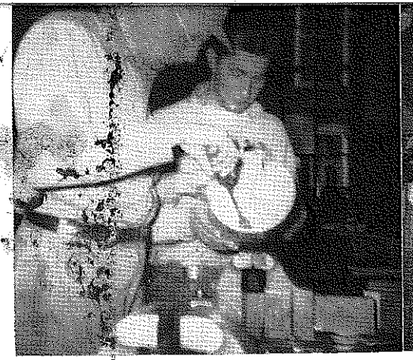
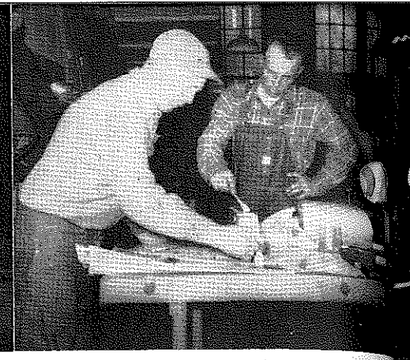
The AGRICULTURAL EDUCATION Magazine

VOLUME 26 JUNE, 1954 NUMBER 12

Stories In Pictures

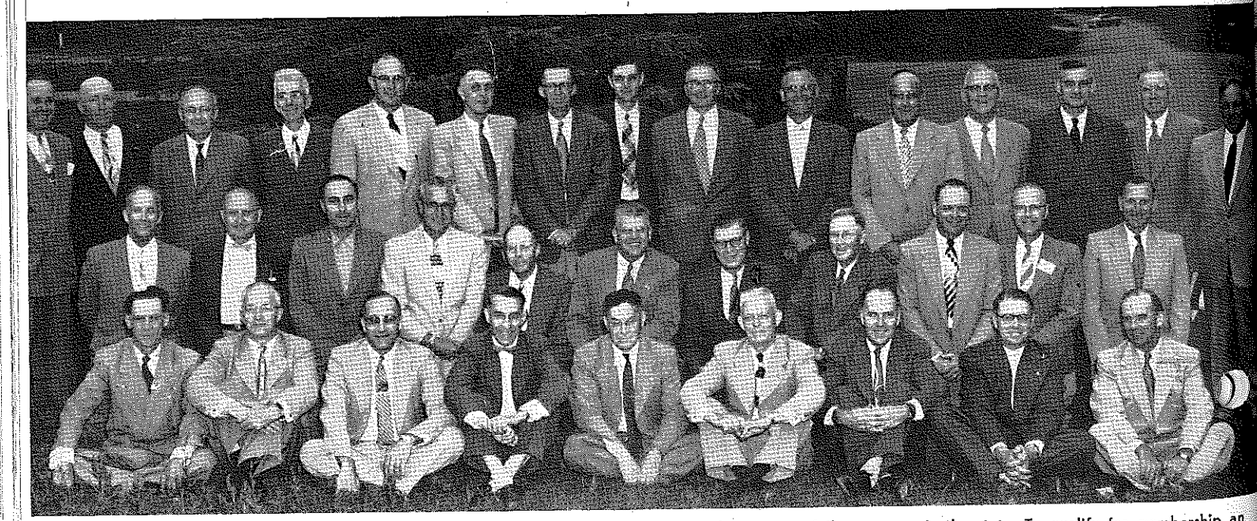




An annual feature of the Veterans Farm Training class at the Antigo Vocational School, Antigo, Wisconsin, is the short course in Farm Shop. This is conducted during the Christmas recess while the day classes are on vacation. The men shown in the pictures are part of the 55 veterans enrolled this year. They are removing rust from squares and soldering feed scoops. The 40 hours of shop work include, besides soldering, work in welding, tool fitting, woodwork and farm machinery. Instructors are Fred Whitemarsh, Walter Schultz, and Bernard Kjelstad. (Pictures by Bernard Kjelstad.)

A Young Farmer's home shop. Illustrated here are practices of shop organization and arrangement which were learned in shop classes. (Photo submitted by H. P. Sweany.)

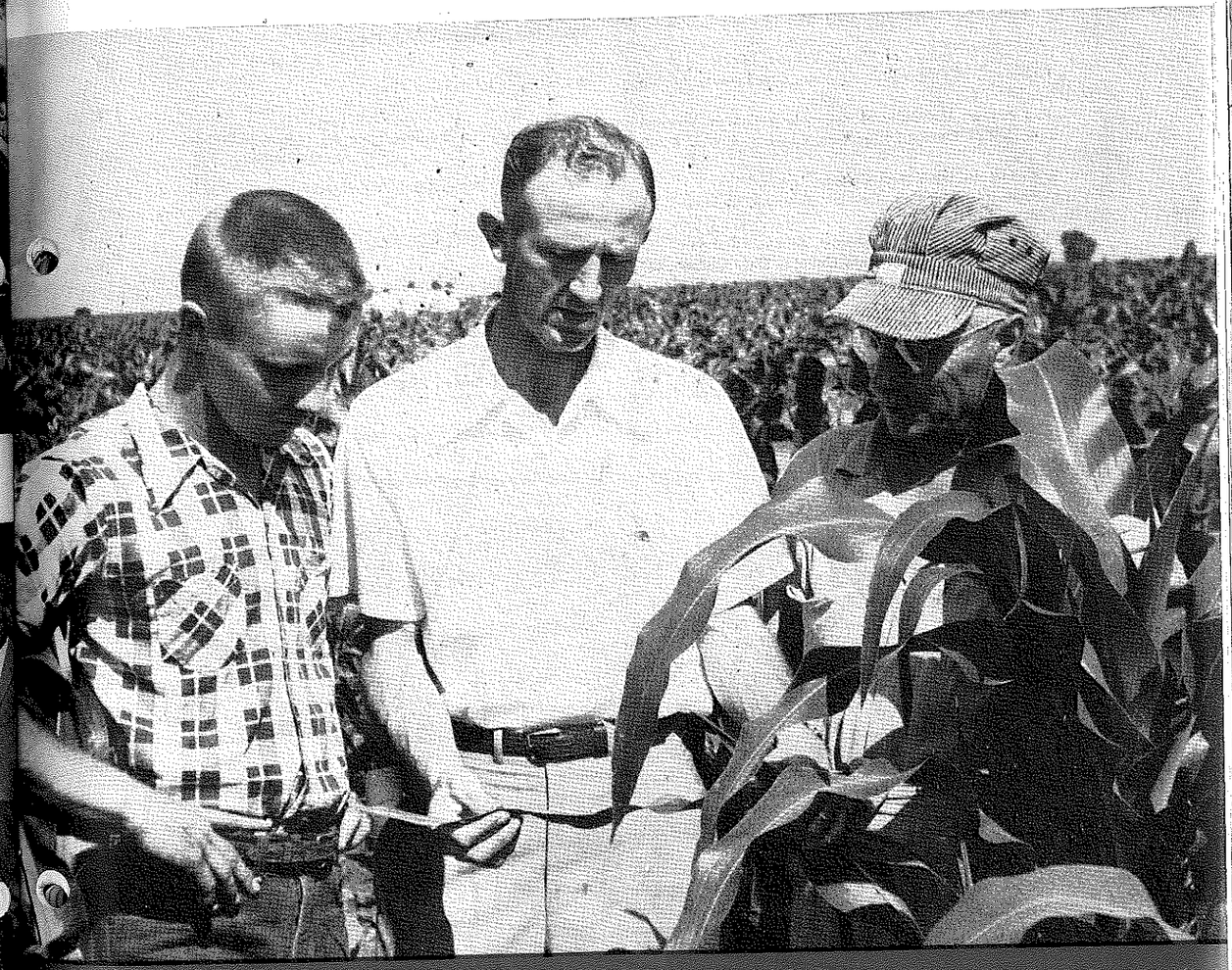
Members of the Past State FFA Officers Club of West Virginia and their families are shown on the camp grounds of the state-wide FFA-FHA Camp at their annual picnic held in 1952.



