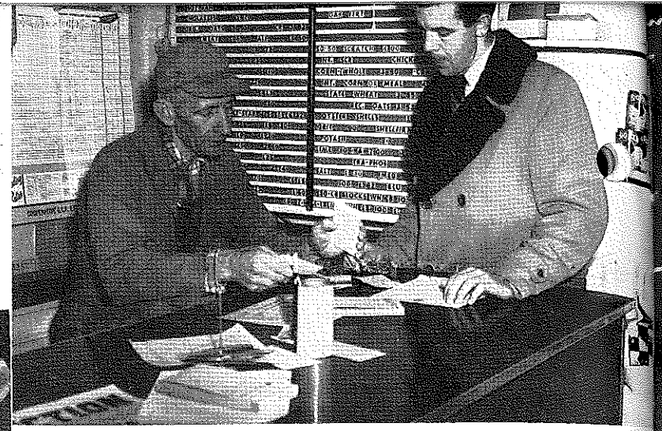
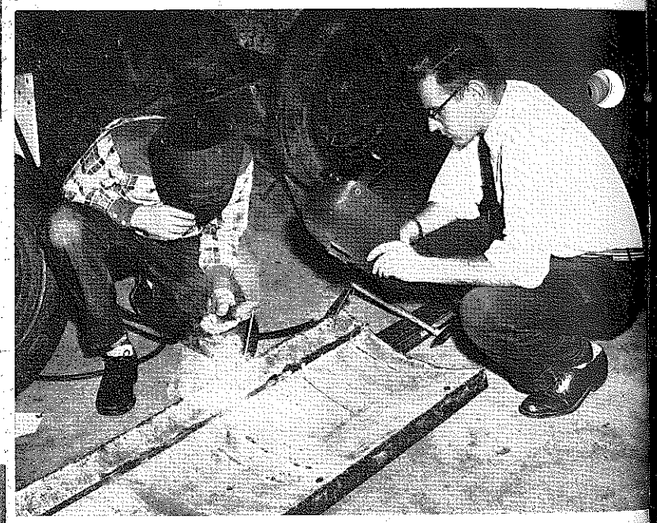
Stories in pictures . . .

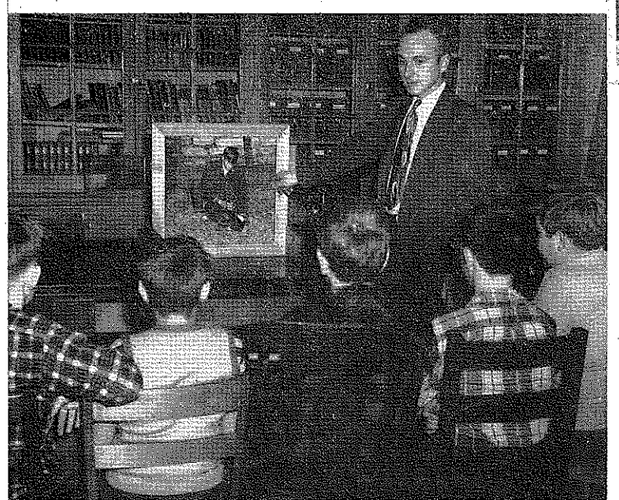
Apprentice teacher at Edmeston, N. Y. demonstrates method of cutting Christmas trees to local FFA members. Harvesting and selling these trees is a Chapter project. (Photograph by Harold L. Noakes.)



Apprentice teacher at Hamilton, N. Y. visits local feed dealer to secure information to be used in guiding boys to plan a ration for the cows on their farms as a part of their farming programs. (Photograph by Harold L. Noakes.)

Apprentice teacher at Holland Patent, N. Y. checks on progress of Vo-Ag boy who is making a snow plow blade as a part of his farming program. (Photograph by Harold L. Noakes.)





Apprentice teacher at Sherburne, N. Y. using home-made rear-projection screen to show pre-vocational boys pictures of farm skills they would acquire through Supervised Farming Programs. Rear-projection screen made of frosted glass or frosted acetate may be used without darkening room. Screen shown is 18" by 20". Note position of projector at right of screen and mirror at left of screen against bookcase. Slide is projected against mirror which reflects picture to rear of frosted screen. Projection distance can be shortened by taping a plus-two lens to projector lens. Pupils view screen in same manner they would a television screen. (Photograph by Harold L. Noakes.)

The AGRICULTURAL EDUCATION Magazine

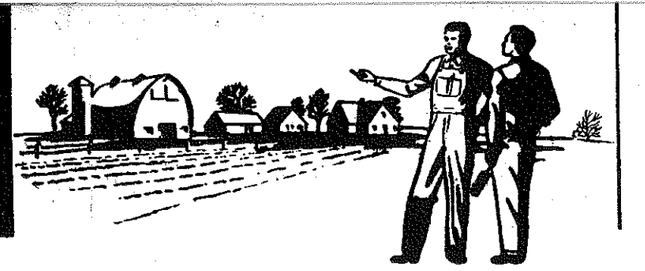
VOLUME 26 APRIL, 1954 NUMBER 10

Picture legend, page 232

Featuring—

Administering the Program of Vocational Agriculture

The Agricultural Education Magazine



A monthly magazine for teachers of agriculture. Managed by an editorial board chosen by the Agricultural Section of the American Vocational Association and published at cost by Interstate Printers and Publishers, Danville, Illinois.

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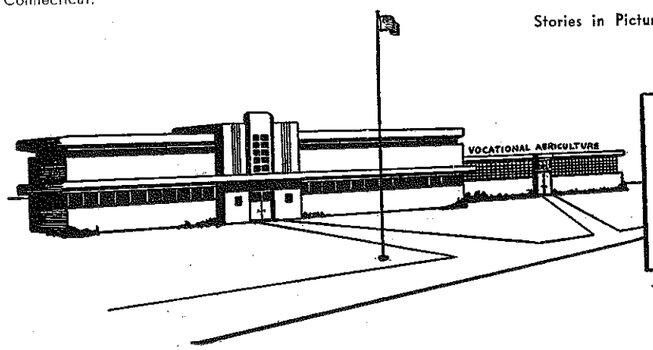
Contents



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Editorials

Guest Editorial

JULIAN A. McPHEE, President
California State Polytechnic College*

What are the responsibilities of those who administer programs of vocational agriculture?

To be blunt and to the point, there are only two that are important today:

1. To hold the ground that has been won in 30 years of battle.

2. To make the program so dynamic and vigorous that it will merit a public support so great that neither political opportunists nor academic theorists can place it in jeopardy.

If our leaders in vocational agriculture are unsuccessful on these two points, all of their other virtues as administrators will be as so much loss and dross. If the vocational agriculture program loses its identity and its autonomy, there will be no need for state supervisors, regional supervisors, or even Vo-Ag teachers, as we know them today.

But preserving jobs for those who are a part of the Vo-Ag program is not the issue. The battle is to preserve, strengthen, and extend the benefits of vocational agriculture to more and more youth to the end that this nation and its international neighbors will profit economically, morally, and spiritually.

Many of our young people working in vocational agriculture today are unaware that it took a real battle to gain for vocational education its present toe-hold—and toe-hold is actually all it is. If there is anyone in vocational education today who thinks the battle is won, that we are over the hump, that from now on it will be easy sledding, he should look again at what is happening to federal and state support for vocational education. He should look about him, too, at the efforts being made on state and local levels to submerge and dilute vocational education wherever possible.

Those who have entered the field of vocational instruction and administration during the last decade may wonder what "all the fuss is about." Unlike many of the older leaders, they did not go through the formative period when vocational education had to fight every inch of the way for its place in the educational program of American schools. Many of these younger men think the victory has been won, that we have reached a high plateau of equilibrium, that there is nothing to fear and every reason to relax. Unfortunately, too, many of the "Old Guard" have retired who could remind these younger men that "even in Eden the serpent is present."

If we are to preserve the status and recognition already won for vocational agriculture and develop a vigorous public support for occupational training, then something must be done to overcome the creeping paralysis and lethargy that has overtaken many of our vocational agriculture program administrators.

*Julian A. McPhee has been in vocational work continuously since the enactment of the basic Smith-Hughes law in 1917. He has been a Vo-Ag teacher, state supervisor in California for 17 years, California State Director of Vocational Education for seven years, and a past-president of the American Vocational Association. Since 1933 he has been president of Cal Poly, an institution dedicated to college-level vocational training, including agriculture, engineering and teacher training.

Is an opportunity being missed?

"The *Agricultural Education Magazine* has just come to our attention, and we find that it is of considerable interest to our firm in planning space for agricultural education in new buildings, and also in making a better appraisal of existing facilities when making school surveys."

"Having been directly engaged in public education for a long while, I greatly appreciate the contribution your Magazine is making to the agricultural field."

"Please have additional copies of the January issue come to us."

This statement is quoted from a letter received from Calvin V. Erdly, Eductional Consultant of the Architectural Firm of Hunter, Caldwell and Campbell, located in Altoona, Pennsylvania. Quite naturally we were pleased to have this recognition of the January issue of the Magazine. But beyond the less significant fact of the effect upon our ego is the question of whether all of us concerned with the professional influence of the Magazine may not be missing an opportunity through neglect to bring to the attention of a variety of interested persons and agencies in the educational field the possible values to them of our professional publication.

Undoubtedly there are in every State a number of agencies and individuals, commercial and public, with sufficient interests of many kinds in the program of vocational agriculture to warrant a need for keeping informed about the program in its various aspects. As Supervisors, Teacher Trainers, and Teachers are we cognizant of this opportunity for improving our public relations and are we using the *Magazine* as a device where appropriate to do so? How many cases are there in your State similar to the one illustrated in the above quotation? What action can you and will you take? W.A.S.

This program of vocational agriculture didn't get where it is today on a 40-hour week. And it won't survive if the men who are responsible on a state-level for its continued growth and development decide that they can generate all the enthusiasm and leadership needed between 9 a.m. and 4:30 p.m., five days a week. The program won't even keep its head above water if regional supervisors try carrying on other activities for financial gain when they should be devoting full-time to a program that has for years been relegated to the educational basement—both literally and figuratively.

The quickest way to lose hard-won legislative support is for the Vo-Ag administrators to assume that the program is known and appreciated by all legislators. The surest way to dilute the program is for the administrators to allow themselves to be lulled by the sweet phrases of those who craftily suggest that "all education is vocational."

Only through administrators and vocational agriculture teachers who are willing diligently to keep the program simple, uncluttered, and to its purpose will vocational agriculture survive.

Administration in the class-room must be concerned with—

Student-teacher relationships

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

S. S. Sutherland

THIS is a report on two studies conducted by Master's degree candidates at the University of California, Davis, investigating two aspects of the problem of teacher-pupil relationships.

These investigations were sponsored because of a growing concern about the difficulties which trainees were experiencing with class discipline. As a result of observations during supervisory visits, the staff was convinced that effective class management and discipline was and is becoming ever-increasingly difficult to maintain. More and more, the problems of trainees seemed to center around class control. Therefore, we encouraged two limited investigations in this field in an attempt to determine, if we could, some of the basic practices which seem to operate in good and poor class management situations.

The first of these studies was conducted by three graduate students—Edmund Barmettler, Harold Seigworth, and Donald L. Brown. The purpose of their investigation was to identify through personal interviews the procedures used by high school teachers who were notably effective in maintaining good discipline and classroom management in general. In preparation for this, a check list including some 18 procedures was developed by a seminar group of graduate students after a study of the literature. Each of these items represented procedures which a teacher might be expected to use and which might result in effective discipline and management. Each then undertook a certain number of interviews, and contacts were made by these three investigators with 13 high schools.

Pupil-response Included

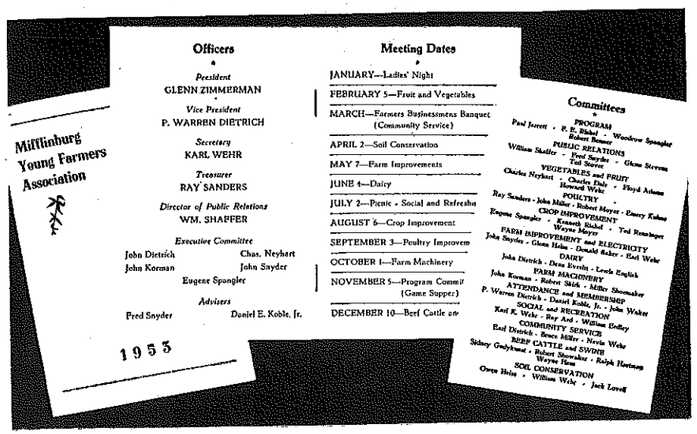
After several orientation meetings were held and investigators had determined the procedures to be followed in their interviews, a letter of introduction from the chairman of the Department of Education was given to each investigator, and in making contacts with schools, the principal of that school was asked to suggest one or more teachers on his faculty who were particularly effective in classroom management. Furthermore, permission was requested to interview students who were in these classes and the teachers themselves. In addition, the principal was asked to indicate the factors on the check sheet which he felt were most productive of good discipline. Each of these successful teachers then was asked to complete the check list and as many students as possible were also given an opportunity to indicate their opinions. A total of 61 pupils, 37 teachers, and 13 principals were interviewed. The responses are summarized in Table I. Due to the relatively small numbers involved, the results might not be particularly significant. However, these tentative conclusions or inferences might be drawn:

1. In general, pupils place different values on classroom management procedures than do teachers.
2. Pupils are more selective in evaluating classroom management procedures than are either teachers or principals.
3. In order of their importance, high school pupils identified five procedures which they felt were most effective in maintaining class order:
   a. The teacher demonstrates by what he does, that he knows his subject.
   b. The teacher demonstrates by his words and acts that he understands youngsters of high school age.
   c. The teacher demonstrates that he knows exactly what he wants to accomplish, that his objectives are clearly and definitely formulated.
   d. The teacher is fair and consistent in his dealings with students.
   e. He teaches youngsters, not subjects.
4. In contrast to the 5 items emphasized by students, teachers selected 8 which they felt were extremely important, and 5 others which they deemed of considerable importance. "Being fair and consistent"; "knowing his subject"; and "teaching children, not subjects" received a much lower rating by teachers than by pupils. Teachers felt that a sense of humor was quite essential as a management practice. Students rated it low.
5. The principals' concensus of what constitutes good classroom management conformed pretty much to that of the teachers, but a much higher premium was placed on fairness and consistency; in fact, that was rated number 1 by principals, sixth by teachers, and fourth by students.
6. It may be inferred from this study that future investigations might better be directed at determining student opinions and that teachers direct more attention toward determining the effect which certain accepted procedures have upon class order and the attitude of students toward these

(Continued on Page 222)

Table 1. Rating of Class Management Practices

	All		Principals		Teachers		Students	
	Rank	%	Rank	%	Rank	%	Rank	%
Demonstrates by what he does—he understands children	1	82	1, 2	92	1	85	2	79
Proves that he knows what he is talking about	2	81	4	77	3	73	1	87
Knows exactly what he wants to accomplish	3	73	3	85	4, 5	71	3	72
Is fair and consistent in his dealings	4	72	1, 2	92	6	68	4	71
Laughs when there is a reason	5	62	10, 11	46	2	79	6	56
Teaches children—not subjects	6	59	5	69	8	55	5	59
Is enthusiastic about work at hand	7	57	6	61	4, 5	71	7	48
Knows what to overlook	8	46	7, 8, 9	54	7	62	8	34
Makes the democratic process work	9	36	10, 11	46	11, 12	41	9	31
Provides for orderly movement of students	10	34	7, 8, 9	54	13	36	10	30
Picks out leadership in class and uses it	11, 12	24	14	23	10	46	12, 13	12
Uses appropriate vocabulary and pleasing voice	11, 12	24	15, 16, 17	15	9	49	12, 13	12
Keeps room neat and attractive	13, 14	20	13	31	11, 12	41	16	5
Makes students afraid of him	13, 14	20	12	39	14	25	11	13
Knows how far he can go in handling discipline	15	17	7, 8, 9	54	15, 16	22	15	9
Is willing to put in extra time and effort	16	14	15, 16, 17	15	15, 16	22	14	10
Makes adequate use of audio-visual material	17	9	15, 16, 17	15	17, 18	19	18	2
Uses high degree of showmanship	18	8	18	0	17, 18	19	17	3



Attendance is increased, interest improves, and greater initiative results when - -

Young farmers hold monthly dinner meetings

GLENN Z. STEVENS, Teacher Education, Pennsylvania State University

Glenn Z. Stevens

"PHONE the hotel before noon on Thursday if you will not be present" is the reminder on the bottom of the post card. Holding a monthly dinner meeting has proven to be a highly effective, modern technique in the comprehensive, on-going programs of an increasing number of Young Farmers Associations in Pennsylvania. The members have placed upon themselves the responsibility for their own attendance.

