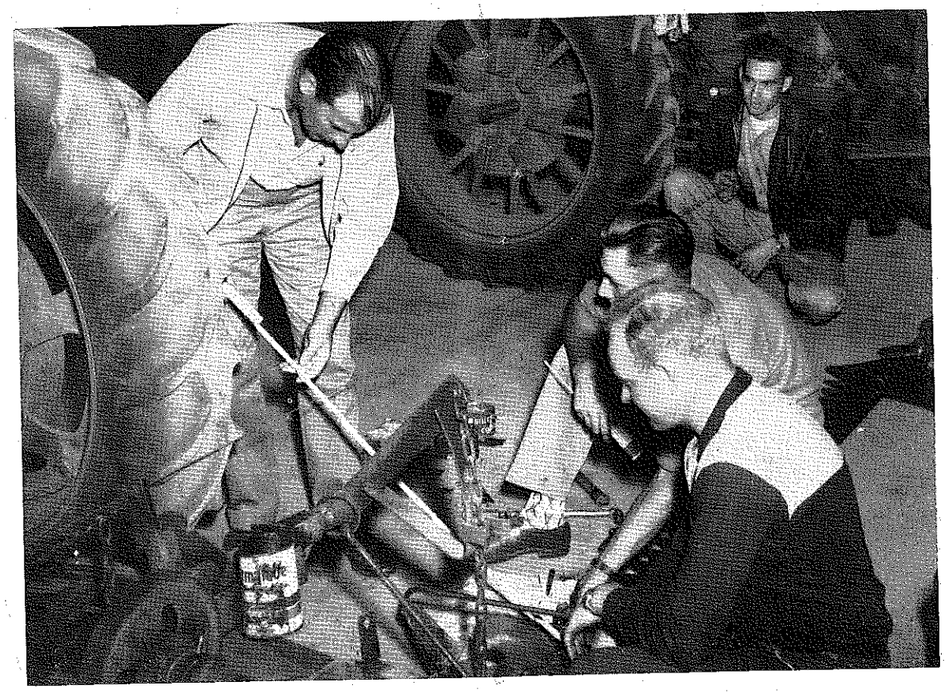


Pictures of the month...

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

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Featuring . . .

Recruitment and Selection of Teachers