Members of the Wisconsin Agricultural Twenty Year Club held their Annual Meeting at Madison during the Summer Conference in June. After enjoying a delicious steak dinner at the Top Hat Restaurant, the group was addressed by Chief Louis Sasman, who commented on the effect of tenure in teaching upon the success of the program in the state. To qualify for membership an Agriculture instructor must have completed twenty successful years of service. There are now sixty members whose years of service total 1479 years. (Picture, courtesy of John Klipstein.)

Featuring

The Summer Program



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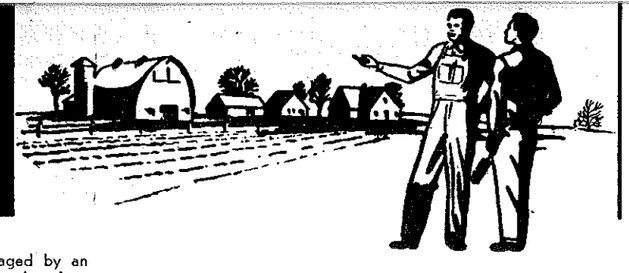

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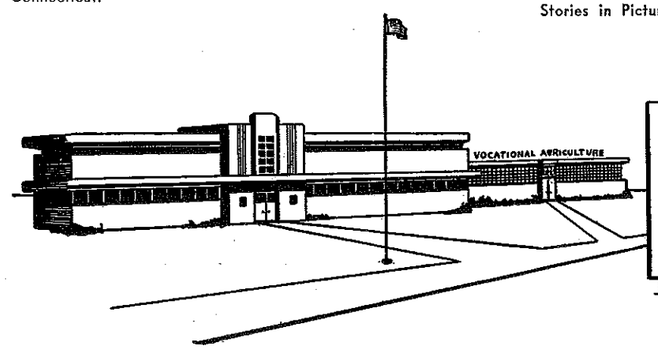
Contents



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Editorials

Guest Editorial

HAROLD S. MAY, Chairman, Lauderdale County Board of Education, Florence, Alabama

The successful farmer today is one whose plans call for a productive program for the entire year. To encourage such a program farm boys in our high schools are given courses in Vocational Agriculture that include both theory and practice on a twelve months basis. This requires that an effective program of activities by the Teacher of Vocational Agriculture be carried on during the summer months.

The summer activities of the teachers are of equal importance and possibly more effective than the regularly scheduled instruction and shop work carried on during the months that schools are in session. These activities are many and varied.

A very important phase of the teacher's summer program is his work with the farmer in the preservation of food. The teachers assist farmers in planning a farm program that will provide the family with a variety of foods and a sufficient amount for the year's supply. Next, they teach and assist in the proper canning methods for the various foods and instruct in the best means of preventing pest damage. Through this program, farmers are being taught to be independent by producing and preserving their own foods.

Paramount in the summer activities program of the teachers of Vocational Agriculture is the supervision of previously planned project work. Here the teacher assists the students in putting into practice theories studied in the regularly scheduled classes. These projects consist of the growing of corn, cotton, vegetables and the production of livestock and poultry. The old proverb: "The chain is no stronger than its weakest link" is certainly true when thinking of supervisory visits and a good program of Vocational Agriculture. Teachers recognize this fact and continue their visitation program through the summer months.

In addition to the work with the student projects, much of the supervisory work is concerned with helping adult farmers during the busy summer months. Many adult meetings are held during the fall and winter months but follow-up meetings are held during the spring and summer. Farmers are instructed on how to produce new crops to replace acreage lost as the result of Federal controls and other problems, such as planting and getting stands, cultivation, fertilization and marketing of farm products.

Most of our schools have fine, well-equipped farm shops and farmers are urged to use them. Here, during the summer months as well as when schools are in session, adult farmers join with the students in learning to repair and care for farm machinery. Instruction is also given on the importance of caring for shop equipment.

Teachers of Vocational Agriculture are concerned with the conservation of soil and wildlife and, to this end, have organized clubs to carry out these programs. Soil conservation practices are major subjects of their summer visitations and the need for wildlife conserva-

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Vocational or general agriculture?

LOUIS S. SASMAN, Chief, Agricultural Education, Wisconsin

Shall we continue to operate a vocational agricultural program or shall we abandon it in favor of general agriculture? That, it seems to me, is the heart of the problem raised by Herb Schaller in the first statement in his editorial in the March issue of *Agricultural Education.*

The very fact that Schaller, as a town boy, graduated from Vo-Ag is an indication that town boys haven't been prevented from taking vocational agriculture. The situation was well stated by Smith in a companion editorial in saying that if a boy will arrange to develop a well rounded supervised farming program, he is just as eligible for Vo-Ag training as any farm boy. Most town boys, however, who would like to get into Vo-Ag are not interested in preparing for farming.

In Wisconsin, in 1952-53, the average enrollment per instructor was 55 in high school classes and 80 in total high school, young farmer and adult classes. While everyone interested in agriculture would probably agree that agricultural instruction is good for everyone, I don't believe we should tear down or dilute the program of vocational agriculture to provide a program of general agriculture. It's diluted enough in many places now. We should, though, provide vocational agricultural training to all those who are interested in preparing for farming and will make arrangements for a sound program of experience in farming.

Whether vocational agriculture should train for agriculture rather than for farming is a good question. Only 15% of our population is now on farms and that percentage is continually decreasing. A lot of the boys enrolled in vocational agriculture have never intended to farm; a lot of them can't farm no matter how much they may want to. The law states that vocational agriculture "shall be designed for those who have entered upon or are preparing to enter upon the occupations of the farm or the farm home." The occupations of the farm certainly include public relations and the development and conduct of sound agricultural programs. We may, in some places, need a little broader vision but I believe that the provisions of the Smith-Hughes law provide for the continued development of a sound vocational agricultural program.

To drop the dollar sign from vocational agriculture and FFA publicity, I would most heartily agree. The value of schooling or training is certainly not measured in the terms of the income a person makes while getting the training. Many State Farmers, American Farmers, Star Farmers, and other award winners have reported earnings far beyond the measure of reasonable accomplishment. In Wisconsin, we have discontinued financial reports on supervised farming programs for the past several years. We are obliged to continue them on FFA reports because of degree requirements.

We believe vocational agriculture and the FFA should stress the activities carried on as part of the

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How time is used

A teacher reports on the distribution of Summer Time found to be effective

JOHN A. WEBB, JR., Vo-Ag Instructor, Mariposa, California

John A. Webb, Jr.

WE were driving along high on a mountain road. Occasionally we would catch a glimpse of Half Dome and El Capitan in Yosemite National Park. Marc was at the wheel, and as we rode along, I would attempt to identify the various types of brush as we passed by.

We soon reached our destination—an area heavily infested with Klamath weed. Our job for the day was to harvest some of the Klamath weed beetles which were slowly consuming the weed. These small beetles are probably the only practical way of controlling the weed in our area. Soon we had our containers filled, and started on the hazardous road down "Burma Grade." Several hours later we had planted the beetles in a distant part of the county, hoping that the tiny bugs would control the dangerous Klamath weed biologically. This was the way I spent one day last summer on the job.