Individual on-farm counsel and instruction is fundamental in the long-time involvement of the teachers of agriculture with each member. The monthly meeting seems to be the essential procedure for insuring that the control of the program and its success are clearly centered in the group itself.

Modern rural life is rapidly becoming more urbanized. In the measure that this means that farmers and businessmen work together more closely on current problems of today's integrated, larger communities it is to be anticipated that Young Farmers' Associations respond favorably to using meeting techniques similar to those of Rotary, Lions, and Kiwanis clubs.

Members Take Responsibility

The officers and additional elected members on the executive committee organize and administer the annual planned program of activities. They coordinate the work of an appropriate set of committees. Every member serves on one of the committees each of which arranges the educational feature of one of the monthly meetings.

Committees accept leadership in community activities as performed by the Junior Chamber of Commerce and other service clubs. They take the initiative in sponsoring annual county-wide farmer-businessmen's dinners, participate in fairs, parades, and anniversary celebrations, aid in welfare drives, hospital, fire company and blood donor campaigns, and assist with religious and youth service programs. They respond to emergency needs of members and others in the old-fashioned rural spirit of cooperation. One week after a member's dairy barn burned this summer the YFA called an all-day meeting to clean up the debris and prepare for the foundation for a replacement structure. Fifty members, wives, and neighbors were there with tractors, trucks, scoops, shovels and food for a noon meal.

The plans for systematic unit courses to be taught at the high school during winter months grow out of the close personal contacts of members with each other, the new farming practices discussed at the monthly meetings, and the on-farm instruction given by the teachers of agriculture themselves as well as that which they help arrange for the members to obtain through other informed, skilled sources such as the extension service and educational personnel of businesses that deal with farmers.

The Idea Spreads

A successful Young Farmers Association soon finds that it acquires a few members from neighboring communities where the teachers of agriculture have not as yet organized systematic out-of-high-school phases of the program. Logically, then, these young men form the organization nucleus for a YFA in each of their home schools.

The fifteen year old group at Mifflinburg, Pennsylvania, has held monthly dinner meetings continuously since January, 1946. With the excellent coordinating leadership of Fred C. Snyder, who has been their head teacher during the past six years, the Mifflinburg YFA has become a model for a growing number of new associations in other communities in the state. There are two teachers in the Mifflinburg school both of whom use half time in young and adult farmer work.

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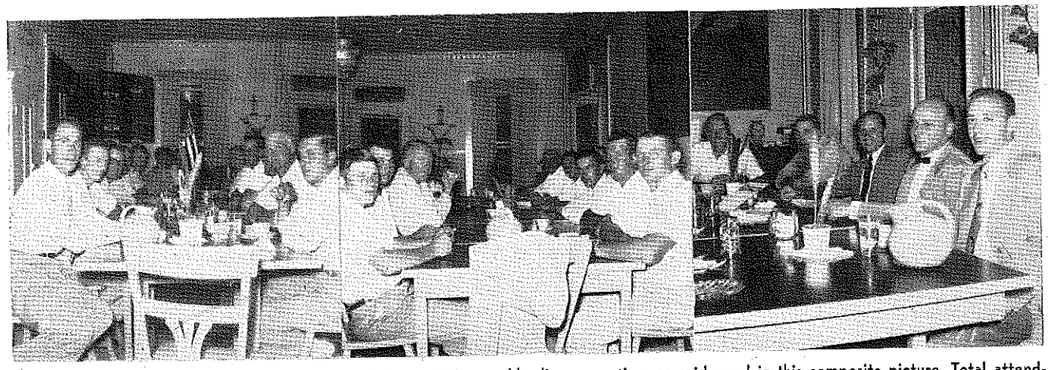

About forty members are present at each Mifflinburg YFA monthly dinner meeting, as evidenced in this composite picture. Total attendance is much higher on ladies' night, at the family picnic, and often when field trips are scheduled.

Student-teacher relationships

(Continued from Page 220)

procedures. If "the most important study of mankind is man," perhaps the most important study of teachers might be youngsters.

Reasons for Poor Discipline

The second study was conducted by a supervising teacher in a large high school with an enrollment of some 1,000 students. He interviewed some 200 (actually 193) high school pupils including some from all grades. Of this number, 135 were seniors, since earlier interviews showed that younger students, especially freshmen and sophomores, were less able to evaluate. In contrast to the first study, which was directed toward finding positive means of obtaining good classroom management and utilizing a check list as an instrument, this study used a negative approach and open-end questions. Students were asked to "think of the teacher who, in your opinion, manages his classes most poorly and has the poorest discipline; in your opinion, what things does this teacher do that are responsible for the poor discipline?"

The negative approach brought out some different values. In order of their importance, the reasons assigned for *poor* results were as follows:

1. The teacher fails to treat all students fairly.
2. The teacher appears to make little *attempt* to keep order.
3. The teacher does not know what he wants to accomplish: seems to have no plan.
4. The teacher does not seem to understand students, (is too strict, ridicules and embarrasses pupils, is impatient, etc.)

The following inferences might be drawn from both studies:

1. Pupils apparently *want* discipline and order. They resent lack of leadership and control.
2. Pupils generally want to learn and to progress, and resent procedures which result in a lack of such progress.
3. There are probably many procedures and combinations of procedures which may result in good classroom management and control. On the other hand, it appears as though there is a lesser number of procedures which, if followed, will result in poor discipline and control. It may be that in our teacher-education program we might high-light three or four procedures which teachers should avoid as they would the plague, and by means of this negative approach, enable teachers to maintain the type of class control that is desired.

Implications for Teacher-Training

1. More emphasis on class management and discipline procedures.
2. More study of the adolescent of *today*; his values, his attitudes, his needs.
3. More emphasis on training our teachers to set up clearly defined and stated objectives not only for courses, but especially for smaller units of instruction.

While there is probably nothing particularly new in these findings, yet perhaps in our teacher education programs, in an attempt to develop other abilities needed by teachers, we have failed to give the necessary attention to this increasingly difficult problem of class management and teacher-student relationships.

After reviewing these studies, our teachers, it appears, need to know more about youngsters. Teacher-class relationships, in common with all inter-personal relationships, have a basis of mutual understanding, respect, and perhaps liking. Do we know well enough what the adolescent boy of 1953 values, what it takes to gain his respect, what he likes and dislikes, what he needs in the way of direction? It is doubtful if we do. □

Experience answers the question—

Why advisory councils?

G. W. SEFRIT, Vo Ag Instructor, Algona, Iowa

G. W. Sefrit

MOST of us who are working in the field of Vocational Agriculture are very familiar with the importance of using advisory councils. Some of us have failed to appreciate their value, thinking we can do the same job alone in less time and with less effort. Others of us feel we were trained to know the needs of a community and need no further help. There are still others of us who are using advisory councils successfully and know it would be impossible to accomplish the same tasks without their help and advice. I believe all of us who have been teaching for some years have gone through the above mentioned stages at one time or another.

Although advisory councils have been used as far back as 1911, even before the Smith-Hughes Act of 1917, I feel that we are just beginning to appreciate their true value. In the past the advisory council has probably been used to a greater extent in the Adult Education program, namely in the Farmers Evening School. The success of these councils over the years has encouraged many Vocational Agriculture teachers to use the advice of these laymen for practically every major activity in their departments.

Councils Encourage Complete Programs

I think we will agree that the success of any department is dependent upon having a complete program in agricultural education that meets adequately the needs of a particular community. However, the success of many departments has been falsely measured by one particular favored activity, usually one in which the instructor has special abilities. This type of unbalanced program can be avoided through the use of an active advisory council which is concerned with the over-all activities of the local department and interested in the mutual needs of both school and community.

Many of our failures in choosing proper cooperative activities could be avoided by asking the advice and opinions of an advisory council. They are laymen in their community and in most cases have a better opportunity to know how the people will react to a new cooperative activity.

Give Continuity to Program

The advisory council becomes a must during a change of instructors. A new instructor coming into a department can be aided in countless ways by an active council. Many mistakes and common pitfalls can be avoided by such guidance.

An active council is the best public relations agent a teacher of Vocational Agriculture can have, and this, we know, is a field which is commonly neglected.

We have mentioned only a few of the many uses of an advisory council, but each can be placed in one of these four phases: educational, operational, informational, and organizational. The extent to which councils are used for these various purposes is directly dependent upon the instructor, as is the responsibility for the organization of the council. Unless it is well organized, the results may be an outright failure.

Organization and Function

Concerning the organization there are many theories as to the proper number of members for a council. There is not necessarily a definite number that will always work best. The size of the community should have a definite influence on the size of the council as well as on the abilities of the various members to be selected. The larger the community served, the larger the council needed. This number should not exceed the point where the council would be unwieldy or difficult to organize. In my own case I use a council of twelve members. Our community is quite large. But I would be the last to say that a twelve-member council was the correct size.

One of the most important factors in securing the best results from advisory councils is to give them plenty of responsible work to do. Keep them busy. Make them feel that they have a big and extremely important job to do. Then be willing to accept their advice when given.

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Problems of administering Vo-Ag programs occur at all levels

Our advisory council has helped us

WARREN G. WEILER, Supervisor, Ohio

Warren G. Weiler, center, State Supervisor in Ohio, confers with members of the State Advisory Committee. At his extreme right is W. A. Whitman, County Superintendent of Schools, Sandusky County, who is chairman of the committee. Among the men represented are two members of Boards of Education, the superintendent of a city school system, superintendents of exempted village schools and rural schools, as well as a member of the Agricultural Education Staff at Ohio State University.

Part I.*

WE, as supervisors and teacher trainers have often said that Vocational Agriculture should serve rural people and that it should enable farm boys and young and adult farmers to use their schools to learn to solve farm problems, grow into the business of farming, and develop those abilities which will enable them to be capable rural citizens. We have said that Vocational Agriculture should fit the community in which it is located and be an integral part of the local school. To do this, we have recommended the use of local advisory committees.

As supervisors our job is to administer and supervise the program on a statewide basis. To do this best, we should benefit by the counsel and suggestions of those who may be on the sidelines. They see Vocational Agriculture operate in their respective communities. They are asked to work closely with it, and they may be directly affected by its operations. For many years we in supervision and in teacher training have had the benefit of an Executive Committee of Vocational Agriculture teachers and an Executive Committee of Future Farmers with which to counsel. It would seem logical to seek, in a similar manner, the counsel of school administrators and representatives of farm organizations.

Its Membership

Assuming that a committee would be of help to us, we considered the makeup of such a group. Who were working closely with us? Who were affected by Vocational Agriculture? The answer seemed obvious—the school administrators, the parents, and other rural people. How should such a committee be selected? Certainly not by us. However, it was easy to find organizations of these people—of local school administrators, of school boards, and of farm people generally.

We have in Ohio organizations of county superintendents in the four sections of the state. These men are responsible for the schools outside of exempted village or city school districts. We also have school board organizations in these same sections. We have statewide organizations of exempted village and city superintendents. We have two major farm organizations. At our request, the presidents named members of their respective organizations to serve on our committee. During the first meeting, we agreed that members should serve for a minimum of three years and that the membership should change not more than one-third each year. To establish this arrangement, we determined by lot who should serve one and two year terms.

*Part II will appear in the May issue.

Its Operation

During the first meeting, we discussed the ways a Council could serve. When I say "we," I am including representatives of the teacher training staff as well as supervisors. We review the policies and problems in Vocational Agriculture. We asked the members of the Council to suggest problems or phrases of the program they would like to discuss. We elected a chairman, one of the county superintendents. Minutes were kept of the meetings and copies were sent to all school administrators with departments of Vocational Agriculture.

In discussing the work of the Council, we developed the idea that the Council was ADVISORY and that the State Board for Vocational Education and designated officials in the State Department of Education were legally responsible for administering and supervising the program. However, the Advisory Council members and the groups they represent have a part in the operation of the program locally and, therefore, are in a position to express the viewpoints of local people. Furthermore, as group representatives they are in a position to bring the problems and suggestions from their respective groups and in turn report back to these same groups on the work of the Council and the development of the program.

The Outcomes

How about the results thus far? We feel highly satisfied from the viewpoint of the teacher training and supervisory staff. Apparently they are equally satisfactory from the viewpoints of the groups represented. Together we have evaluated the program, formulated some new policies, and I am sure we have developed a better understanding of Vocational Agriculture on the part of local administrators. Some of the problems that have been discussed in regard to evaluation follow:

1. How can the state office be most helpful in—
   a. administrative procedures?
   b. assisting teachers?
   c. evaluating the program?
   d. others?
2. Is our FFA program too comprehensive?
3. Has our Farm Mechanics Program kept pace with the increase in the use of mechanical devices on our farms?
4. Is the joint use of a shop by both the Industrial Arts and the Vocational Agriculture teachers advisable in a small school?
5. What constitutes a good summer program for the teacher of Vocational Agriculture and how can the administrator help make it most effective?
6. Is our program for Young and Adult Farmers meeting current needs and how can it be improved?

Future Policies

We have discussed the following problems in regard to the formulation of new policies:

1. What should be the attitude toward the continued approval or new approval of centers when the enrollment will obviously be low?
2. What part should the state office assume in the matter of teachers' salaries?
3. Should all of the plans, as suggested in Vocational Education Bulletin No. 1, be made available to Ohio schools?
4. How can we recruit more teachers of Vocational Agriculture and how can we keep on the job more of those we do train?
5. Should our plan of reimbursement to local schools be changed; for example, should the reimbursement to schools which serve more people be greater than when a lesser number are served?
6. What constitutes proper use of vocational funds for travel?
7. Should we approve vocational teachers for non-vocational teaching with pro-rating?
8. What is our responsibility in serving part-time farmers, those employed in industry but who receive a part of their living from the farm?

We have discussed the following problems in an effort to develop a better

(Continued on Page 224)

The effectiveness of programs is increased by—

Inter-agency cooperation

RAYMOND M. CLARK, Teacher Education, Michigan State College

Raymond M. Clark

WHEN one visits a farm he often asks himself how can he size it up so he will be able to provide guidance and make recommendations which will help farm people to make decisions in line with best farm management practices? This is a question asked of extension specialists in Farm Management at Michigan State College, by teachers of vocational agriculture, teachers of veterans, county extension workers, Soil Conservation Service, farm planners, Farmers Home Administration personnel, Production Credit Association representatives, Federal Land Bank workers, and others.