Out-of-School Time Is Needed

Vocational Agriculture teachers in California are hired on a 12-month basis to render 11 months of full-time service to the school district. That means that these teachers have at least two months in which to build up farming programs, hold meetings, repair equipment in the farm mechanics shop, supervise FFA activities, attend Summer Conference, etc. If it were not for these two extra months of work, our vocational agriculture programs would not be nearly so effective.

In analyzing the past summer program at Mariposa County High School, Mariposa, California (a one-man department), the following categories were selected:

Project Supervision	155 hrs.	33%
County Fair	97	21
Shop maintenance, etc.	54	12
Office work	72	15
Field work other than project supervision	40	9
Meetings	32	7
Clean-up	14	3
	464	100%

Project Supervision

I believe that any vocational agriculture teacher will agree that this phase of our program is the most important and should receive the greatest percentage of out-of-class time during the year, as well as in the summer. The time spent locating stock for Future Farmers also was included here. A total of 1,897 miles was traveled on department business during the summer, most of it for supervising farm programs and visiting prospective Freshmen.

County Fair Activities

Many teachers may feel that too much time has been spent in this field. However, more than 90% of the students participated in the fair. Being in a mountainous area, we do not attempt to exhibit in as many fairs as other departments do. This means that we concentrate our efforts on three shows—the County Fair, County Junior Fair, and the Junior Grand National Livestock Exposition in San Francisco.

A Future Farmer booth, a Young Farmer booth, a Future Farmer float, livestock, farm mechanics, and crop exhibits accounted for the greatest amount of time spent in this category.

Office Work

This time was spent revising files, preparing for meetings, corresponding, ordering supplies, ordering audio visual aids, publishing a newsletter, writing news articles, and studying personal files of prospective students.

Farm Mechanics

During this time, equipment was put in shape for the coming year, supplies ordered and purchased, shop area cleaned up, and work done on the farm mechanics course of study.

Field Work Other Than Project Supervision

I feel that I have learned much about the agriculture of our County during the summer months. Trips with the Farm Adviser, such as the one referred to in the beginning of this article are perhaps the most valuable. Our Farm Adviser, Marc Lindsay, has given me more information and help than any other local individual.

The Future Farmers participated in a controlled burn of 4,000 acres of brush during the summer. Although only eight hours were actually spent on the burn, many hours of preliminary work were necessary in getting parental consent and meeting with men in charge in order to insure that no boy would be put in a dangerous location.

Meetings

Most of this time was spent with Future Farmers and Young Farmers. During the summer months several Young Farmers meetings, two FFA executive meetings, and one general FFA meeting were held. More of the latter should be held, but because of the extensive area covered by the school district more meetings are not feasible.

Clean-Up

Most agriculture departments naturally require a fairly large area for classroom, shop, and storage space. If the time is not available during the school year to keep things exactly as the instructor would like, then time must be taken out during the summer to put things in shape.

In making the above analysis of summer work, time spent at the annual Agriculture Teacher's Conference was not included. In this case, one week was spent in this activity. For a beginning teacher I would recommend the following:

1. Sit down and make a list of things that you wish to accomplish during the summer.
2. Include a vacation away from your locality.
3. Don't include too many things. If you do, you will certainly have the feeling at the end of the summer that you have accomplished nothing.
4. Spend most of your time with your students.
5. Include some trips with your Agricultural Extension man. He will be glad to help you and this will give you an excellent opportunity to learn more about your area.
6. Include some community service activity. For most of us the school year is a very busy time.
7. Include an activity which your students will enjoy. A fishing trip is one which was enjoyed by our Future Farmers this past summer. □

Editorial

(Continued from Page 267)

learning process; so we eliminated the report of earnings which oftentimes represents how financially fortunate a boy is rather than how capable or worthy he is as an individual. □

The Cover Picture

The Illinois corn field shown on the cover page provides a situation for effective on-farm instruction during the summer months. This field of several acres of corn is an ownership project of Charles Wendt (left) of Mahomet, Illinois, and is a part of his broad farming program developed as a high school student of vocational agriculture. Together with his teacher, Kenneth Knell, and his dad, they are checking the leaf characteristics for possible symptoms of nutrient deficiencies. The excellent growth of corn in mid-July is the result of using fertilizers and other approved practices. Charles' father is a member of an adult farmer class. (Photo by George P. Deyoe, University of Illinois.)

Theme for July

Improving Public Relations

The Summer period provides opportunities which no teacher can afford to miss

Don't neglect the summer program

E. E. SCHMID, Vo-Ag Instructor, Keytesville, Missouri

The alert instructor of vocational agriculture will plan his work for the summer period and use it to become one of the busiest men in the whole community. He should recognize this period as a golden opportunity to establish better public relations. He should realize also that it offers a real opportunity to complete some of the jobs that he had planned to do during the school term, but which were never finished. If he plans his activities so that they can be completed, his load of responsibilities will be lighter when the fall term opens. He will have peace of mind because he may live in confidence that his total program will be more effective with less work to do as his in-school responsibilities increase.

The thoughts that I leave in this article will be based on twenty-six years of experience in teaching vocational agriculture made up of two years in a very small school, eight years in a large school and sixteen years in my present position at Keytesville, Missouri.

Planning Is Necessary

I have always liked the motto, "Plan Your Work and Work Your Plan." In our state we make various departmental plans such as the Five-Year or Long-Time Plan, and the Yearly Program of Work. However, I've often wondered how many teachers place these in the filing cabinet and never use them effectively. We might ask ourselves this question. Do the plans—five year, yearly, weekly, or daily—bring real challenges to be achieved or just make us feel that we have new responsibilities to earn our daily bread.

My long-time and annual plans include the major undertakings of the department. However, the real plan that brings about action is my weekly plan. It is this plan that makes me happy because when accomplishments are measured for the week and most of them completed, naturally I work with more confidence. The organization of a weekly plan takes only ten or fifteen minutes of time. To illustrate, I list in numerical fashion the tasks to be performed. When each is completed I circle the number. When the next week's plan is being made one may look back and check upon unfinished jobs. This procedure will build a strong chain of activities that will promote a feeling of confidence and dependability in the minds of day students, adult class members, faculty members, school board members, parents and others who are important in seeing the real value of the program.

Example of Weekly Plan (Summer)

1. Monday—Farm Visitations
   a. Coy
   b. Roy Smith
   c. George Wahlbrink
2. Monday, 7:30 P. M.—City Council Meeting
3. Tuesday—Farm Visitations
   a. Preston
   b. Walters
   c. Cook Bros.
   d. Delon Brown
4. Tuesday, 7:30 P. M.—Meeting with FFA Officers
   a. Discuss St. Louis Livestock Show
   b. Discuss Corn Production Contest
5. Wednesday—Farm Visitations
   a. Maurice Young
   b. Donald Friesz
   c. Bentley
   d. Dicky Drace
   e. Clifford Imgarten
6. Wednesday, 8:00 P. M.—Discuss application for American Farmer Degree with Maurice Young
7. Thursday—Farm Visitations
   a. Virgil Enyeart
   b. Paul Goodman
   c. Kenneth Gladbach
   d. Carl Haston
   e. Joe Friesz
8. Thursday, 7:30 P. M.—Lions Club Meeting
9. Friday—Farm Visitations
   a. Robert Beaver
   b. Calvert Bros.
   c. Gerald Davidson
   d. Gerry Faris
   e. Johnny Kincaid
10. Friday—Complete chart of weekly markets for corn, wheat, soybeans, beef cattle, lambs and hogs.
11. Saturday, 8-12 A. M.—Meet I.O.F.T. Class
    a. Complete subject matter mimeograph
    b. Give 20 minute talk on "Outlook Commodities"

Recording Farm Visits

In making farm visits, I keep a three-ring notebook with what might be called the "pedigree" of each boy. It includes items such as: names of parents, size of the farm, farming program, dates for visitations, lambing dates, recommendations, ear marks for pigs, ear tag numbers of ewes, farrowing dates and weights. It serves as a useful device in reminding me of items and conditions that might be overlooked.