Demands for the time of farm management specialists have become extremely heavy. Often they have been asked to meet with a group of teachers of agriculture in an area and, within a very short time have been asked to return to the same area to work with a group from another agency on the same subject matter.

The leaders in the various agricultural agencies in Michigan became aware of this problem early in 1953 and by June had set up plans for a series of inter-agency meetings to cover the state. These meetings were scheduled for October, 1953.

Service Was Improved

The specialists in farm management saw in these plans an opportunity to prepare more intensively for these meetings than for any one of the meetings they had been called upon previously to service. They prepared charts and graphs to use in the meetings. The research staff assembled data and compiled a 72-page mimeographed book of Farm Management Facts and Figures. Much of the data presented in the Facts and Figures book had never been compiled and published previously.*

A crew of three farm management specialists together with a representative of the administrative office of the extension service manned all of the meetings. The extension administrator served as chairman and the specialists presented the subject matter.

The subject matter was presented in such a way as to help the participants answer the questions—How can we judge this farm? What are the measures and what are the standards for measuring the farm business?

Service Was More Intensive

The subject matter was presented under the headings of observing, analyzing and deciding. The farm management specialists discussed and illustrated techniques of observing the farm situation. Measures and standards were emphasized so that the agency representatives could judge the farm organization just as they might judge the value of a dairy cow in terms of butterfat production. Measures in terms of productive days of work per tillable acre; soil fertility index; productive days of work per man; and others were presented.

The analysis of the business involved the problems of applying the measures to a farm situation so that the strengths and weaknesses of the farm business could be discovered. For many of the participants, this was the first introduction to actual yard sticks which could be applied to the farm business.

The problem of making decisions was also discussed by the specialists and techniques for helping farmers to decide what steps to take to correct the weaknesses were suggested.

Throughout the discussions, actual farm situations were used to illustrate the methods of applying the measures and of helping farmers to reach decisions regarding their problems.

By-Product Values

Learning how to size up the farm business and how to apply specific measures of efficiency to its organization was the primary aim of the program. However, many other values accrued. One former teacher of Vocational Agriculture who is now employed by the Soil Conservation Service said, "Between counties, we are not likely to get together and the first thing we know we tread on each other's toes, or we get to wondering what the other fellow is doing. I think this meeting is a great idea just to get us all together so we can get acquainted again."

Follow-Up

In-service meetings have been conducted for teachers of Vocational Agriculture in Michigan for many years. These have been conducted cooperatively by the department of agricultural education and the Cooperative Extension personnel. The purpose of these meetings has been to meet the specific, detailed questions and problems, in a technical agricultural field, of the teachers in a geographical area of the state.

The inter-agency meetings in no way supplant the in-service meetings as they have been conducted previously. The inter-agency meetings provide subject matter material which can be used by the personnel of all agencies. When it comes to some of the specific problems of a group of teachers involving application of some of the measures in special situations, there's little doubt that more specialized assistance will be needed. Possibly follow-up meetings with in-service teacher trainers will be desirable. In these meetings, teachers could work in small groups on problems of the use of the subject matter material in their teaching.

While the author is not experienced in the work of other agricultural agencies, there is little doubt that men working in these agencies will also need to study the uses of material in their specific fields. For example, the Production Credit Association representative would need to study the effect of a loan on the efficiency in the use of labor, or on the efficiency of crop or livestock production before he makes his recommendation for approval.

Plans for the Future

Members of each group were asked to check a sheet to indicate the values they felt they had received from the meeting. Opinion was overwhelmingly favorable. The subject matter was considered very valuable; the visual aids used by the specialists were considered outstanding; and the reaction in favor of additional inter-agency meetings was almost unanimous.

The informal reactions of state leaders of the various agencies has been very favorable, and already discussions are pointing toward at least an annual repetition of similar programs. At the present time, opinion is divided as to the subject matter most needed in the next meeting. Some individuals feel we should repeat with work in farm management, others have suggested work in soil conservation, in farm crops, and in other technical agricultural areas. □

*Nielson, James and Others. *Farm Management Facts and Figures.* Agr. Econ. Dept. Coop. Ext. Service, Michigan State College,

Our advisory council—

(Continued from Page 223)

understanding in regard to Vocational Agriculture:

1. What position should the state office assume when a local program appears deficient according to present day standards, yet the local community remains satisfied?
2. What type of materials, such as manuals, program plans, or letters, should be available to local administrators or patrons?
3. How can the viewpoints of local administrators be best obtained and how can they be kept better informed regarding the Vocational Agriculture Program?
4. What extension of the program is needed to serve the farm boys in Ohio who are not now being served?

It can readily be seen that these and other vital problems will require careful consideration if we are to find acceptable solutions. What were the decisions of the Council and what has been done in Ohio as a result of them? That is another story—one which will appear in the next issue of *Agricultural Education*. □

The placement process poses problems related to administering vocational agriculture programs

Factors affecting the placement of "Vo-Ag" teachers

HOWARD G. ANDRUS, Director, Educational Placement Bureau, Cornell University

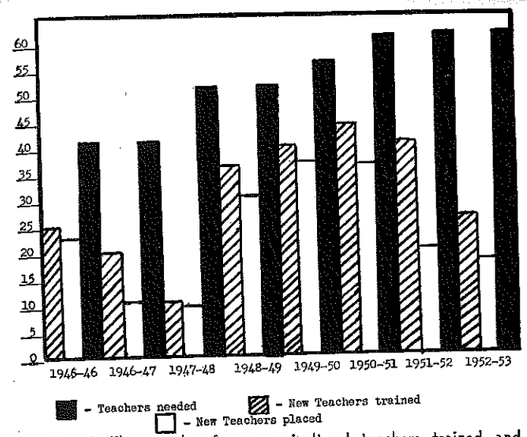


Fig. 1. The supply of new agricultural teachers trained and placed by the N. Y. S. College of Agriculture compared with estimated demand, for the years 1945-1953.

THE placement man is a "middle man" attempting to bring together the "right man" and the "right school." If he represents the only institution in the state which prepares teachers of vocational agriculture, he owes an equal responsibility to each of the following: (1) to the schools requesting qualified personnel in that field; (2) to each candidate to find the best possible outlet available for his individual background of training, experience, and special talents; (3) to the training staff to see that the result of the time and effort they have spent in training the men is put to the best possible advantage. He also owes a responsibility to the experienced men in the field to see that they have every opportunity for professional and financial advancement. He must be objective, he must be fair, and he must be well-informed concerning both schools and candidates.

It is important that all concerned be aware of several factors, over which he has little control, which currently complicate the placement man's function.

The Supply

During World War II the ratio of supply to demand became seriously out of balance. In 1950, when a trend toward re-establishing a healthy balance had only just begun, there occurred simultaneously the outbreak of the war in Korea and the last training class in which veterans predominated. Subsequently, we once again experienced cadet classes composed largely of non-veterans facing immediate military service via ROTC or the draft. This situation still exists in 1954, intensified by the fact that there is no standardization of policy among the local draft boards concerning the granting of deferments to prospective "Vo-Ag" teachers. Since such deferments are usually granted only after the candidate has been hired by a school, the employer is placed in the position of taking an unenviable gamble. The equally undesirable alternative is to hire untrained personnel on the basis of temporary emergency certification.

The Demand

Continuous development and expansion of schools in rural areas has been accompanied by increased emphasis on special curricula, including vocational agriculture. In New York State, for example, by far the largest number of Vo-Ag departments are located in the rural centralized schools. During the past five years the number of "central" schools has increased from 344 in 1949 to 445 in 1953. Correspondingly, the number of Vo-Ag departments in the state has increased from 294 in 1948 to approximately 325 in 1953. As the sole training institution, Cornell is faced with the need to staff these new departments and, at the same time, continue to supply existing departments with qualified teachers.

The Salaries

Schools vary considerably in respect to the amount of remuneration they are willing to provide the Vo-Ag teacher for the additional two months of employment. Similarly, there is no standard provision for reimbursing the teacher for the mileage he accumulates in making farm visits to his students, for field trips, and for other travel involved in the performance of his duties. Some schools, using "units of production" as a basis, compare the 20 to 50 students supervised by most Vo-Ag teachers with the 150 or more taught by the teacher of English or social studies and protest vehemently over the salary differential, with little consideration for the vastly different type of instruction necessitated and the number of out-of-school hours spent by the Vo-Ag teacher who does his job conscientiously.

In New York State a state-wide salary schedule for *all* teachers was passed by the legislature in 1947 and revised upwards in 1951. Minimum salaries were established. This state schedule, however, is already far behind the "going price" for *all* teachers. Unfortunately, no provision was made in either schedule for personnel employed by the schools on a twelve-months basis. Nevertheless, beginning salaries for Vo-Ag men have continued to improve favorably. Five years ago the salary range for the beginning Vo-Ag teachers in this state was $3,000-$3,200; in 1952-53 the range had increased to $3,600-$4,000, with all but three candidates receiving the maximum. The variation in this range corresponds most closely with variations in the cost of living (chiefly housing) in different sections of the state.

Inexperienced Candidates

It is to be expected that candidates will vary in regard to which factors they consider most important in selecting a position. Facilities, availability and cost of housing, location, salary, pupil load, extra-curricular responsibilities, types of agriculture, predominance of agriculture in the school district, and other factors will not receive equal emphasis from all candidates. However, the imbalance in supply and demand has enabled them to place more emphasis on their own scale of values.

In New York, for instance, several candidates each year set up for themselves one or both of two significant restrictions: (1) *Geographical.* Candidates may wish to consider only positions near a city, within a prescribed distance from home, in communities above certain minimum levels of population, or in one section of the state. Regardless of the validity of the restriction, they can usually "make it stick," thus reducing the number of candidates we can recommend to *all* schools requesting teachers. (2) *Salary.* The large majority of candidates set a salary goal equivalent to or exceeding the maximum beginning salary of the preceding year. This policy fails to take into consideration the varying degrees of potential among the candidates themselves and such factors pertaining to the schools as differences in the cost of living and general income level in the respective communities, differences in the present size and prospective growth of the "Vo-Ag" departments, and differences in the number of duties and responsibilities assigned to the Vo-Ag teacher.

Experienced Candidates

In too many instances, the salary differential between teachers with several years of experience and beginning teachers is unjustifiably small. Nevertheless, when offered an opportunity to apply for a position in another school offering a greater challenge and outlet for his experience and abilities as well as a substantial increase in income, the experienced teacher all too often hesitates or turns it down flat. There are many reasons for this. His present situation is congenial. He knows the community. He and his family have established their "roots": they have friends and other connections they do not wish to leave.

(Continued on Page 238)

One technique for administering a program.

A livestock clinic

Relieved the personal services load of the agricultural teacher

J. C. ATHERTON, Teacher Education, University of Arkansas

J. C. Atherton

THE lack of a veterinarian in the area and an increasing number of livestock, particularly cattle, in the community contributed to the excessive calls upon the teacher of agriculture for personal services. The problem was one that continued to grow from year to year in the Mansfield, Arkansas, community. Once started, it became more difficult with the years to refuse to treat a sick animal or to castrate, dehorn, or to do some of the other common livestock production practices for farmers in the community. Of course, hindsight indicated that personal services should have been kept to a minimum in the beginning. But now it was too late to follow that procedure in this school area.

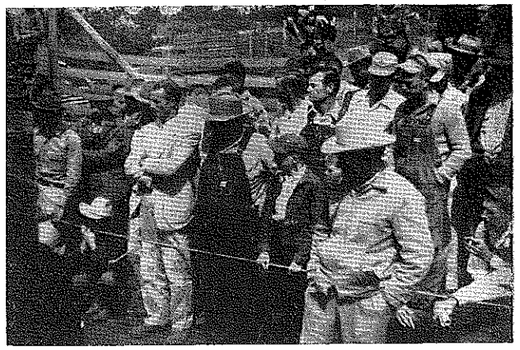
The time required to perform the personal services for the farmers grew to the extent that other phases of the teaching job were being neglected because of this encroachment. The teacher of agriculture was aware of his plight, but he had no ready solution for it. In an effort to alleviate the situation, the teacher wrote to a number of companies that produced or sold biologicals and equipment for treatment and care of farm animals. In response to this inquiry the O. M. Franklin Serum Company stated that they had a field man who would be available for educational purposes if a satisfactory program could be arranged. One requirement was that at least three centers for instruction be provided. This condition was met through the cooperation of two teachers of agriculture who taught in neighboring communities.

How It Worked

The first livestock clinic was held at Mansfield in April, 1952. It had been planned for a period of three months during which interest had been developed and appropriate meeting places arranged. All-day classes, veterans classes, the radio, county and district newspapers, and personal contacts were all utilized to inform the people of this clinic. Over 150 persons participated in this educational activity.

The program was broken into two phases. During the first part, the group met at the vocational agricultural building for a period of three hours. There the technician from the serum company displayed equipment and drugs that the farmer could use in his day-to-day operations with livestock. The purposes, operation, and care of the equipment were explained; and farmers were permitted to ask questions and handle the equipment. Common control measures for the diseases prevalent in the area were discussed as well as treatment for each.

The second phase of the clinic was held on the farm of one of the livestock producers in the community. Seven hours were spent in explanation, demonstration, and practical application of livestock practices such as: methods of administering drugs, dehorning, castrating, removing warts, caring for feet of animals, and other problems common locally. Many of the farmers were given opportunity to handle the instruments and to perform the operations on the livestock. There were periods of discussion throughout the day so that individual problems and techniques could be clarified.



The clinic was well attended.

Arranging for Participation

When planning for the on-farm phase of the instruction, several factors had to be considered. These included: (1) a farmer with sufficient stock who was willing to allow the class to practice on it; (2) equipment available for holding and working with livestock; (3) sufficient parking area at the farm; and (4) a farm located on an accessible road.

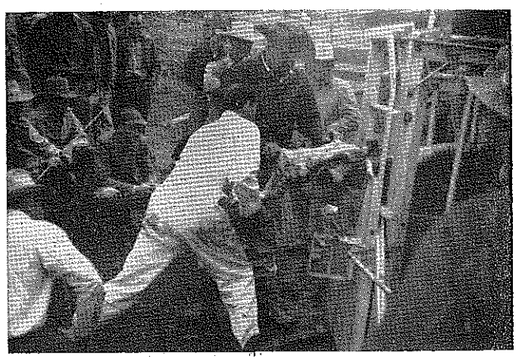
The technician brought a portable steel loading chute with him, so this item did not have to be provided locally. A minimum of fifteen animals of various ages and of both sexes was needed for the practical phase of the program. More animals are desirable since this provides opportunity for a greater number of farmers to perform the actual operations themselves.

Probably the most important planning by the teacher of agriculture was that of building interest of a local druggist in livestock problems. This druggist has cooperated wholeheartedly in the program. He attended the clinics, has had special conferences with the technician, and now handles the products needed by the farmers in the care of livestock. He also provides some equipment for use by farmers on a loan basis and some on a rental basis. He attends the meetings held locally on farm problems and is conversant about farm problems.

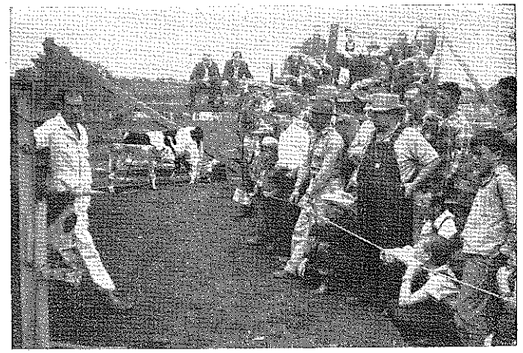
The Outcomes

As a follow-up of the clinic, the teacher of agriculture prepared a mimeo-

(Continued on Page 227)



Demonstrations of various techniques to use when caring for animals were included.