When the year is completed the reports of these visits are made a part of our permanent records. The records help one visualize further possibilities for improving the boy and his farming program.

These summer visits afford opportunities to offer individual instruction as help is needed. Do you often become disgusted when you see many things wrong with the student's farming program? I still like to use the philosophy of Will Rogers when he said, "I never met a man I didn't like." Offer praise when possible; it is your most powerful motivating factor in getting the student to make needed improvements.

Keep the Administrator Informed

For personal reasons, if none other, you should invite your administrator to observe some of your summer activities. One of the greatest mistakes would be to take him on visits that would include only the most successful boys. Take him also to the homes of boys less successful, and make one of your objectives that of "Developing a sympathetic un-

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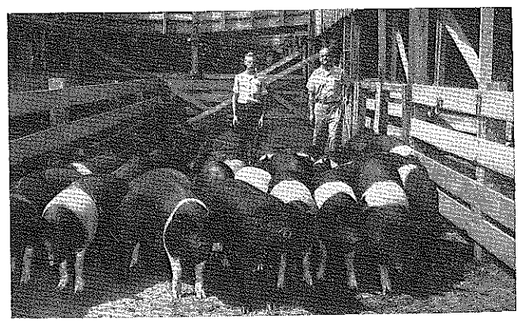
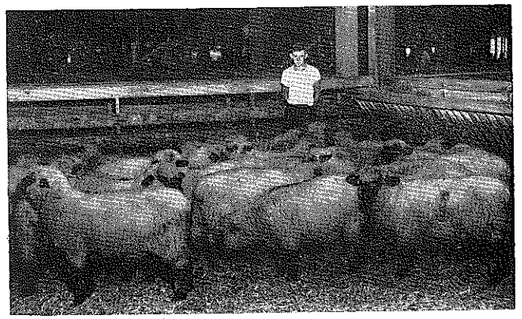


Billy Westenkuehler markets his fat barrows on the St. Louis market in August. E. E. Schmid, his Vo-Ag instructor, was on hand to help Billy bring his project to a successful conclusion.



Bobby Hershey sold his Hampshire lambs at the St. Louis Marketing Day in September. The summer activities of a teacher are reflected in bringing this project to a successful conclusion.

derstanding of your problems in achieving success with the boy." My superintendent came to our school from an area that did not have vocational agriculture. He has become increasingly interested in our program and spent many hours helping plan the construction of our new building which includes a large shop, office, laboratory, and classroom. The FFA boys responded to his cooperative attitude by electing him an honorary member of the local Chapter. Last September he drove a bus to St. Louis for us, a distance of two hundred miles, transporting thirty-five boys to the St. Louis Fat Stock Show. Will your superintendent do as much for you?

The summer months will afford opportunities for extended visits with your superintendent or principal. A weekly conference, long enough to inform him how you are spending your time, will prove advisable. Another real opportunity that I use is to review the "Final Supervised Report" which indicates the financial success or failure of every boy. For the past ten years our labor income per boy has been relatively high as compared to the average of the state. As a result, it served as a genuine selling device to our school board in planning the new building.

Keep the Community Informed

Keeping your community informed on your summer activities should be carefully planned. Again, you should reserve some time for preparing articles for the local paper, or perhaps you may need to spend more time preparing radio programs. The community should know that you are really a busy man. Have the departments of your state organized regular radio programs? We have in Missouri. Each participating department has a regular date for its program from the area station. A fellow teacher in my county recently told me that he heard a fine FFA radio program which originated in Louisiana. I'm hoping that these radio programs will echo over the entire nation so that every Congressman in the United States will appreciate the fact that departments of vocational agriculture are teaching improved practices in agriculture to the youth of America, thereby contributing to the real foundation of our nation, and that these youth are taught to conserve their own soil without so many regimented programs, thereby leaving to the new generation that follows better farms on which to live.

There are four departments of vocational agriculture in Chariton County. Three of these have new buildings constructed within the last three years, and the other has a separate building with good equipment. One of our plans for the coming summer period is to take color slides of our farming programs. Next, we plan to get our County Court to buy us a special projector for showing these slides. The projector will be rotated from one school to another and used during meetings such as parent and son banquets. Incidentally, you would be interested in knowing that during the past fifteen years the instructors in the county have asked the court for an annual allotment of money for each department. This amount is $200.00, or $50.00 per department for which the checks go to the treasurers of the FFA Chapters. This year the appropriation was made without a request. There are no restrictions as to the use of the money.

I select the month of August to make plans for the new school year since our term begins in early September. This annual plan, based on observations made during the summer, is completed before school begins.

Visit Prospective Pupils

Recruiting students for vocational agriculture is completed before the close of the preceding year. We enroll eighth grade pupils in what we term a Junior FFA. These boys meet monthly during the regular school term. Most of the Junior FFA members carry on supervised farming programs and I make observations of their projects—perhaps not quite as often as with the all-day boys—during the summer months. This plan has numerous advantages. You become acquainted with the boy, his parents and his possibilities as a potential student of vocational agriculture. You may discover that he offers greater possibilities than you had anticipated.

"Sell" Your Program

I have one last suggestion to make to every instructor of vocational agriculture. This advice is based upon several years of experience on the Missouri legislative committee for teachers of vocational agriculture. After two trips to Washington, D. C., one in 1952 and one in 1953, I've formed the following conclusion. If you expect your department of vocational agriculture to continue to receive federal money to assist in keeping your salary at its present or a higher level, you had better "sell your program" more completely in your local community. Systematic planning and action will influence your Senators and Representatives to vote *Yes* rather than *No* on federal appropriations for vocational education. In my interviews with Congressmen, one of the most powerful motivating statements I enjoyed hearing was—"Yes, I know the agriculture teacher, he's really doing a fine job back home." Do you know exactly what the national budget indicates as to appropriation for vocational agriculture this year compared to some of the other agencies? Make it your business to learn, if you don't know.

I'm hoping that all teachers of vocational agriculture in the United States will make every effort to take full advantage of their summer programs to establish better public relations.

Lastly, if you keep your nose to the grindstone too long, you lose interest, become somewhat dissatisfied and appreciation for your job diminishes. Plan a good vacation of two weeks and get away from your responsibilities. When you return home you will have a greater appreciation for your job, your family and your fellow teachers. I have made a trip annually to Canada for the past six years. We have a golden spot and catch the limit of "Walleyes" and "Northerns" every day. My community expects me to take a vacation during early June and always welcomes me back on the job. □

Guest Editorial

(Continued from Page 267)

tion is practically shown on the farm visits.

If the program of Vocational Agriculture is to be effective, planning is not only necessary but must be continued throughout the summer months. Realizing this fact teachers spend part of their summer months in the planning of work for the coming year in the various phases of their program with students and adults. While in this planning stage, the teacher secures as much material as possible to assist him in the formulation of his program. The farm shop, too, is given much attention during this period and repairs are made to present equipment while supplies are secured and the possible purchase of new equipment outlined.

The summer activities of the FFA receive close attention of the teacher and many activities are carried on by each Chapter during the summer months which stimulate interest. Chapters hold officer training schools. Joint socials with the FHA mean much to the overall program. Delegates from the various Chapters always attend the conventions and conferences scheduled in the state as well as out of state. Always, the teacher attends with his students.

The Vocational Agriculture program calls for wide and varied activities such as classroom instruction, shop work, field trips, FFA activities, farm visits to boys and adults, publicity and public relations, adult and youth farm work, conservation of natural resources and preservation of foods. Such a program calls for twelve months of active planning and intensive work on the part of the Teacher. The success of the entire program is built around the summer activities of these teachers. □

The THIRD WESTERN TRAINING LABORATORY IN GROUP DEVELOPMENT will be held at Idyllwild, California, between August 15 and 27, 1954. The Laboratory is intended to provide understanding and skills for individuals who want to improve their effectiveness in working with groups. Participants with a variety of occupational backgrounds are expected to attend. The training staff will be made up of faculty members from various universities as well as from active group leaders in business, government, industry, public health, education, social welfare and the like. For information, write Department of Conferences and Special Activities, University Extension, University of California, Los Angeles 24, California.

"A dozen one-gallus, hoe-leaning, mule-cussin' farmers of the past are more than balanced by one of today's FFA boys in both productivity and promise for a greater future for Oklahoma."—Tulsa Tribune.

Vo-Ag teachers are likely to agree that - -

Summertime is planning time

H. W. GREEN, Supervisor, Alabama

H. W. Green

SINCE the early beginning of Vocational Agriculture it has been an accepted fact that how well a teacher plans his summer activities determines to a great extent how successful his program will be during the other nine months of the year.

Time spent in planning and organizing the instructional program for the coming year will pay big dividends when the "fall rush" or busy season starts.

First let us look at a few of the reasons for careful planning. The needs for a planned program are evident when it is realized that:

1. Teachers are not likely to accomplish more than they plan to accomplish.
2. In general the best teachers are those who plan best.
3. Program planning helps clarify thinking on what needs to be accomplished.
4. A planned program serves as a guide in determining the amount of time to be devoted to each of the many phases of a completely balanced program.
5. A planned program helps to interpret Vocational Agriculture to others.
6. Program planning serves as a reminder and a stimulus.
7. A long-time plan insures that important objectives will not be abandoned before they are achieved; that emphasis in the department is not shifted from year to year without good reason.
8. Finally, planning enables a teacher to find time to perform his duties successfully.

Ben Franklin said it another way "Know where you are going and when you want to get there—plan."

Steps in Planning

Assuming that everyone agrees that careful planning is necessary, what steps should be followed in planning: First, the needs of the community would serve as a sound basis for planning programs. The needs may be determined in many ways. Many teachers use census information, personal observation, county USDA Councils, advisory councils and other agricultural agencies as sources of information. Short surveys have been helpful in determining needs. It is felt that short surveys relating to the immediate problem are much better than long detailed questionnaires. Putting it another way, it is much better to ask only for the information needed and not "everything about everybody."

After the teacher feels that he has sufficient information the next logical step would be to evaluate this information and determine what to include in the program. In this respect it is best to select only those needs which it is possible to accomplish in a given length of time. The program should be challenging but not impossible of accomplishment. Possibly it is "better to plow twenty acres five inches deep than to plow one hundred acres one inch deep."

When the teacher has determined goals and objectives based on real needs of the people to be served, he is in position to plan Annual, Long-Time and Summer Programs of Work, Courses of Study for all classes and lesson plans. As was mentioned previously, much of this can be done during the summer months in preparation for the teaching year ahead.

If ever there was a cause, if ever there can be a cause, worthy to be upheld by all of toil or sacrifice that the human heart can endure, it is the cause of education.—Horace Mann.

Allow Time for Planning

A teacher of Vocational Agriculture is employed for twelve months because of the need for instruction the year-round. Many things will demand his time and attention during the summer months but certainly some time should be set aside for planning all phases of his program.

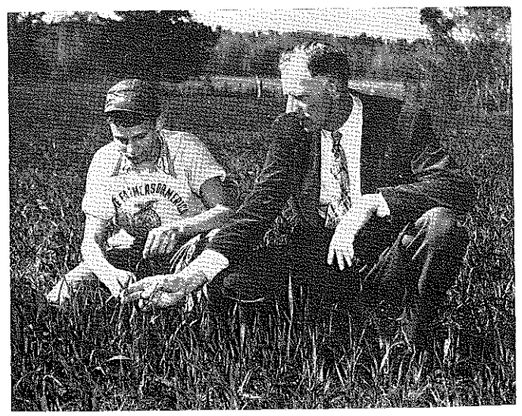
In order to make best use of the summer months many teachers budget the amount of time to devote to each item of work.

This can be done by simply listing the activities such as farming programs, FFA, adult work and others; deciding the amount of time to devote to each; and indicating month and week that the work will be done. Like any other plan it will need to be changed occasionally. The making of such a budget, however will help in thinking through the things to be done and will prevent neglecting an important item or activity.

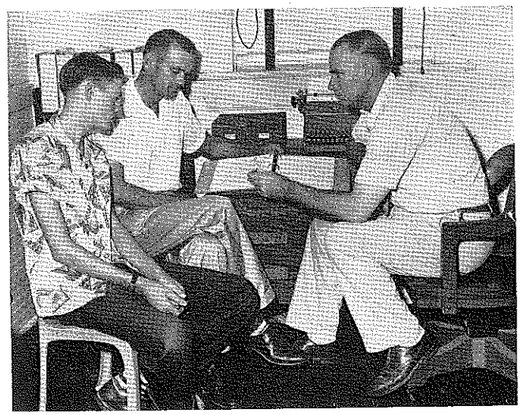
Time for Farm Visits

Visiting the homes of all-day, young farmer and adult farmer students is an important duty of the teacher of Vocational Agriculture during the summer months. It is then that a large per cent of the improved farming practices are put into effect on students' farms. Adult work, FFA activities, professional improvement and many other activities cannot be temporarily discontinued just because the school term is over. Truly the teacher who can plan and budget his time to use effectively this period of time will reap benefits throughout the year.

Just as preparation for a good fall harvest is started in the spring a good school year is started in the summer months. The successful teacher is quick to accept Franklin's philosophy when he said "Know where you are going and when you want to get there—plan." □



Individual farm visits are an important part of the teacher's work. Here J. R. Lindsey, Vo-Ag teacher at Grove Hill, Alabama, and one of his students take a look at his pasture improvement project.



Summer time is planning time. Here P. H. Alsabrook, Vo-Ag teacher at Notasulga, Alabama, discusses the year's program of work with one of his students and the student's dad.

Professional improvement can be obtained through informal as well as formal means

The summer...an excellent time for in-service training

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

J. C. Atherton

KEEPING up-to-date is a perennial problem of the teacher. Changes in the social, economic, and scientific fields take place at ever-increasing rates. And, with each change we have to make an adjustment, sometimes in our philosophy only, and at others in our activities, as well. Each of these modifications we make should be the result of sound thinking based upon adequate information. Acquiring this information in a usable form is one of the major tasks facing the teacher of agriculture. It is well known that often he is "swamped" with reading materials, some of which go unread. However, other means in addition to literature must be utilized, if the teacher is to keep abreast of the times.