Discussions of procedures to follow in the treatment of animals permitted group participation.

In administering the out-of-school program—

Work with them, not for them

ROBERT H. PEDERSON, Special Supervisor, Bureau of Agr. Edu., Fresno, Calif.

Robt. H. Pederson

THE more we work with and talk to the out-of-school group of boys, the more we realize how negligent we have been in our follow-up of former students. When these young fellows begin to express concern as to whether or not they will be able to keep up-to-date on the new developments in farm production, farm machinery, farm marketing, and management practices, we are reminded again of the speed at which agriculture changes.

Within a relatively few years, we have come from the gasoline engine to the diesel and L. P. Now scientists and engineers are using atomic energy as a method of propulsion. Within the past score of years, developments in the fields of genetics, fertilizers, insecticides, and fungicides have had an increasing impact upon agricultural production. Then too, our methods of marketing are continually changing. Is it any wonder these Young Farmers are concerned with trying to keep up with their chosen field?

We, as agricultural instructors, have a definite responsibility to help these young fellows who are starting to farm; not only to each Young Farmer individually, but as a contribution to the welfare of the nation. The help we can give should be through organized class instruction and individual field instruction.

Plan with the Members

There are several methods of attacking the problem of organizing the classes, but there is only one way of insuring success and that is through organized planning.

The soundest method of planning the course content is to have the members at their first meeting suggest what they believe should be covered during the year. All suggestions should be recorded and turned over to a committee of the class for evaluation. This evaluation may include such items as:

1. Is the topic of general interest to the group?
2. Will it help us to attain our objective?
3. Does it offer a challenge?
4. Is it timely?

At the next class meeting, the program of instruction should be adopted by the class members after they have studied the program as offered by the evaluation committee and have made any additions or deletions.

One way to help in developing leadership is to assign responsibility to a class member for each of the adopted topics in the program of work. Have him arrange for and introduce the speaker, conduct the demonstration, present the visual aids, chairman the panel, or otherwise lead the class discussion.

Young Farmers are not allergic to organized class instruction if it is challenging and properly presented and executed.

We can take a tip from Carl Erskine, who, after setting an all time record for strike outs in World Series baseball, said that he threw just four kinds of balls and had control. We definitely need the "change of pace" in presenting the material to avoid monotony. We also need that all important control which is attained only by thorough planning.

Experiences have shown that the program for this age group must be well balanced; some thought should be given to community service, to recreation and to the development of leadership. They are active and want action. It is better that the added curricular activities be guided on an organized basis.

Another tip is to remember that "all work and no play makes Jack a dull boy," as well as application of the axiom—"when the cat is away the mice will play."

We have really just begun to develop our competence in providing an educational program for Young Farmers. They need our help, and guidance—yes, they are asking for it. Are we ready to meet the challenge of working with and for a bunch of swell fellows? □

A livestock clinic

(Continued from Page 226)

graphed pamphlet on livestock care and disease prevention. This has been distributed to the farmers of the community. Around $150.00 worth of equipment has been secured by the local department of agriculture and is available for loan to farmers. Of course, it is also used in the teaching program for all-day boys.

There are several evidences that the clinic has paid dividends. Some of these are:

1. Farmers are learning to do common livestock jobs for themselves.
2. Calls for personal services by the teacher of agriculture have been reduced to one-fourth of what they were prior to the first clinic.
3. More approved practices in livestock production are being followed in the community.
4. The clinic in 1953 was attended by over 150 farmers.
5. Farmers are now planning for the third clinic to be held in 1954. □

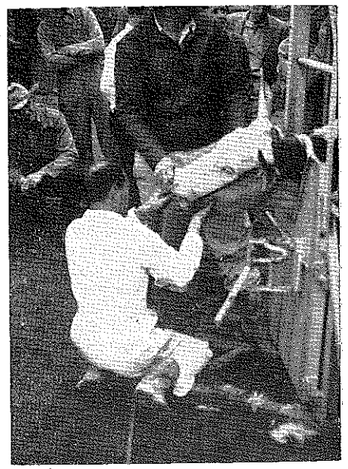
Why advisory councils?

(Continued from Page 222)

It is interesting to notice that in many communities general educators are beginning to use advisory councils to help solve some of the problems in general education. Here is a situation where we teachers of Vocational Agriculture can be of great service in helping to organize such groups and to serve in advisory capacities in getting such programs in action.

A well-organized, active advisory council functioning throughout the department can build good will, secure added interest, and insure a well-knit successful Vocational Agriculture program. Need we inquire further, WHY ADVISORY COUNCILS? □

The manner of administering drugs was shown and explained.



Proper techniques for specific treatments were demonstrated.

Of interest to teachers, school administrators and supervisors

••• Organization in multiple-teacher departments

An administrative problem which is becoming increasingly important

H. S. BRUNNER, Teacher Education, Pennsylvania State University

H. S. Brunner

IN the 1953 summer workshop of Supervising Teachers in Pennsylvania, it became evident that one of the growing problems incident to jointures of school districts and larger administrative units is the problem of organization of multiple-teacher departments of vocational agriculture. Because, as supervising teachers, the men in this particular group were more than likely the ones to be involved in two- or three-teacher departments, it appeared advisable and proper to give some of the time and thought of the workshop to this particular problem. A small group accepted responsibility for presenting "something to shoot at." Then a discussion before the entire workshop "covered the field" but got not much further than to delineate the major areas of the problem. With that as a start, a committee was appointed to carry the study out into the field. Included as members of the committee were three supervising teachers who had had experience in organizing multiple-teacher departments, three who were facing the problem at the time, and three other teachers who had experience as second teachers in two-teacher departments. Chairman of the committee was Mr. Paul C. Dunkelberger, who is not only supervising teacher in vocational agriculture, but is also supervising principal and administrator of the schools at Kutztown, Pennsylvania, a comparatively large school organization in itself.

The following paragraphs represent the report of this committee of teachers.

Determining the Need

It was agreed, of course, that certain factors which are recognized as important in determining the need of any department of vocational agriculture would apply to multiple-teacher departments as well. Among these factors the committee listed: amount of time to be given to vocational agriculture in the school program; scope of farming programs; size and areas of the school district, involving time necessary for farm visits; extent of community responsibility expected of teachers of vocational agriculture; and extent of general school responsibilities assigned to teachers of vocational agriculture.

It was in the factor of "teacher load" that the committee thought standards might be somewhat specific of multiple-teacher departments. The following were suggested:

1. 35 all-day pupils—full teacher load*
2. 50 all-day pupils—demand a second teacher
3. 70 all-day pupils—full 2 teacher load
4. 75 all-day pupils—demand a third teacher
5. 100 all-day pupils—full 3 teacher load
6. 40 out-of-school pupils—full teacher load

(Example: 35 all-day pupils and 40 out-of school pupils—2 teacher load
70 all-day pupils and 40 out-of-school pupils—a full 3 teacher load)

Facilities

There should be one classroom and one farm mechanics shop for a two-teacher department and an additional classroom for every additional teacher. The classrooms should be equipped with sufficient tables and chairs to properly seat the largest classes.

A laboratory room whether it be a part of the classroom or separate, should be equipped with a sink and running water, gas burners and outlets, and electric outlets.

Farm mechanics shops should be adequate in size to permit space for large pieces of farm machinery and fully equipped to accommodate modern farm mechanics instruction.

A conference room was suggested as a "necessity" for a multiple-teacher department. It was suggested that this room should be equipped with tables and chairs, filing cabinets and a telephone.

Whether there should be a school farm or such facilities as a greenhouse would appear to depend upon local conditions and demands.

Among "other facilities" advisable for a department, the committee listed a typewriter, a camera, and student secretary services (one part-time for two teachers and two part-time for three or four teachers). In a special note, it was also pointed out that an adding machine, projection equipment, a microscope and a duplicator should either be a part of the department equipment or available for use at any time.

*Normal load does not depend solely upon the number of pupils. The pupil load that can be cared for depends upon the services and activities of the department. Such things as fairs, school farms, FFA and YFA activities, number of contests, exhibits and demonstrations have quite a bearing upon teacher load.

Division of Responsibilities

It is necessary that each teacher must be aware of what is being done by the other teacher or teachers and must cooperate to the fullest extent in that work.

It is recommended that for specific instructional responsibility each teacher should be in charge of one or two classes of boys, depending upon the organization of the school, and should follow these classes through their three or four years in vocational agriculture. Furthermore, this same teacher should visit the farming programs of all the boys in his classes. If there are young and adult farmer classes, and a full-time or part-time teacher is not employed for these classes, all teachers should share this responsibility equally.

It would appear advisable to give one teacher major responsibility for advising the FFA and another major responsibility for advising the Young Farmers Association, but with a definite understanding that both groups are a joint responsibility of all teachers of vocational agriculture in the school.

Similarly, it was agreed that the teachers should share the responsibility for keeping records and reports, for organizing and maintaining facilities, and for promoting and publicizing the program.

Basis for Selection of Additional Teachers

While it is advisable to consider the areas of work in which the present teacher or teachers may need help or may consider themselves somewhat deficient, and while the candidate's subject-matter strengths may be a factor, it is generally agreed that the "ability to cooperate" is the most important thing making for success or failure in the operation of a multiple-teacher department.

Administrative Policy

One of the teachers should be designated as head teacher or department chairman with an understanding that both policy making and disciplinary procedures should be a joint responsibility of all teachers with the administration of the school.

For scheduling teaching duties, the following recommendations are presented:

1. Equal responsibility to supervise farming programs
   a. Teacher to supervise pupils in his classes
2. Each teacher to teach all subject matter, including farm mechanics, to classes assigned
3. One teacher to be responsible for the needs and facilities of the shop and the other for the classroom
4. Special capabilities, experience, or training to be considered for division of classroom work, shop work, and farming program supervision
5. Head teacher to have several hours less classes per week in order to carry administrative responsibilities

(Continued on Page 229)

To improve administration of the FFA program—

Improve programs of work

J. R. JACKSON, Teacher Education, Texas A. and M. College

SEVERAL teachers of vocational agriculture in Texas have used the procedure herein suggested to develop FFA Programs of Work that merited national recognition. They are passed on for use of teachers who may be having trouble getting their FFA program set up. A good functioning FFA Chapter is a joy to the enterprising young teacher. Here are the suggestions. You may find it a pleasant and refreshing experience if you will try it out on your Chapter.

Study and have officers study, "Building and Carrying Out a Good Chapter Program of Work," as outlined in the latest edition of the Official FFA Manual. Follow the steps outlined in these instructions.

Following is a score card showing how the Program of Work and Accomplishments are scored in the National FFA Chapter Contest, an example of a form that can be used in setting up the Program of Work, and an example of a form that can be used in reporting the accomplishments of the Chapter in carrying out the Program of Work.

The individual Chapter must set up its own "Goals" and "Ways and Means of Accomplishing." These are to go on the Program of Work Report. The column headed "Ways and Means" will be substituted for by "Accomplishments" on the final report of accomplishments. The Activity Column, Committee Responsible, and Goals will be the same on both reports.

To also follow is a list of additional suggestions for activities under each division of the Program of Work. These are merely suggestions. The local Chapter committees should accept what they want to use and add additional activities that they can think of that will be suitable for their local Chapter program.

Score Card

Below is a copy of the score card, with the perfect score allowed on each of the items, as well as total scores on program of work and accomplishments respectively:

	Program of Work	*Accomplishments*
1. Supervised Practice	50	150
2. Cooperation	40	120
3. Community Service	40	120
4. Leadership	30	90
5. Earnings and Savings	30	90
6. Conduct of Meetings	20	60
7. Scholarship	20	60
8. Recreation	20	60
Total Perfect Score	250	750

NOTE:

Up to a total of 25 additional points will be allowed for general effect including neatness and organization.

A challenging Program of Work is one of the Seven Essentials of a Good Chapter. A good challenging Program of Work will insure success of the other six essentials. Take time out and help members set up just one good challenging Program of Work. With this as a guide the building of a good program of work in the years ahead will be simple.

YOU DON'T BELIEVE IT? TRY IT! □

An Example of the Section of the Program of Work Plans
Section I.
For Supervised Farming

Activity	*Committee Responsible*	*Goals*	*Ways and Means*
1. Members have a long time supervised farming program	O. Vinson B. Harris S. Watson	100% of the members participating	(a) All day boys draw up program in classroom (b) Have special meeting of out of school members for purpose of drawing up their long time program.
2. Members have at least three projects, either productive or improvement.	T. Johnson F. Andrews B. Drob	100% of the members participating	(a) Study possibilities of making money on various types of projects. (b) Make field trips studying other boys' projects. (c) Work through earnings and savings committee to see that any boy desiring to borrow money will have the opportunity to do so if his plans are worthy.

An Example of Section of the Program of Work Accomplishments
Section I.
Supervised Farming

Activity	*Committee Responsible*	*Goals*	*Accomplishments*
1. Members have a long time supervised farming program	O. Vinson B. Harris S. Watson	100% of the members participating	(a) 100% of the all day members drew up their plans as part of their classroom work. (b) 80% (8 of 10) out of school members met at a special meeting and revised their long time plan.
2. Members have at least three projects, either productive or improvement.	T. Johnson F. Andrews B. Drob	100% of the members participating	(a) 100% of the Chapter members had at least three projects, either productive or improvement. They were as follows: Beef Bulls—2 boys with 3 Beef Heifers—9 boys with 12 Range Cows—21 boys with 52 Dairy Heifers—19 boys with 4 Dairy Cows—13 boys with 73 Dairy Bulls—7 boys with 7 Beef Steers—32 boys with 38

Young farmers hold monthly dinner meetings

(Continued from Page 221)

Their Creed Is Practiced

When, at the point in a brief opening ceremony written locally by a committee including four American Farmers who also are past presidents of the YFA, the members rise to answer the call, "Young Farmers, why are we here?," they repeat, "To establish sound agricultural practices on our farms; to develop good citizenship through community service; to develop competent and aggressive rural leadership; and to create and nurture a love of farm living."

The community is aware that these purposes are being achieved. The farms and the homes of the members show the results. The steady increase in social development and leadership in civic, religious, and farmers' organizations by the young farmers and their wives is evident. The democratic way is in operation; people have been helped to help themselves. □

Organization in multiple-teacher departments

(Continued from Page 228)

6. Both teachers to have some time available for planning, conferences and other necessary work

Financing the activities of the department should be a joint responsibility of all teachers and the administrators of the school. Travel allowances should be determined either on an actual basis or a basis of equality between teachers.

And finally, the important detail, leaves and vacations should be staggered by mutual agreement.

It should be remembered that this is a report of a committee of teachers. It is not an official statement of State policy. Many of the details are now under consideration in the State Department of Public Instruction in Pennsylvania and may be changed before an official policy is agreed upon. This report from a committee of experienced teachers, however, may be interesting to workers in the field. □

To improve administration of your program, don't overlook—

Relationships within the service area

Cultivate and make use of them

JIM L. EVANS, Vo Ag Instructor, St. Charles, Missouri

Jim L. Evans

A desirable public relations program is necessary in acquainting the public with the objectives and accomplishments of the program of vocational agriculture. It is the responsibility of vocational agriculture instructor to use methods which will let citizens of his school district or service area become better acquainted with the nature of the program in vocational agriculture and to solicit their cooperation and support. The public cannot be expected to cooperate to the fullest extent unless it has a clear understanding of the aims and purposes of vocational agriculture and the achievements to be attained.