Although professional improvement must be a continuous process, it seems that the summer months offer special advantages for this phase of our program in vocational agriculture. During this period when all-day classes do not meet, more time is available for those things which lead to personal growth and improvement of the teacher. Many of the activities that are scheduled usually during the summer offer possibilities of a professional nature. Sometimes these duties may be performed without a full realization of their potential value from the standpoint of teacher development. A variety of opportunities for professional improvement present themselves each summer to the teacher. Obviously, he need not take full advantage of each of these during any one year. However, several means could be used profitably every summer. Means offering possibilities for professional improvement include:

1. summer school
2. workshops
3. farm visitation
4. visits to neighboring agricultural departments
5. reading technical and professional literature
6. annual state conference of teachers of agriculture
7. making local surveys
8. picking up needed skills from people in the community
9. experimentation with shop equipment and other teaching materials in the department
10. participation in summer FFA camp
11. reorganization of teaching plans
12. taking a vacation

Value Depends Upon Motive

The first impression one may have upon reading the above list is, "how will a particular activity aid me in improving myself professionally?" The obvious answer is that it depends upon the use made of that activity by the individual. In some instances no professional growth will be attained, because none is sought.

Possibly only a small percentage of the teachers of agriculture would question the statement that professional improvement can be enhanced through attendance at summer school, participation in workshops, visitation of neighboring departments, and by reading technical and professional literature.

Although the potential values of the remaining activities are not always so obvious, this does not preclude their presence. It might be profitable to make a brief examination of these eight items which could be part of the summer program of many teachers of agriculture.

Farm Visitation, although an activity which is not restricted to the summer months, offers several opportunities for professional improvement. In addition to providing technical assistance to members of the farm family, providing encouragement when needed, and developing good will for the agricultural program and the school, the teacher may acquire useful information and skills. A personal knowledge of farming and farm life in the community can aid the instructor materially in teaching all-day and out-of-school groups. He may acquire knowledge of new practices and of new crops or livestock found in the area. With a little encouragement from the teacher, most farmers would be pleased to demonstrate a practice in which the teacher is not proficient; and often the farmer would also provide practice necessary to develop the ability of the teacher.

Local surveys are organized means by which the teacher of agriculture may secure data on the community in which he resides. It is a time consuming task, especially if extensive surveys are made. There are much longer periods of time per day available to the teacher for this and other jobs during the months when school is not in session. Through a systematic collection of information the teacher removes or reduces the amount of guesswork about community conditions and practices. Things may be brought to light which would never have been discovered through regular visitation and casual observation.

The annual conference of teachers of agriculture provides many opportunities for the exchange of ideas and for picking up tips which may be useful in teaching. Frequently, several specialists have been assigned parts on the conference program. In addition to their scheduled performance, these individuals usually have some "free time" while attending the meeting. There is a likelihood that the knowledge and skills of these specialists could be used profitably by teachers through individual and group conferences with them. Various teachers have tips and ideas which might be helpful to others, also. The personal contacts at these conferences give the teachers numerous occasions for enlightenment. Displays of magazines, books, and equipment bring the teacher up-to-date on the latest developments and productions in these areas. Often the salesmen are familiar with the uses of equipment and are liberal with the dispensing of this knowledge.

Learning skills from someone in the community is another means of increasing our proficiency. Farmers, professional men, and others possess knowledge of various operations useful in farming, of which the teacher has little or no familiarity. Assistance in developing these skills is frequently available to the teacher for the asking. It may be a good public relations factor in addition to good teaching to make arrangements for these laymen to assist you later in teaching various operations to one or more of your classes.

Experimentation in the use of shop equipment and the use of other teaching devices takes time. However, it pays big dividends in that the teacher develops new insights into the uses and limitations of the equipment and is able to use it during class time with a greater degree of confidence. Familiarity of the device can come about only through contact with it. The summer months provide some of the time needed for this activity.

Summer camp is usually considered a time for recreation and relaxation with a certain amount of leadership training intermixed. These items should be given first place during camp; however, opportunities for professional improvement may be found there, too. Helpful tips on managing comparatively large groups of boys and the preparation of menus can be acquired. Methods of conducting leadership and recreational events should provide new ideas for most teachers. Contact with other teachers of agriculture should result in a further broadening of the professional horizons also.

Reorganization of teaching plans should be an annual affair. It is a must if we are to progress and keep out of a rut. The search for the latest references, for newer teaching aids, and further information on the various farm jobs should result in a more comprehensive knowledge of the subject. Old materials should be cast aside as newer means and methods are discovered.

Vacation time may offer possibilities for professional growth. Many teachers take a trip outside the school community during this period. This often permits the instructor to observe farming procedures which differ from those of the home community. The opportunity to visit departments of vocational agriculture in other sections of the state or in

(Continued on Page 280)

Your FFA Chapter should have a place in your summer plans. Have you considered - -

FFA summer recreational activity

J. A. ASHLEY, Vo-Ag Instructor, Columbus, Mississippi

J. A. Ashley

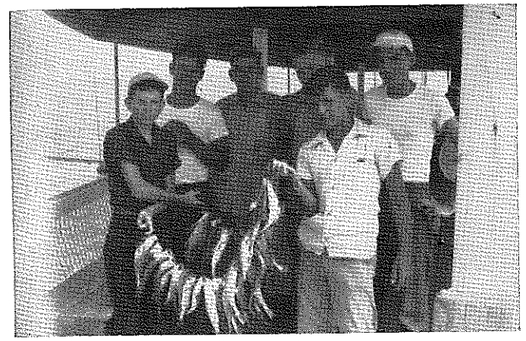
ALL work and no play makes a dull FFA Chapter, and it is a dull Chapter indeed when the boys have lost interest in the program of work, attend meetings only occasionally or shy away from taking an active part in Chapter activities. Educational tours are excellent and certainly have their part in a well rounded program, but it is also desirable once in a while to plan a purely recreational event for the boys. They need something that will give them a break from studies and from their farming activities at home. What activities of this nature can be planned? When is the best time for engaging in such recreational activities, and what about financing such plans?

Activities Vary

There are many recreational activities that Chapters can engage in during summer months; however, some of these will not appeal to all groups. Neither is it always possible to plan an activity that appeals to every boy within a given Chapter. Fishing is one of our most popular sports, and most boys by nature love it. An activity of this sort can range from an overnight outing on the river to several days camping on some lake, resort or deep sea fishing. Many of our FFA camps throughout the nation are so located near streams of water as to make almost any type of fishing accessible. Many Chapters, also, plan cross-country tours for the summer that are both educational and recreational. A successful activity of this nature requires considerable more planning than does fishing. But there are many places one can turn for assistance in planning an FFA tour. The local Chamber of Commerce will assist in arranging places to sleep in distant towns. School gymnasiums, fair grounds, Y.M.C.A., camps, etc., provide ideal places for bedding down overnight, and most of these places offer both toilet and bath facilities. Agricultural teachers all over the nation can assist one another in providing places for the traveling Chapter to sleep and eat. In such cases it is good for the host Chapter and visiting Chapter to hold a joint FFA meeting. This makes for good relationships, and the boys really like it. They begin to appreciate the fact, "that the Future Farmers of America is a national organization that reaches from the state of Washington to Puerto Rico and from the state of Maine to Hawaii."

Some of the major oil companies will provide road maps with projected trips marked out, and will supply other valuable information. Also, information regarding what to see in various cities and other places can be secured free of charge from the Chamber of Commerce in those cities one plans to visit, or from a good atlas of the United States.