To accomplish the above results a vocational agriculture instructor should become acquainted and make use of the following people in his service area: Farm editors of local newspapers, radio and TV stations; dealers and salesmen of feed, seed, fertilizer, farm machinery and other farm supplies; practicing graduate veterinarians; every local, state and federal representative of an agricultural agency; leaders in the farm organizations such as the State Farmers Association, Farmers Union, Grange and Farm Bureau; members of the agricultural committee of the Chamber of Commerce, Rotary Club, and Kiwanis Club; bankers, religious leaders, and other community leaders.

Using an Advisory Council

When a teacher of vocational agriculture has become sufficiently acquainted with the leadership of his service area, he should organize an Advisory Council. Members of the Advisory Council should be selected by the vocational agriculture instructor. This list of names should be presented to the Board of Education by the Superintendent of Schools. The appointment should be made by the Board of Education. Notification of appointment should be sent in writing to each appointee by the Secretary of the Board of Education. All appointments should be for one year. Reappointments of desirable members can be made annually. If a member no longer fills a desired need, he can be replaced at the end of one year.

At St. Charles our Advisory Council is composed of two persons representing each of the following: Agricultural economics, agricultural engineering, beef cattle husbandry, dairy cattle husbandry, field crops, Future Farmers, horticulture, institutional on-farm training, poultry husbandry, sheep husbandry, soil and water management, swine husbandry, veterinary science and Young Farmers.

The entire Advisory Council meets a minimum of four times a year. Various committees of the Council such as: the beef cattle husbandry, dairy cattle, and veterinary science meet much more often. The institutional on-farm committee usually meets the first Thursday afternoon of each month.

This Advisory Council organized the St. Charles County Fair in 1946 and has conducted the Agricultural Division of this fair every year since that time.

After a survey of the service area was made, the Advisory Council worked out with the vocational agriculture instructor a Course of Study for Adult Farmers, Young Farmers and Future Farmers. Members of the Council frequently serve as instructors of some highly specialized phase of the course of study.

Planning the Educational Program

Here at St. Charles our vocational agriculture program is organized on what is known as Plan "D." By this plan I devote from 8:00 a.m. until 12:00 noon to the all-day enrollee. The period from 1:00 p.m. until 5:00 p.m. and the evening is devoted to the Adult Farmer, Young Farmer, and related agricultural activities.

Monday, Tuesday and Wednesday evenings during the winter months are devoted to Adult Farmer and Young Farmer classes; Thursday evenings are devoted to professional meetings; Friday evenings are devoted to breed association and related agricultural meetings. Saturday mornings are devoted to Institutional On-Farm Training classes. Saturday afternoons and Saturday evenings and all day Sundays are devoted to family affairs.

Working with Other Agricultural Leaders

The potential for Adult Farmers as enrollees is much greater than all-day enrollees in every community. Every rural taxpayer can enroll in Adult Farmer classes. Many a rural taxpayer does *not* derive any direct benefit from all-day classes. It is with these facts in mind that we put so much stress on adult education here at St. Charles.

Under Plan "D" an instructor can attend the afternoon sessions of all the agricultural meetings in the service area. (Most agricultural meetings in this area do not get started much before noon.) I make it a practice to attend every agricultural meeting in this service area that I can.

One of the community relationships that I believe has proved very beneficial has been my membership in the St. Charles County Related Agricultural Agencies. This organization is composed of all the local, state, and federal agricultural agencies in the county. It meets regularly for two hours each month. Members and their wives attend. The first hour of the session consists of a dinner; the second hour of an interesting program secured by one of the members. I suggest that any vocational agriculture instructor that is not now attending this type of meeting should start attending one at once. If there is no such organization at present in his county, I highly recommend that he organize one.

Vocational Agriculture instructors should cooperate with the county agricultural extension agent. Each can help the other with their individual meetings. The agricultural agent can help the vocational agriculture instructor to bring College of Agriculture specialists into the county for meetings.

Working with Other Community Organizations

The vocational agriculture instructor should work with and solicit the cooperation and support of the various farm organizations. I belong to the local Farm Bureau; I am a stockholder in the local Farm Bureau Service Co. The Missouri Farmers Association has helped our department in many ways.

In most towns there are one or more luncheon clubs such as the Exchange, Kiwanis, Lions, or Rotary which can be of considerable aid to the Vocational Agriculture instructor in promoting the activities of the department. I belong to the Rotary Club. Our Advisory Council went to the St. Charles Chamber of Commerce for financial backing when it began the St. Charles County Fair.

Working with School Personnel

The vocational agriculture instructor is employed by the Board of Education, consequently it is imperative that he develop friendly relations with the board of education, superintendent, principals and other instructors in the school system. The vocational agriculture instructor *must* be loyal to the board of education and to his superintendent at all times.

The vocational agriculture instructor should *not* coach competitive athletics; he should *not* coach plays; except possibly in case of an extremely small school he should *not* be a class sponsor. A vocational agriculture instructor can *not* be recognized as a community agricultural leader when he is devoting time to things for which he is *not* trained and is *not* supposed or expected to be responsible.

In Retrospect

If we have had any success at all here at St. Charles, it is because we have devoted our full time to vocational agriculture—we have *not* spent any time on extraneous activities (i.e. competitive athletics, etc.) so common to many schools; with the aid of our Advisory Council we have organized and conducted the St. Charles County Fair and an extensive Adult Farmer education

(Continued on Page 231)

Does your program provide for - -

Young farmer participation in organizations

There is evidence that such training is needed

W. HOWARD MARTIN, Teacher Education, University of Connecticut

W. Howard Martin

THIS article presents additional data pertaining to the participation of veterans in organizations. The participation was classified in ten categories, as indicated in Table I. Participation, as used, includes: (1) membership in fraternal, social, civic, and professional organizations; (2) service as officer or committee member in any community organization; and (3) work on a specific community project. Projects of land improvement, home improvement, and the like were not included. (A number of veterans listed projects of this type pertaining to their individual farms as "community projects.") Also, membership in national farm organizations, co-operatives, and veteran's organizations were not included.

The data were obtained from the schedules used in the national study, *Education of Veterans in Farming,* published by the American Vocational Association.

A number of the questions on Schedule B in the national study provided for writing in names of organizations and for listing activities in specific community projects. These data were not summarized for the national study. A total of 5,268 of the original schedules were used. Of this number, 2,612 veterans reported no membership in organizations or activity in community projects. One hundred and eight indicated membership in a young farmers club as their sole organizational activity. About one fifth of the veterans participated in more than one organization or activity.

Table I. Participation of Veterans

Type	*Number of Veterans*
Recreational	11
Professional	14
Civic	17
Political	27
Social	34
Agricultural	67
Fraternal	182
Community projects	548
Church associated projects	576
Two or more preceding	1042
None	2612

Examples of specific clubs, organizations, or projects in each category follow:

Recreational: Sportsman's club, local baseball team, motorcycle club, square dance club.

Professional: Civil air patrol, rural letter carrier's association, military reserve unit.

Civic: P.T.A., Chamber of Commerce, Red Cross, Civilian Defense.

Political: School board, election clerk, draft board, town treasurer.

Agricultural: P.M.A. Committee, D.H.I.A., Farm Bureau, Grange, Farmer's Union, Poultry Growers Association, Hereford Club.

Fraternal: Masons, Elks, Knights of Columbus, Ruritan, Odd Fellows, Moose, Eagles.

Community: Road improvement, playground center, leader in scouts, 4-H club leader, improving community house, repairing schools.

Church: Build church, clean cemetery, repair and paint church, assist with Sunday school, Deacon in church, construct Sunday school room.

It can be safely assumed that the foregoing presents a reasonably true picture of the participation of those veterans in community organizations and projects. There is less certainty that young farmers in general fall in a similar pattern. However, there is no reason to believe that young farmers in general are much more involved in community life than were the veterans.

This estimate of the situation is reason for a continuing concern with the character of young farmer programs in vocational agriculture.

It is believed that the failure of young farmers to associate with community organizations and projects may have two related consequences. First, the lack of social contacts seriously limits the young farmer's educative experience essential to a satisfying life in today's world. Second, the lack of participation by the members of a community in joint activities impedes the advancement of community welfare.

Young farmer programs and other phases of education in vocational agriculture have commonly sought to help the individual and the community by emphasizing abilities required to produce efficiently. The question may be raised as to whether or not there are other problems and concerns which are of importance to success in agriculture. One such area of concern may well be the participation of young farmers in the organizations and institutions of their community. □

Relationships Within—

(Continued from Page 230)

program. (We conduct agricultural classes at night in the spring and summer for the city people interested in agriculture, i.e. bankers and other professional men); we have cooperated with everyone interested in agriculture in the service area; we attend all agricultural meetings held locally and attend as many as possible on a state level.

We keep the Board of Education and the Superintendent fully informed as to what we plan to do. We *don't* ask them what to do. The Board of Education and the Superintendent are *not* trained in agriculture. We have an Advisory Council to make recommendations to the Board of Education.

I have been in the St. Charles Service Area for the past thirteen years and I can truthfully say that cooperation between the Board of Education, the Superintendent and the Department of Vocational Agriculture has been 100% at all time. I believe this has been due to the fact that we have been extremely busy at all times devoting full time to agriculture. Every farmer in the service area knows the vocational agriculture instructor. I have been on the farms of every farmer in the service area and in the homes of most of them. I have worked with almost every farmer in the service area. We have four graduate veterinarians in the area; two of them are on my Advisory Council. They conduct my sessions on animal diseases for the adult farmers. The President of our Board of Education is a former Circuit Court Judge; he conducts the Farm Law session for our Adult Farmer and Young Farmer classes.

I believe the Superintendent and the vocational agriculture instructor should be partners in the vocational agriculture program working under the Board of Education. Here at St. Charles the Superintendent handles *all* matters involving finance in the vocational agriculture program. The vocational agriculture instructor handles *all* other matters in vocational agriculture. This plan has worked wonderfully for thirteen years in this community. With a good Advisory Council, I believe it can work in any community.

Every vocational agriculture instructor should have an Advisory Council and develop a comprehensive (Adult Farmer, Young Farmer, County Fair, Institutional On-Farm Training, classes for townspeople, community service, and all-day students) program. If an effective publicity program is not developed, there may be some misunderstanding on the part of the public as to the aims and purposes of vocational agriculture and the achievements attained. □

Theme for May—
"Evaluating programs in Vocational Agriculture"

Also, the annual list of Research Studies in progress.

"Learning by doing" and how it affects—

Vo-Ag relationships within the school

WARD HARRINGTON, Vo Ag Instructor, Macon, Missouri

VOCATIONAL agriculture is "different" from many courses offered in high school and, because of these differences, problems arise which may cause misunderstandings if the people concerned are not fully aware of why these differences are essential. There are school people who think they would avoid these problems if they offered general agriculture rather than vocational agriculture. We should all recognize the fact that things worth while take more thought, planning, and effort than things of lesser value.

Most of the differences between vocational courses and general courses are based on the fact that students do not learn by lecture, reading or conventional study nearly as well as they learn by experience. The old expression that you can believe very little you hear, one fourth of what you read and one half of what you see applies almost in the same degree to the effectiveness of these methods in classroom instruction.

"Learning to do; Doing to learn," the first two lines of the FFA motto, expresses the underlying reason why vocational agriculture must be different. Don't we all learn more effectively by doing? A student learns a few things by being told how; he learns much better by showing him how; but, he really learns when after being shown he experiences *the doing* himself.

Some of the Differences

Because learning by doing is a basic concept of vocational agriculture some deviations from conventional methods are necessary to accomplish the most with the students to which you are charged. Let's take a look at some differences in vocational agriculture and general agriculture to see how they all come back to the *learn by doing* idea.

Longer periods are required by Vo-Ag in order that students will have a chance to *learn by doing* on field trips; do farm mechanics work; test their own soil samples; or run cream, wholemilk and skimmilk samples from home, etc.

A *shop* for *farm mechanics* work is essential for effective training for students who, when on the farm, will have as great an investment in equipment and machinery as they have in productive livestock and crops. This in most cases will amount to several thousand dollars. Should they not be trained to properly operate, service, repair and protect this huge investment? To *learn by doing* in farm mechanics arc and acetylene welding, soldering, farm carpentry, concrete work, use of power machines, repair and construction of farm equipment and machinery is a great asset to a boy starting to farm.

Emphasis on Individual Instruction

Individual instruction on the farm and in productive projects takes much time of the instructor and the student, but, it is this individual attention that makes possible supervised *learning by doing* on the farm. Because of individual instruction on the farm, students practice and learn skills through their projects such as vaccinating and other simple veterinary jobs, parasite control, proper soil conservation practices, farm building construction and repair and improved farm management practices. It is no accident that students of vocational agriculture are able to grow more corn per acre, produce more pork per dollar of feed cost and increase production of dairy cows when compared with their dads who live and work on the same farm.

Training of the Vo-Ag Instructor is in a college of agriculture where he receives intensive training in agricultural education, farm mechanics, animal husbandry, dairy, poultry, soils, horticulture, entomology, economics, veterinary science and agricultural engineering. Most other teachers get their training at teachers' colleges which give them a different educational background. The above training is necessary in order that the Vo-Ag instructor can teach by doing *correctly* because jobs practiced incorrectly are also learned that way by the student.

Sources of Information Vary

A *library of texts* on the many phases of agriculture and hundreds of bulletins from the colleges of agriculture are used in classwork in vocational agriculture which makes lesson preparation much more time-consuming than for an instructor who teaches from one or two texts throughout the year. But, it is this wealth of knowledge of new and better practices constantly streaming from the colleges of agriculture that keeps agriculture abreast of the times because it, like medicine, is a constantly changing science. Proper learning experiences are dependent upon up-to-date and correct information.

Well, you say "what has learning by doing got to do with relationship of vocational agriculture to the school program as a whole"? The organization, administration and mechanics of setting up a good program of vocational agriculture is dependent upon instruction based on the *learning by doing* principle.

School Personnel Must Understand Vo-Ag Program

It is because of this principle that vocational agriculture is different from regular class routine. These differences can cause misunderstandings within the school if it is not clearly understood why they are essential in training farmers of the future. Longer class periods, expensive shops, on-farm instruction, different training of instructors, large library of references, twelve months working schedule and federal aid are all tied in directly to providing for the pupil the opportunity to *learn* by *doing*. These things bring problems to the school administration particularly when some teachers in the system do not understand the objectives of the program.

Many new teachers of vocational agriculture assume that school people in general understand well the program of vocational agriculture because of their own knowledge of the program, because they were trained in a college of agriculture and because of the high regard for Vo-Ag by farm people and students of vocational agriculture. This, many times, is not the case because many school people simply have not had the opportunity to become well acquainted with the Vo-Ag program and how it works. They are very busy people in their own field of work and have little time to consider the workings of other programs within the school.

We in vocational agriculture would do well to remember that in order to work smoothly with the total school program we must:

1. Not assume that school people always understand our program.
2. Always be ready to assume our rightful share of the multitude of extra chores that school teachers are asked to do.
3. Remember that because we emphasize the learn-by-doing principle we create many problems for the administration of the schools to work out.
4. Ask ourselves in all we undertake if it will be for the good of the school as a whole, because after all what we want is the best educational program throughout the school system.

Did I say "Vocational agriculture is different"? It need not be different, because it follows the principle which all good teaching should utilize. Look at the adult education classes, in all fields, across the land which have proved to be successful: farmers evening classes, typing, sewing, welding, carpentry, bookkeeping, auto mechanics, driver education, metal work, art, etc. What do they do? Here we find *LEARNING BY DOING.* □

The Cover Picture

The Vice-Principal in charge of pupil transportation, the Supervising Principal and the Vo-Ag Instructor examine a map of the school area showing the location of prospective pupils for the vocational agriculture department. The selection of prospective pupils is one of the administrative problems in the program of vocational agriculture. In this school this problem is accepted as a mutual responsibility of the school administration and the Vo-Ag Instructor. The matter of advising with such pupils is left to the Vo-Ag Instructor and the Guidance Director. The picture was taken at Ontario, New York, where Emory Faulks, the man on the right, is the instructor. (Photo, courtesy of H. L. Noakes.)

Send in pictures and explanatory legends for the *Stories in Pictures* page.

Administration of local programs is concerned with—

Testing for learning outcomes

GEORGE L. LUSTER, Graduate Assistant, The Ohio State University

George L. Luster

MOST experienced teachers of vocational agriculture have several folders of old agriculture tests occupying valuable space in their filing cabinet. When the time rolls around for eliminating excess baggage from the files, these old tests always present a problem. They are usually retained with the idea that they may save the teacher work in the future. Rarely have these tests been evaluated as to their effectiveness and too often they are used without revisions necessary for best results.

For the beginning teacher, testing presents another dilemma. He probably wonders whether testing is worth while. If he decides to use tests, he often feels inadequate to develop good testing devices. The ultimate result is not testing, continuing to administer a poor testing program, or recognizing the importance of good testing and continually improving testing instruments and techniques until classroom testing becomes a meaningful and worth while venture for both student and teacher.

Tests are employed for various purposes. Some reasons most frequently mentioned for giving tests are: (1) aids in teaching, (2) bases for determining awards, (3) devices for motivation, (4) guides for learning, and (5) measures of achievement. These reasons were evaluated by two different graduate classes at the Ohio State University and in both cases the reasons for testing receiving the highest ratings were (1) aids in teaching, and (2) guides for learning. Are these the most typical reasons for giving tests in vocational agriculture? The purposes receiving the lowest ratings were (1) bases for determining awards, and (2) measures of achievement. Are these not the primary objectives of the majority of written classroom tests?

Good use of tests involves four important steps. (1) The test is carefully planned. (2) The test is correctly prepared. (3) The test is tried with students. (4) The test is evaluated with the students. A well conducted program of classroom testing, including these steps, will improve the effectiveness of teaching and add interest to classes of vocational agriculture. Time and effort spent in this area will be useful to the teacher and rewarding to the students.

Each test should be planned with definite objectives in mind. The degree to which the test achieves these objectives, that is, it does effectively what it was intended to do, determines the validity of the test. All good tests are valid.

Another criterion of a good test is reliability. A test is reliable when it gives the same results with successive uses. The results of a reliable test are consistent and dependable. Reliability of a test can be determined only through a series of uses for the same test.

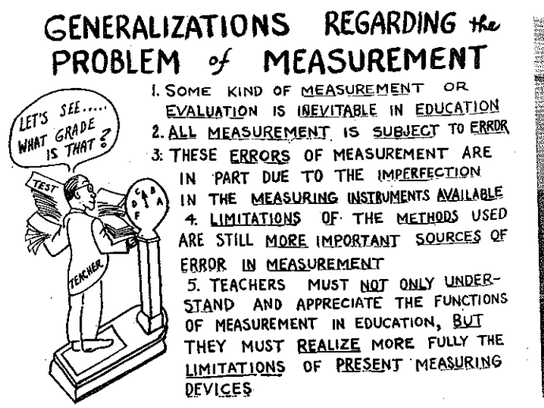
Too many teachers of vocational agriculture are ineffective in using classroom tests to promote learning. In some instances the teacher does not employ written classroom tests. Those using tests usually do so largely for determining student grades. Many teachers administer poorly planned tests, neither valid nor reliable, which have undesirable effects upon students.

In order for any test to be successful in achieving desired results, it must be accepted as being fair by the students. One principle of evaluation is that those being evaluated must accept the criteria by which they are evaluated if the results are to have any beneficial or meaningful results in changing their behavior. Students place no confidence in the results of tests that they believe unfair or not representative of what should be included in a test. When this is the case, little good develops from the situation. If students accept the test, its results can be used effectively in evaluating past teaching and in planning for future learnings.

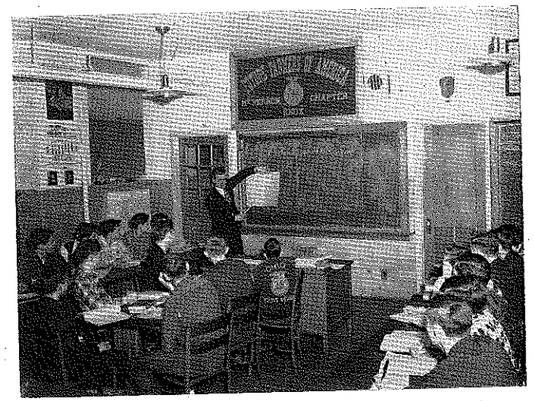
Good tests do not just happen. They are carefully planned and developed. C. C. Ross in *Measurement in Today's Schools* lists the following principles of test construction: (1) The preliminary draft of the test should be prepared as early as possible. (2) As a rule, the test should include more than one type of item (question). (3) The content of the test should range from very easy to very difficult for the group being measured. (4) It is usually desirable to include more items in the preliminary draft of the test than will be needed in final form. (5) After some time has elapsed, the test should be subjected to critical revision. (6) The items should be phrased so that content, rather than the form of the statement, determines the answer. (7) The items should be worded so that the whole content functions in determining the answer, rather than a part of it. (8) All items of a particular type should be placed together. (9) The items should be arranged in order of difficulty. (10) A regular sequence in the pattern of answers or responses should be avoided. (11) Provision should be made for convenient written record of the pupil's responses. (12) The directions should be clear, complete, and as concise as possible.

Some students experience four years in vocational agriculture and are unable to identify significant facts from a table containing agricultural data. Since this ability is of unlimited value in reading and understanding agricultural publications, it should be given emphasis in vocational agriculture classes. Tests on interpretation of facts can be developed

(Continued on Page 237)



One of a set of charts on testing and measurement, based upon "Measurement in Today's Schools" by C. C. Ross, originally developed in color by the author.



C. R. Fridline, teacher at Mt. Vernon, Ohio, teaching his class to correctly interpret significant facts from a table containing agricultural data.

Vo-Ag Classes can adjust to—

Rotating schedules

LLEWELLYN L. TURNER, Vo-Ag Instructor, Glastonbury, Conn.

Llewellyn L. Turner

FOR many more years than I sometimes care to remember, I have been a teacher of Vocational Agriculture. During this period, although working in 3 different schools and in 2 different states, the daily school schedule has been the traditional one of seven, 45-minute periods, each period repeated 5 days a week at the same time each day. Of course we had our customary double periods for Vocational Agriculture.

Then, without too much conditioning and preparation, our daily schedule was changed from the traditional type to a rotating one. Under this new schedule there were six one-hour periods, but only five of them scheduled for class meetings during any one day. Thus no two days of the week were the same since each day began with a different period. The schedule also included an "X" period, meeting once a week, which was used for assembly and special events programs.

Adjustment Necessary

Just picture the reactions of the teachers and students when the announcement of the new schedule was made by our principal. What had we done to deserve this? Change was all right for the other person, but as for us "let's let well enough alone."

Under the old schedule, we had 3 double-period classes in Vocational Agriculture out of a seven-period day, plus an Activity period. Each class met at the same time each day, and we averaged 7½ hours of Agriculture each week for each class.

Under our new schedule (Fig. 1), we had 5 periods of classes in a five-period day plus an "X" period once each week. Now the periods would be one hour in length, and we would be having a minimum of 8 hours of Agriculture per week for each class. With only 5 periods of class meetings each day and three double-periods per week for each group in Vo-Ag, what effect would this have on our program? This new program might be satisfactory for subjects requiring single-period classes, but as far as our work was concerned it was doomed to failure! How could it succeed when both faculty and students thought it to be one of those crack-pot ideas that would die out in a year or two.

The Schedule Works

Two short years have gone by since the new schedule has been introduced. In those two years the completely new schedule has become accepted procedure. The value of the rotating schedule has been more than demonstrated, and today it has earned a permanent place in the educational policies of the local administration.

The major disadvantage of the rotating schedule as far as Vo-Ag is concerned is the split double period and the single period on certain days. However, after working under this program for the past two years, we find that this condition, in many respects, is beneficial.

Our Junior-Senior groups (see periods 5 and 6 on Monday and Tuesday) suffer the most from single periods. On Mondays and Tuesdays they meet for just one period each day, while on Thursdays, though they meet for two periods, one comes just before lunch and the other after Activity period. They meet for 2 consecutive periods on Wednesday and Friday of the week shown. However, by planning our classroom, farm shop, and field activities so that our formal classroom work is carried on during single-hour days, the difficulty of single periods is reduced to a minimum. Incidentally, have we not often thought that two hours in the classroom with the same group is sometimes too long?

Because of the excellent cooperation of our principal and faculty, not only can we arrange, whenever necessary, to extend our single periods, but we can also carry right on through the noon hour and activity periods on those split-period days. Thus, while under the old schedule we had a minimum of 7½ hours of Agriculture per class each week, we now have at least eight hours with extra time whenever we need it.

Variable Timing Has Merit

Since we do not meet each class at the same time each day, we have a more flexible program, and we find it much easier to arrange certain activities. Let us assume, for instance, that the Sophomore group would like to visit the nearby fruit and vegetable auction market, which is open afternoons only. Under the old schedule, this class met every morning. To arrange such a trip meant upsetting the entire school program, and notifying the teachers that their classes would be disrupted. Under our rotating schedule, we wait until the class concerned meets in the afternoon, (Tuesday in the case shown), and arrange our trip for that day. There is no need to disrupt the school program or disturb any of the classes.

Fig. 1. Rotating Period Schedule—Glastonbury High School

	8:54–9:58	9:03–9:59	10:01–11:00	11:02–12:01	12:01–12:28	12:33–1:13	1:15–2:14	2:16–3:15
Monday	Homeroom	Per. 1	Per. 2	Per. 3	L	A	Per. 4	Per. 5
Tuesday	Homeroom	Per. 6	Per. 1	Per. 2	U	C	Per. 3	Per. 4
Wed.	Homeroom	Per. 5	Per. 6	X	H	T	Per. 1	Per. 2
Thurs.	Homeroom	Per. 3	Per. 4	Per. 5	C	I	Per. 6	Per. 1
Friday	Homeroom	Per. 2	Per. 3	Per. 4	H	V	Per. 5	Per. 6

PERIOD

Key to Symbols— Freshman Agr. I; Sophomore Agr. II; Junior-Senior Agr. III & IV

Variety is certainly the spice of life. Under our new schedule each day is different. Instead of a regular routine, which often tends to lead to monotony, each day is a new experience. Based on our experience over the past 2 years we heartily recommend the rotating schedule for Vocational Agriculture. □

A Contest for Teachers

"WHY I Teach," a contest for teachers, to encourage good teachers to remain in the teaching profession, and eligible young people to enter it, is again being sponsored by the American Legion Auxiliary. The contest opened November 1, 1953, and closes at midnight May 1, 1954.

Mrs. Carl W. Zeller of Gibsonburg, Ohio, National Security Chairman of the American Legion Auxiliary, in announcing plans for the contest which was held last year and is being continued as part of the national security program of the Auxiliary, said that contestants must have completed five years of teaching by June 1, 1954, and that each entry must be accompanied by a signed statement of release, giving the American Legion Auxiliary permission to use the entry.

The subject of this year's contest is, "The purposes and goals of a teacher in a free America." The form of the essay must be an open letter to a high school graduate, and the entry may not exceed 300 words, not be less than 100.

Both Divisional and National awards will be given. The Divisional awards will consist of a $50 U. S. savings bond, to be given to the contestant having the winning entry in each of the five Divisions. The National award will consist of a $250 U. S. savings bond, and will go to one of the five Divisional winning contestants. In addition, each Department may give a Department award if it desires. The judges will be selected from an outstanding group of citizens. Each Department, or state, has fixed midnight of May 1, 1954, as the deadline for the state entries.

For further information check with your local or state American Legion Auxiliary Department or with Mrs. Zeller. □

Improved administration of your program can result from—

A farm survey for farm mechanics

J. A. CREWS, Vo Ag Instructor, Cumberland, Virginia

Vo-Ag teacher and pupils determining jobs needed to repair farm fence.

WHAT are the teachers of vocational agriculture doing to meet the needs of farm mechanics in their community? Are their programs effective and adequate? Too often we as teachers are prone to sidestep the practical aspects of good farming. The day of teaching theoretical farming is gone. We must concentrate our efforts in presenting a practical functional program for our students of vocational agriculture. One of the most desirable methods of building a logical farm mechanics program is by surveying the actual conditions on the farm.

The use of the farm survey will help us as teachers to become more familiar with the home situation of each boy in our class. We may make many visits to a boy's home farm, but we would never find out all the information that would be gained by the use of the farm survey. If we do not have access to this information it is almost impossible for us to fit the farm mechanics program to the boy's needs.

It Is an Aid to the Boy

The primary objective of the teacher in making a farm mechanics survey for the individuals in a class is to teach the boys how to recognize the jobs on the home farm and to plan a farm mechanics program based on the needs of the farm. So often a boy walks over and around jobs that could feasibly be used in a farm mechanics program. All too frequently they are unable to see the jobs for the junk lying around. The form we use gives each boy a basis whereby he can objectively study each phase of his farming program. We as teachers must instill in the boy a desire to improve his lot. Most of the jobs that have to be done can be motivated by pointing out the financial savings, increased efficiency and the ease and labor saving aspects.

Our survey form helps to eliminate guess work in job selection. We use it to take an inventory of all the farm mechanics jobs on the farm. It points out the items which should receive consideration and attention. It helps to make the student become more aware of various jobs by focusing attention on all of the mechanical phases of his farming operation. By focusing attention and pointing out the needed practices, the guess work of job selection is eliminated.

Experience has shown that our survey eliminates the boy saying, "I have nothing to do." It is used to pin-point each job. Some students actually believe they have nothing to do. This form makes the boy become aware of jobs which he did not realize existed. It analyzes each farm mechanics unit on the farm and indicates the jobs that are to be done.

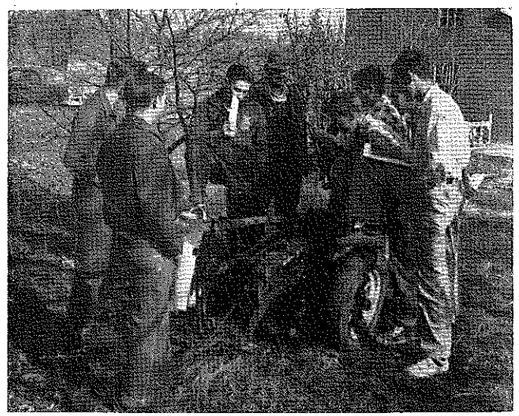
The Boy Is Stimulated

Every boy likes to have his ego inflated. The teacher should take advantage of this situation and impress on the boy that he is capable of setting up a farm mechanics program based on the conditions on his home farm. If a boy can feel that he is contributing to the organization of his program and is sharing in its development he will take much greater interest in the work. The use of a good survey form helps the boy to discover the farm mechanics needs and changes pertaining to his home farm. If properly motivated the average lad will accept the challenge and do his utmost to provide a complete summary.