At least one other summer recreational activity for FFA members is the organization of a baseball club. This does not involve an extensive amount of traveling, but it offers continuous enjoyment throughout the summer. Such an activity not only provides recreation for the FFA members themselves, but for the whole community. Games with other Chapters are wholesome and uplifting.



New Hope FFA boys show the results of their morning's catch in the Gulf of Mexico off the shores of Mississippi.

Time Depends Upon Kind of Activity

When is the best time for a Chapter to plan to engage in its recreational program? This sometimes really is a problem, though it depends largely upon the type of activity being planned. One certainly wants a maximum of participation on the part of the membership. For travel, some find it more convenient at the close of school while others must wait until the crop is worked out. Sometimes it is best to wait late in the summer so that the trip can be completed just before school begins in the fall. Some parts of the country, however, are more scenic during spring and early summer. Overnight fishing parties are easier probably to plan for maximum membership participation, and several such occasions can be planned for the summer. Since no one given date will be convenient for all members of the Chapter, it seems necessary to plan when the majority of the boys can participate.

Manner of Financing

Financing an FFA recreational program can often be a problem. Probably the easiest way is for each member to pay his own way, but many times this will prevent some boys from participating, especially if the activity involves considerable expense on the part of the individual boy. If the Chapter can finance its recreational program, and require every-member participation to build its financial standing, the result will be a more active and a more interested FFA

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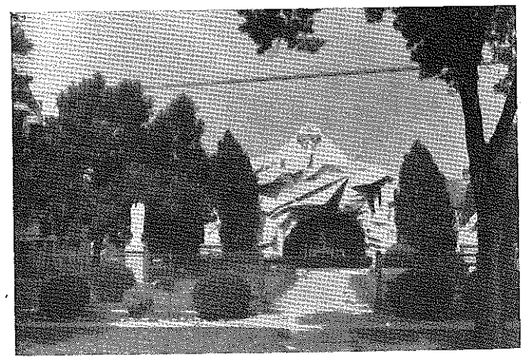
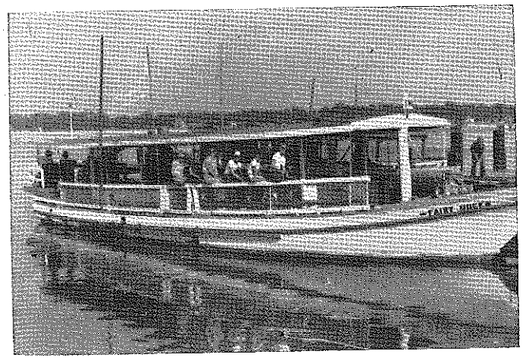


Visits to historic spots give opportunity to study history where history was made. This is one of the historic spots in New Orleans, Louisiana, visited by the New Hope Chapter.



New Hope FFA boys on their way out to the "deep blue" of the Gulf of Mexico for a day of deep sea fishing. The catch is usually abundant on such trips.

Budgeting time is necessary to - -

Make your summer program effective

W. R. NORTON, Vo-Ag Instructor, Anderson, California

W. R. Norton

DO we as Vo-Ag instructors really put on an effective summer program? I have pondered that question many times and have often wondered if I was on the right track. There seem to be so many jobs that need to be done during the summer months, jobs that are put off during the regular school year and special jobs that need to be done during the summer months. In some cases there are school maintenance jobs that the school administrator feels should be handled by the Vo-Ag instructor during the summer period. With all of these things in mind and having had several years of teaching experience with a rather hit and miss summer program, I decided to see if I couldn't organize my summer program to enable me to accomplish all of the jobs I wanted to get done as well as to be in a position to view some of the accomplishments.

The first thing that I did after school was out in the spring was to sit down and list the things that I felt were necessary for me to do as a vocational agriculture instructor in my community to make a well balanced and worthwhile summer program. The list that I used is as follows:

1. Project Supervision
2. Adult Farmer Visits
3. Young Farmer Visits
4. Future Farmer Activities
5. Office and Room Cleanup
6. Ordering Supplies and Equipment
7. Publicity and Public Relations
8. Shop Jobs and Maintenance
9. Fairs and Shows
10. State Ag. Teachers Conference and Skills Week
11. Vacation

As my list grew longer and longer I felt more and more discouraged. How in the world would I ever be able to do all of these things and do them effectively? In talking with my Regional Supervisor we decided that I should budget my time for the summer months. This I did. I took some 'Calendar of the Month' sheets from our Future Farmer project record book and budgeted my time for every day during the summer. This was not a fancy piece of work but just a guide to go by. Saturdays were purposely left blank. By leaving Saturdays open I could catch up on many activities should I happen to fall behind any day during the week. This happened many times during the summer but I feel that I accomplished much more in this manner.

I accomplished these various jobs in the following manner:

1. Project Supervision
   One day a week and sometimes two were devoted to this activity.
2. Adult Farmer and Young Farmer Visits
   These were alternated and averaged about a day a week throughout the summer.
3. Future Farmer Activities
   These will vary with the different Chapters. Our main problem is preparing for fairs, filling out entries, preparing animals, vaccinating animals, etc.
4. Office and Room Cleanup
   Only one day all summer was devoted to this activity and that was just prior to going on vacation. In this way the room was ship-shape when I came back from my vacation taken just before school started.
5. Ordering Supplies and Equipment
   This was done a day or two after school was out while the needs of the department were fresh in mind. This was accomplished all at one time as notes were made throughout the year of the department needs so when it came time to order, nothing would be overlooked. Farm Shop supplies and equipment orders were handled by the Farm Shop Head.
6. Reports
   These were filled out as necessary. Usually could be done in an hour or two taken from a day scheduled for something else or, as in my case, done on Saturdays.
7. Publicity and Public Relations
   If the Ag. man can become a member of a service club in his community without its interfering with his daily work his public relations problem is solved. He is able to come in contact with outstanding men in the community and in turn they become familiar with the program.

For publicity I wrote a column in our weekly newspaper, "Wandering Around With The Ag. Teacher." This was another Saturday job. Informal material on visits made, people I had talked to, and any other interesting happenings during the past week were included. Informative and educational material was also incorporated into the column at various intervals. It is not half as difficult to write a newspaper column as one might think. There are any number of sources of information available to you as well as the fact that every farmer, farm boy, and person you visit throughout the summer like to see their names in print.

8. Shop Jobs and Maintenance
   These were handled by the Farm Shop Head.
9. Fairs and Shows
   This not only consists of getting the boys and animals prepared and to and from the show, but taking an actual part in the fair itself, whether it be as a judge, ring clerk, or general supervision of your boys and remaining with them throughout the fair. No boy should ever be left at a fair or show unsupervised.
10. State Ag. Teachers Conference and Skills Week
    Self explanatory. Your professional improvement opportunities for the summer take place here.
11. Vacation
    By the time you have accomplished all of these activities you are ready for a much deserved and longed for vacation. I like to take my vacation near the end of the summer after I have accomplished my purposes rather than at the beginning of the summer when the work is all ahead. However it is up to each individual instructor as just how he wants to do this.

I have convinced myself that budgeting your summer time will help you to do a more effective job in YOUR SUMMER PROGRAM. Why don't you try it? It will give you a feeling of accomplishment, well being, and self satisfaction in a summer well spent and a job well done. □

FFA Summer Recreational Activity

(Continued from Page 273)

Chapter. Certainly there will be those who are willing to let the other fellow do the work while they cash in on the fun, but when this situation becomes obvious, a working Chapter can solve the problem. Boys can usually handle boys.