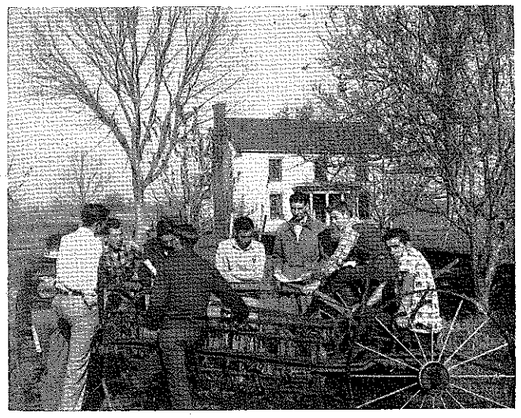
The form we use for the survey is based on twelve general headings as follows:

1. Cash enterprises with approximate scope and yield.
2. Contributing enterprises with approximate scope and yield.
3. (a) Additional enterprises the farmer thinks he needs in order to have a more desirable farming business.
   (b) Enterprises I think the farmer needs.
4. Present farm buildings and other structures and conditions of each.
5. Buildings needed and present buildings not needed.
6. Machinery and equipment and condition.

(Continued on Page 236)



The class surveys a tractor-plow for needed repairs on the home-farm of one of the members. The boy's father is an interested onlooker.



Another piece of farm equipment is examined by the class for needed attention in preparation for use later on. It will furnish jobs for the shop class.

Can a program be complete without—

Adult classes in agriculture

W. M. CUNNING, Vo Ag Instructor, Rainier, Oregon

MUCH has been written and said about the place and value of adult night schools in a vocational agricultural program as taught in high schools. In my estimation the arguments for such schools far outweigh those against this type of work. Giving this service to present farmers instead of confining your efforts to the Future Farmers will help any instructor in his work.

Some of the advantages are as follows:

It offers the teacher an opportunity to familiarize himself with the agricultural problems in his district.

It enables him to make personal friends and contacts.

It makes friends for the school.

It helps him plan his class work so that he is teaching subject matter that can be applied in home project work.

It creates interest on the part of the parent in the agricultural course his boy is getting.

There are probably many other benefits to be derived by conducting such schools. On the other hand such a program requires a lot of extra work on the part of the instructor. He will find that those attending these evening classes are more insistent on wanting visits from the instructor than are the day school pupils. If these on-the-farm-visits are not made and the class work followed up, many farmers may lose interest and quit attending. On the other hand if the night school farmers are supervised they will be more apt to put into practice the improved practices discussed in class and most of them will attend year after year. This makes it possible to develop long time programs that in a few years show results throughout the district.

The question often arises as to the best method of starting this work in a community. The writer has always worked through the Granges and other farmer organizations. In most places the Agricultural Committee of the Grange will sponsor the classes. They are willing to do this since it renders a service to the members and often causes an increase in membership. In publicizing the school give credit to the organization sponsoring the school and to the Vocational Agricultural Department for conducting the meetings. It is a mistake to advertise this service as a Future Farmers of America activity. To do so puts the work on the level of boys' organizations and club work.

Selection of Subject Matter

What to teach is sometimes a problem. If the school is to be a success the subject matter taught must be practicable and must in part at least be a solution to a problem. Farmers attending do so on their own time and expense and expect to receive information that will be of value to them in a practical way and that they can make use of in developing their farm programs.

There are a great many different types of farming represented at these meetings but a common denominator is the soil and its care and management. Animal breeds and crop varieties have been developed to a high degree. The margin of profit is being able to produce better than average crops or to get better than average production. To do this it is necessary to increase soil fertility and to maintain that fertility. This opens up a field that is common to all and is of much interest. The newer phases of agriculture such as antibiotics, hormone sprays, weed sprays and new varieties of plants are always of interest.

Manner of Teaching

How to teach all of this presents another problem. These adult farmers will not sit for three hours and listen to an explanation of theory. A certain amount of theory must be included to show a reason for the improved farm practice under discussion but those attending should be encouraged to offer information that will solve the problem in a practical way.

The local Vocational Agriculture instructor should conduct these meetings. On rare occasions someone from the outside can be used. It is not good policy for a local instructor to sponsor the school and then hire someone else to conduct the meeting. Especially is this true if the person employed is a local man.

In conclusion I would say that an evening adult night school is a necessary part of a Vocational Agriculture program in any community. □

The Vo-Ag teachers' association in Iowa sent in subscriptions to *Agricultural Education Magazine* recently for thirty-two people in the State *other than* teachers of vocational agriculture. The list included personnel in the office of the State Superintendent of Public Instruction, editors and other professional people. Apparently the teachers in Iowa believe that these people have enough interest in vocational agriculture and influence in Iowa to justify the expenditure of $48.00 by the association to keep them informed about the program through the Magazine. Would this apply in your State?

A farm survey—

(Continued from Page 235)

7. Machinery needed and machinery on hand not needed.
8. Major difficulties encountered in using machinery.
9. Evidence that machinery was not used properly.
10. Arrangement and conditions of fences.
11. Farm conveniences.
12. Conveniences needed.

The following is a sample list of farm mechanics jobs on a farm. (Chart 1) This is part of a farm survey taken on a boy's home farm and classified into sections of work. The farm shop program is built around this information.

Any practical program must have the proper background before it can be meaningful. A summary such as this could very well be the foundation of a comprehensive farm mechanics program for vocational agriculture on the secondary school level.

Properly used, this summary can be utilized even further than a shop background. It can be the basis for a complete program of work evolving around the individual students. (Chart 2) □

List Farm Mechanics Jobs Needed on the Farm and in the Home:

Jobs	Responsibility * See Key		Shop Section	Other Farm Mechanics Teaching Areas
Replace glass in storage house window	1	Ho.	Glazing	
Repair water pipe under sink	1	Ho.	Soldering	Farm Electrification
Maintain electric well pump	3 groups	Ho.		
Repair leaking chicken waterer	1	Sc.	Soldering	
Construct waterer stand	1	Sc.	Woodwork	
Repair and paint poultry house roof	2	Ho.	Sheet metal and painting	
Construct poultry feeder	1	Sc.	Woodwork	
Construct a hog trough	1	Sc.	Woodwork	
Construct a pig creep	2	Ho.	Woodwork	
Construct a hog shade and shelter	2	Ho.	Woodwork	
Sharpen axe and tin snips	1	Sc.	Tool fitting	
Sharpen saw and cold chisel	2	Sc.	Tool fitting	
Install bath room	YF	Ho.	Farm plumbing	
Layout and install sewerage disposal unit	4 group	Ho.	Farm plumbing & farm masonry	Farm Drainage
Construct a farm gate	2	Sc.	Woodwork	
Paint bathroom and back porch		Dad Mother Dad Sister Mother	Painting	
Make a calf halter	3	Sc.	Rope	
Construct drenching can	1	Sc.	(Sheet Metal (Soldering	
Construct a farm auto trailer	3	Sc.	(Cold Metal-arc (& Acetylene-wood-(working	
Maintain the milk cooler	2 group	Ho.		Farm Power and Machinery

* Key - The numbers 1, 2, 3, and 4 indicate when the job will be studied and carried out. Sc., mean job to be done at school; Ho., Home Farm Shop; YF., Young Farmer; D., Dad; M., Mother; S., Sister; B., Brother; and H., Hired Help.

Chart 1. A sample of the jobs or activities discovered on farms through the use of the survey.

FARM SHOP PROGRAM 2nd. Yr.

Cumberland High School School Year 1953 - 1954

Groups	A	B	C	D	E	F
	Michael Maurice Douglas Shelor	Marvin Rex Jack Sam	David Marshall Howard Garland	Rufus Edward Trigg Harold,		

Teaching Periods

Groups	Shop Time of 1st. 6 Wks.		2nd. 6 Wks.		3rd. 6 Wks.		4th. 6 Wks.		5th. 6 Wks.		6th. 6 Wks.	
A	Tool Fitting	Forge	Woodwork		Cold Metal	Home Plumbing	Tractor Maintenance		Masonry	Electricity	Arc Welding	Acetylene Welding
B	Arc Welding	Acetylene Welding	Tool Fitting	Forge	Woodwork		Tractor Maintenance		Cold Metal	Home Plumbing	Masonry	Electricity
C	Masonry	Electricity	Arc Welding	Acetylene Welding	Tool Fitting	Forge	Tractor Maintenance		Woodwork		Cold Metal	Home Plumbing
D	Cold Metal	Home Plumbing	Masonry	Electricity	Arc Welding	Acetylene Welding	Tractor Maintenance		Tool Fitting	Forge	Woodwork	
E	From the list of jobs under each section of work take up where he left off at the end of his first year. He will be repeating many skills to developed during his first year. Emphasize quality of workmanship and accuracy.											

Chart 2. An illustration of a partial shop program built around the kinds of problems found on farms of class members.

You can improve your program by—

Using non-school agencies in teaching*

A study of this question is reported by—

HENRY L. BONNER, Director of Student Teaching, Upper Iowa University

Henry L. Bonner

TEACHERS of vocational agriculture have excellent opportunities to integrate their school programs with community interests and needs. A teacher of vocational agriculture can not be a specialist in all phases of agriculture. A good teacher of vocational agriculture can be a better teacher by wisely using other trained people to aid him in his teaching program.

The use of non-school agencies does not necessarily provide for effective learning. It is desirable, however, that students have a variety of experiences. If the use of a non-school agency makes possible a variety of experiences, the learner should have the opportunity to benefit from those experiences.

It is the responsibility of the teacher to see that students have desirable learning objectives. Furthermore, he should provide the students with necessary information or sources of information for help in attaining their objectives. The use of a non-school agency may or may not compensate for the weak qualities of a teacher. A teacher who has well defined teaching objectives may, however, use non-school agencies successfully in attaining his objectives.

Because a number of Alabama teachers of vocational agriculture had successfully used community agencies in their teaching programs it was decided to find and bring together data relating to the use of community agencies by the teachers.

The data were collected and analyzed for the purpose of answering the following questions: (1) What non-school agencies did teachers of vocational agriculture make use of during the school term of 1951-52? (2) What is the difference in the use of non-school agencies by teachers of different success ratings? (3) What is the difference in the use of non-school agencies by teachers with varying years of teaching experience? (4) What is the relationship to success in teaching of the methods by which non-school agencies were used by teachers varying in success and experience? (5) What is the difference in the opinion of teachers in different success and experience groups toward the need for services of non-school agencies? (6) How do teachers in different success and experience groups differ in their evaluation of services of non-school agencies?

*Summary of dissertation submitted as partial fulfillment of requirements for Ph.D. degree, the Pennsylvania State University, June, 1953.

Method of Investigation

The questionnaire technique was used to collect data for this study. Returns were received from 184 of the 253 white teachers of vocational agriculture.

Members of the Agricultural Education Staff then grouped the respondents as "superior," "average," or "fair," on their ability as a teacher.

The teachers included in the study were then grouped in three categories based upon the number of years of experience they had had in teaching vocational agriculture.

These experience categories were: (1) one through five years, (2) six through ten years, (3) more than ten years.

Findings

1. The analysis of the data reveals that twenty non-school agencies were used by teachers of vocational agriculture.

2. The agencies used could be systematically classified as federal and state agencies, commercial agencies, and public relations agencies.

3. The following 19 agencies were used by teachers of vocational agriculture. (The agencies are listed in rank order from high to low according to the number of teachers using the services of each agency) (1) Soil Conservation, (2) Extension Service, (3) State Forestry, (4) Oil Companies, (5) Production Marketing Association, (6) Power Companies, (7) State Game Commission, (8) Publishers, (9) Lumber Industries, (10) Radio Stations, (11) Paper Mills, (12) Chamber of Commerce, (13) Farm Bureau, (14) Civic Clubs, (15) Cooperatives, (16) Tennessee Valley Authority, (17) Federal Home Administration, (18) Cotton Mills, (19) State Park Service.

4. The data revealed that agencies classified as federal and state were more widely used than any other group of agencies.

5. Teachers rated "superior" tended to make greater use of federal and state agencies than teachers in either the "average" or the "fair" groups.

6. Teachers made greater use of federal and state agencies for demonstrations, field trips, and movies than of either commercial or public relations agencies.

7. A higher percentage of teachers indicated a greater need for services of federal and state agencies than for commercial or public relations agencies.

8. A higher percentage of teachers gave an "excellent" evaluation to the services of commercial agencies than to either the federal and state or the public relations agencies.

Conclusions

1. Teachers of vocational agriculture in Alabama are making considerable use of non-school agencies in their teaching programs.

2. There was a limited number of non-school agencies used by more than half of the teachers reporting.

3. With only a few agencies did teachers tend to make extensive use of their services by demonstration, or by field trips, or by movies.

4. The number of teachers that use public relations agencies is comparatively low.

5. The data indicate that teachers of vocational agriculture do not feel a "great need" for the services of public relations agencies, as classified under this study.

6. It may be concluded that the teachers made greater use of non-school agencies for technical purposes than for non-technical purposes.

7. The teachers of vocational agriculture made greater use of agencies more directly related to agricultural activities.

8. There is no significant relationship of success in teaching and of teaching experience, as used in this report, to the use of non-school agencies by teachers of vocational agriculture in Alabama. □

Testing for learning—

(Continued from Page 233)

to aid students in becoming competent in this ability. One method used in developing these tests involves constructing statements based upon a table containing agricultural data. These statements may be (1) true according to the data, (2) false according to the data, and (3) not supported by the data as being true or false. Students are to check the correct answer for each statement. Boys usually enjoy these tests and they are very effective in teaching boys to understand and become interested in tables, graphs, and charts containing pertinent agricultural information.

While tests are valuable devices in teaching, it must be recognized that they have definite limitations; therefore, they should never be considered as the only evaluative criterion in vocational agriculture. Each test is merely a sampling of information, attitudes, understandings, interests, and appreciations. It is impossible to measure all that occurs in the classroom just as it is impossible to measure all the characteristics of learning in any particular student. □

Send in pictures and explanatory legends for the *Stories in Pictures* page.

Wanted: Items from teachers of "Tips that Work." Tell others about your ideas, in fifty to one hundred words. Let's trade ideas.

Factors affecting the placement of vo-ag teachers

(Continued from Page 225)

Perhaps they own their own home and have spent years fixing it up the way they want it. To move means doing it all over again. Understandable, certainly, but of little assistance to the schools badly in need of their "know-how" and prohibitive to their own professional advancement.

The Schools

In view of the supply-demand imbalance described, neither the placement man nor the candidates can afford to overlook the importance of certain factors which will vitally affect the prospective teacher's chances for success on the job. The writer makes no attempt to rank them in order of importance, but among them are: (1) *Facilities*, present and proposed. The less provision made for adequate space and equipment, the more emphasis the school would seem to place on agriculture as an academic, rather than a vocational, subject. (2) *Importance of agriculture in the local economy*. The extent to which agriculture is a major industry in the area would appear to be directly related to the number of boys from farms planning to enter farming or farm-related business and, hence, to the emphasis which the Vo-Ag department could expect to receive in the school curriculum. (3) *Philosophy of the administration in respect to the Vo-Ag program*. In the more rural communities the importance of the Vo-Ag teacher to the school as a medium for public relations (good or bad) cannot be overlooked. Usually he has more frequent and more direct contact with more people than any other member of the school staff. Nevertheless, there are schools which appear to consider the program primarily as a schedule dumping-ground for the boys who can't qualify for the college preparatory program or who are having difficulty in the more academic courses.

Some of the following clues may be considered as fairly accurate indications of an unfavorable philosophy: inadequate facilities and materials; a request for the Vo-Ag teacher to assume some classes in another field (usually industrial arts or science); additional responsibilities unrelated to Vo-Ag (e.g., driver training, coaching or assisting in one or more sports); a request for inexperienced candidates with emphasis on minimum "asking price" rather than on special qualifications.

Conclusion

Placement is a continuous process. You can seldom foresee when that job you can't afford to overlook is going to become available. Neither can you predict when circumstances will develop in your present congenial, secure position which will make it desirable for you to investigate other possibilities. Therefore, it is in your best interest to keep your placement file up-to-date at all times. Your records should include all additional training, experience, honors, and organizations subsequent to your graduation from college. You should have one or more letters of recommendation for each position you have held; otherwise, you may not be able to get them when you need them. If you have no placement folder, you should contact the office responsible for assisting in the placement of Vo-Ag teachers in your state and start one immediately. You may never wish to use it; you may never need to use it. Even though you never activate it, your placement file is good "job insurance" with little cost in effort or money. Keep your placement man informed as to your current status, your preferences and your restrictions. Be as specific as possible. He, in turn, can keep you informed as to current trends in demand and salaries as well as opportunities especially applicable to you. The schools, the profession of agricultural education, and you can benefit if you help to make placement a mutual process. □

THEMES FOR VOLUME 27 OF THE MAGAZINE

July—*Improving Public Relations*—with emphasis on Fairs, Exhibits, Demonstrations, Tours, Contests and other means of bringing your program to the attention of the public.

August—*Preparation for Citizenship through Vocational Agriculture*—recreation and camping, leadership training, cooperation, health, civic responsibilities and other values developed through programs of vocational agriculture and the FFA.

September—*Improving the Teaching-Learning Process*—organization of classes; guiding pupils in the selection of vocational agriculture; teaching techniques, devices and aids; pupil-teacher relationships; class-room management; testing for learning outcomes; use of home visits; individual and group instruction; using pupil records and reports; evaluation of instruction.

October—*School and Community Relationships*—cooperation in the total school program; participation in community activities; adjusting the program to the community; selection and use of advisory councils; serving non-vocational groups; maintaining professional relationships; problems of beginning teachers.

November—*Working with Out-of-School Groups*—any phase of the program of young and adult farmer classes, such as organizing classes, planning programs of instruction, teaching procedures, on-farm instruction, evaluation of instruction, and local and state plans for administering programs.

December—*Improving the FFA Program*—emphasizing all aspects of the FFA as a means of conducting effective programs of vocational agriculture at the local, state and national levels.

January—*Increasing Emphasis in Farm Mechanics*—facilities for teaching and their use; selection of instructional content; teaching procedures; safety in the shop; relationships with other instruction; organization of the farm mechanics instruction; relationships with industrial arts.

February—*Administering the Program of Vocational Agriculture*—problems of local administration; use of advisory councils at local and state levels; cooperation with other teachers; records and reports—their significance and the uses made of them; problems in employment of teachers; administration and supervision at the state level—from the standpoint of both the teacher and the administrator; maintaining a complete program of vocational agriculture in a community; the work-load of a teacher; experiences with multiple-teacher departments.

March—*Improving Pupils' Farming Programs*—individual farming programs as a basis for pupil selection; the selection of programs; use of cooperating farmers for pupils with inadequate opportunities; types of programs leading to establishment in farming; changes in concepts of farming programs; the place of contests; records and accounts—kinds needed and their use; evaluation of farming programs.

April—*Teaching as a Profession*—improving professional growth and status; professional ethics; recruiting teachers; our professional organizations; selection and evaluation of professional reading material; writing for publication—how and what; professional relationships in the school and community.

May—*Evaluating Programs in Vocational Agriculture*—emphasis upon evaluation of any phase of the total program—in-school groups including the FFA, out-of-school groups, school and community participation; reports of research studies; evaluation of programs at all levels—local, state and national. (This Issue will include the annual listing of research studies in progress.)

June—*The Summer Program*—program planning; vacation plans; relations with the school; community activities; preparation and organization of facilities and materials for the coming school year; conducting individual-pupil instruction; programs of camping and recreation; conducting the FFA program; preparation for Fairs and contests.

The above list of themes for the twelve issues of Volume 27 is announced at this time in order that you may anticipate wherein the Magazine may be of assistance to you during the coming year. At the same time you may be prompted to contribute from your experience toward a more complete discussion of one or more of the problems implied in the various themes. You are urged to do so, remembering that articles must be submitted three months in advance of the publication date. The brief explanatory statement under each theme is to provide only a suggestion of some of the directions in which the theme might lead and is in nowise meant to limit your interpretation of it. Again may we remind you that pictures to illustrate your ideas or accounts of experience always are welcome so long as they are clear and to the point.

Continued in Volume 27 will be the Book Review section, the page for *Stories in Pictures,* space for *Tips that Work,* and a probable new section to report professional and instructional aids being developed and used in the various states.

—Editor □

Send in pictures and explanatory legends for the *Stories in Pictures* page.

BOOK REVIEWS

FARMERS SHOP BOOK, by Roehl and Longhouse, 10th edition, pp. 452, illustrated, published by the Bruce Publishing Company, Milwaukee. Catalogue price, $3.88.

The farm mechanics areas included in this revision are quite familiar: grinding farm tools, fitting saws, fitting farm tool handles, working cold metal, forging, equipment and soldering, the farm workshop, a community repair shop, carpentry and woodworking, a rural high school shop and classroom, rope-work, electricity for the farm and home, farm welding, and farm machinery. The book is well written and profusely illustrated with pictures and diagrams. Teachers who need help in the area of fitting farm tools will find the descriptions of the procedures and the accompanying diagrams of great value and easy to follow. The chapter on a rural high school shop and classroom includes plans which are not quite in line with present day thinking regarding either space requirements or organization. It would also seem that the space devoted to questions at the end of each chapter might more appropriately be devoted to listing a few selected related readings and references. The chapters on farm welding and farm machinery are new. The trouble charts (listing the troubles, causes, and corrections for plows, grain drills, hay balers, mowing machines, and forage harvesters) in connection with the chapter on farm machinery should be very useful and valuable.

—AHK

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PRACTICAL POULTRY BREEDING, by Don C. Warren, 1st edition, pp. 242, illustrated, published by the MacMillan Company, New York. Price, $4.50.

Practical Poultry Breeding was written primarily for the group of workers who are specializing, or wish to specialize, in the production of poultry for breeding purposes. It contains chapters on the history of poultry breeding, elementary genetics, objectives of breeding, reproductive problems, methods of mating, procedures in pedigreeing, systems of selection, mechanics of family breeding, example of a breeding program, breeding for improvement of economic traits, cross-breeding, inbreeding and hybridization, methods of sex distinction at hatching, sources of information on breeding stock, and plans for a breeding house. The book contains 18 tables and 55 clear illustrations of the activities of the poultry breeder as he performs the many skills required in his job. Of particular interest is the chapter giving an example of a breeding program where the rules and opinions presented in the rest of the book are put into practice. The chapter on elementary genetics gives a brief description of the laws of inheritance in a simple, clear cut manner. No list of selected readings and references is provided for the individual who might wish to carry his studies beyond this particular book. As the title indicates, it is a description of the procedures and techniques used in the practice of poultry breeding—written for poultry breeders.

The author is well known in the poultry breeding field. He is a graduate of Indiana and Columbia Universities. Formerly a Professor of Poultry Breeding at Kansas State College, Dr. Warren is now the National Coordinator of Regional Poultry Breeding Projects for the United States Department of Agriculture at Purdue University. —AHK

* * *

FARMING PROGRAMS IN VOCATIONAL AGRICULTURE, by G. P. Deyoe, 2nd edition, pp. 604, illustrated, published by the Interstate, Danville, Ill. List price, $5.00.

Agricultural Education people will be happy to note the complete revision and modernization of the most comprehensive writing available on farming programs in vocational agriculture. Major topics covering farming programs treated in the publication include their importance, nature, relation to establishment in farming, evaluation, examples of activities, selection and planning with high school students, guiding students in carrying out farming programs, keeping and using records, developing farming programs with young and adult farmers, supervising the farming programs, and educating teachers for responsibilities with farming programs. The book is designed for use in teacher training programs, in graduate courses, and as a professional guide for all people who have responsibility for the development and conduct of programs of vocational education in agriculture. Although there are some changes in the organization of the book, the major changes are in bringing the book up-to-date with present day thinking regarding the importance, breadth, and scope of farming programs, with increased emphasis on young and adult farmer education. The author has also included a great variety of illustrations to show the devices and techniques used by teachers across the nation in their efforts to develop superior farming programs. Each chapter contains a list of related readings for those who wish to go beyond the detail presented in the book. One interesting feature is the increased number of illustrations. There are nearly 500 photographs including pictures from each of the 48 states, Puerto Rico, Hawaii, and Canada. The practical guides for developing and evaluating the teacher's farming program activities should be of great service to teachers in the field.

The author needs no introduction to most of the readers of this magazine. A teacher trainer for many years, he is at present on the Agricultural Education staff of the College of Education, University of Illinois. He has authored and co-authored several other books, widely used by teachers of vocational agriculture. —AHK

YOU AND YOUR ADMINISTRATOR, prepared by The California Bureau of Agricultural Education, S. S. Sutherland, committee chairman, published by Interstate, pp. 26, paper covered, single copy, 18¢, 100 or more copies 14¢.

This booklet is directed toward teacher-administrator relationships for teachers of vocational agriculture. The first part lists twelve special difficulties which appear to be inherent in the job of teaching vocational agriculture and often lead to misunderstandings between the teacher and his administrator. Part two of the pamphlet briefly but effectively treats some principles of personal relationships. In part three the authors list ten commandments for good teacher-principal relationships. "You and Your Administrator" presents briefly and most effectively the problem of teacher-administrator relationships and should prove helpful to teachers of vocational agriculture, agricultural supervisors, teacher trainers and school administrators. —APD

Tribute Paid to Ray Hahn

Ray L. Hahn, who retired as State Supervisor in vocational agriculture on January 1, was honored recently by his many friends and fellow-workers in Connecticut. At a testimonial dinner in Hartford he was presented with a bound volume of testimonial letters by Dr. Howard Martin from his associates. Agencies represented on the program for the occasion were the State Board of Education, the Bureau of Vocational Services, the College of Agriculture of the University of Connecticut, the Connecticut Light and Power Co., the State Association of Future Farmers of America, the State Grange, and the Vo-Ag Teachers' Association.

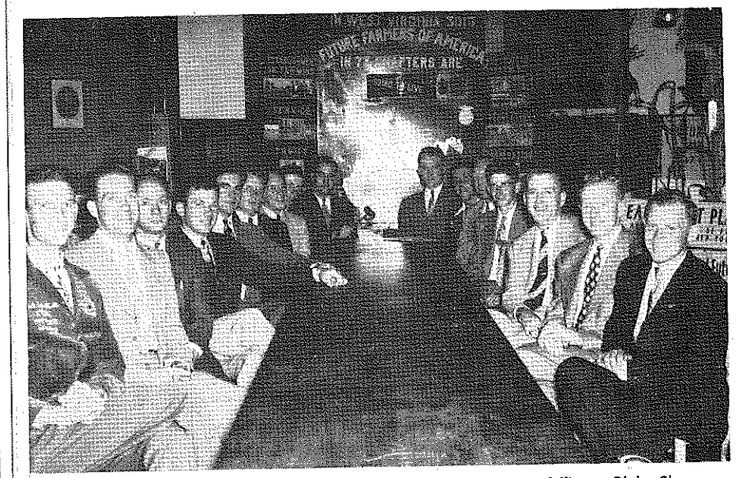
Vocational agriculture cadets at California State Polytechnic College edit and publish about ten issues of the Collegiate FFA News as a class project each year. For several years the Collegiate FFA Chapter reporter edited this newsletter—now all prospective vocational agriculture teachers get into the act.

The assistant teacher-trainer used to spend many hours helping the reporter with the newsletter. He now takes two hours to explain the purposes and advantages of having a newsletter, the mechanics of getting one out, and assigns a different editor for every issue of the year. From then on a student editor carries the ball—this includes reporting, writing the articles, editing, making the layout, cutting the stencils, mimeographing, assembling, and mailing the finished product to all ag-teacher candidates, faculty members, and others interested in the program.

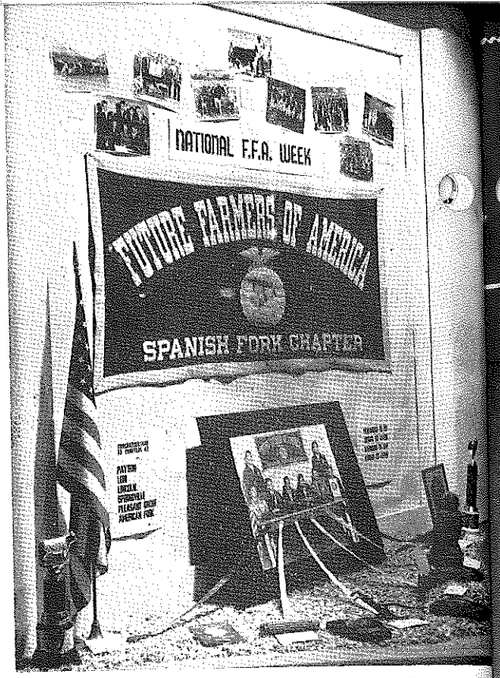
The newsletter comes out just a few days before each Collegiate FFA meeting to serve as a meeting notice as well as keeping teacher candidates up-to-date on agricultural education activities.

KARL BAKKEN
Student Teacher
Hemet, Calif.

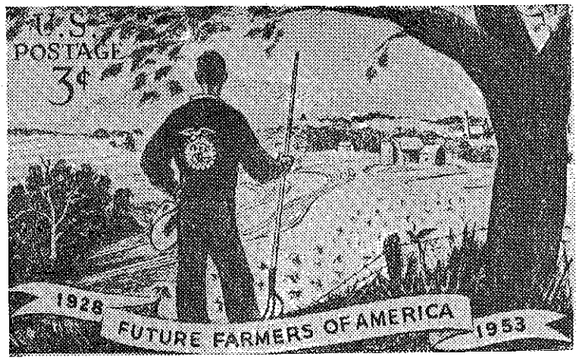
Stories in pictures



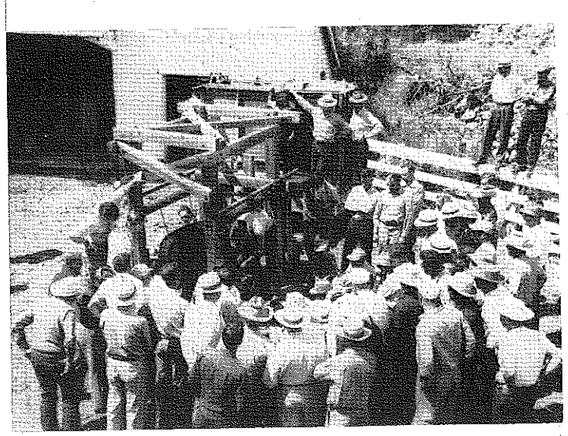
The West Virginia FFA State Association has an active Past State Officers Club. Shown above are the past state officers who organized the club at Jackson's Mill in connection with the annual State FFA convention in Augusts, 1947. Joe P. Bail, with gavel, was the first president of the club.



A store-window display prepared by the Spanish Fork, Utah, Chapter and placed in the county shopping center during National Future Farmer Week.
(Picture furnished by Farrell G. Olsen, Vo Ag Instructor, Spanish Fork, Utah)



The FFA 25th Anniversary Commemorative Stamp.



A part of the 200 Young Farmers participating in the 6th annual Young Farmers tour in Utah. Here they are observing a beef foot-trimming demonstration at the Winterton Ranch, Kamas, Utah.

Young Farmers in Utah looking over the Hereford herd on one of the stops made during the annual tour of the Young Farmers Association.

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