There are many practical ways for a Chapter to raise money for its summer recreational program. Some magazine companies offer tempting plans for raising money. Gaining control of the concessions at school ball games is profitable. Using school lunchroom scraps to feed out hogs is another way. Members can give corn for this purpose, also, or the Chapter can raise its own corn. Such plans for raising money can be educational as they fit well into the teaching program, while at the same time requiring every-member participation. And this is important, "every member doing his part," for we are told that we get out of anything in proportion to our investment. An enjoyable summer FFA recreational program depends largely upon every member doing his part. Yes, all work and no play makes a dull Chapter, but at the same time all play and no work will spoil a Chapter. Let's plan good summer FFA recreational activities! □

"National FFA Week" is held each year during the week of George Washington's birthday.

Effective summer programs result from planned activity. What planning do you do?

Planning makes a difference

AUSTIN E. RITCHIE, Teacher Education, Ohio State University

Austin E. Ritchie

TEACHERS, teacher educators, and supervisors generally accomplish more when they are committed to a schedule of activities planned in light of purposeful objectives than when pursuing a *laissez faire* schedule. The teacher should have a firm conviction that a planned summer program of activities will pay off. The summer program of activities varies from the school months in that the complete activities for each day must be carefully scheduled.

Perhaps a teacher of vocational agriculture should ask himself a few questions, such as, What does a community and school expect of a teacher who is being paid to conduct a summer program? Can the teacher produce results which justify summer employment? Does the teacher need a plan to aid in accomplishing his purposes?

Objectives

Why have objectives for the summer program? A corollary for acceptable objectives is a road map used in determining the route to be followed from origin to destination. The need for specific objectives should be as obvious as the need for the road map. The identification of objectives should give the teacher purpose and direction in a summer program of activities. Some desirable objectives are:

1. To effectively supervise farming programs of high school students.
2. To follow up improved practices being carried out by the young and adult farmers.
3. To follow up and conduct appropriate and timely crop and livestock demonstrations.
4. To maintain and further develop public relations.
5. To improve the physical facilities of the department.
6. To obtain needed teaching aids and replace old or outdated ones.
7. To contact and survey prospective high school and adult students.
8. To develop programs of instruction for the coming school year.
9. To participate in FFA activities, state and county fairs.
10. To increase teaching competence through participation in professional improvement programs.
11. To take a planned vacation.

A Procedure

Many teachers prepare a calendar for scheduling their activities. This idea is facilitated by the following steps:

1. Placing fixed dates on the calendar such as, FFA Camp, FFA Convention, Annual Teachers' Conference, State and County Fairs, Graduate School, district, county, or area meetings, special days at the University or Experiment Station farms, and vacation.
2. Having regularly scheduled time for correspondence, writing news articles, preparing a newsletter, ordering books, bulletins, and equipment, local FFA meetings, adult meetings, milk testing, and being in the agriculture department.
3. Filling in dates for timely demonstrations, tours, farm supervision, improving facilities, and conferences.
4. During the summer cautiously make adjustments in the schedule on the basis of urgency and in light of the objectives.

Preparing teaching aids is a good summer activity. This can also be accomplished by neighboring teachers working together and enrolling in a teaching aids course.

Get Official Approval

Once the calendar of summer activities is tentatively developed discuss it with the advisory council for additional ideas and needed adjustments. Then present the revised plan to the superintendent to review for additions, deletions, changes, and approval. A copy of the approved schedule of activities should be given to the school administrators, members of the Board of Education, vocational agriculture supervisor, and members of the advisory council. This is one means of letting them know there is a job to be done and that you are approaching it in a systematic manner.

A desirable feature in a summer program of activities is to provide copies of a systematically organized report of each month's accomplishments to the school administrators, members of the Board of Education, members of the advisory council, and the vocational agriculture supervisor. Such a report should

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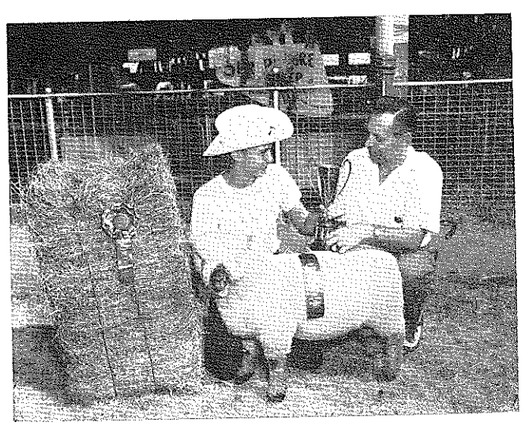
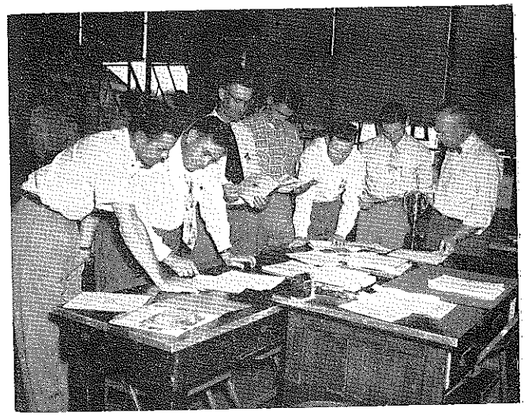
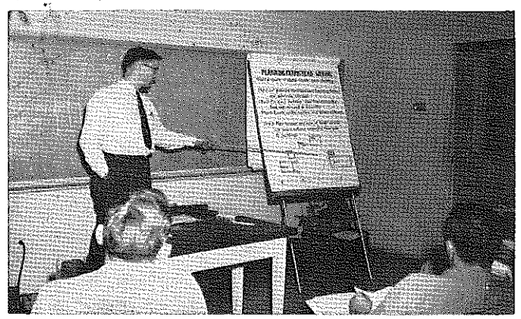


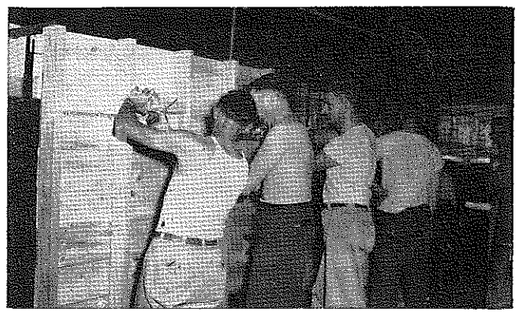
The Vo-Ag teacher supervises FFA boys at state and county fairs. An excellent opportunity for developing leadership, providing recognition, and promoting public relations during the summer.



Professional improvement through group meetings and graduate courses is a part of the summer program for Ohio teachers of vocational agriculture. Such activity should be a part of any summer plan.



Discussion of Planning Farmstead Wiring



With Work for Everybody

Programs of in-service education are no exception to the need for evaluation. This is illustrated in - -

Are your clinics ticking?

E. M. WEBB, Assistant State Supervisor, Washington

The upgrading of workers in occupations and professions has for a long time been one of general concern to many in the field of vocational education. It is a well recognized fact that as new techniques and information become available, an effort should be made to get this information to the individual who ultimately puts it to use as quickly as possible. This is being done in a number of ways, most common being through written mimeographed sheets and bulletins and memorandums of information. But one device that is used quite generally by many groups is the upgrading clinic. This usually constitutes a meeting of one or two days in which the new information and techniques are given to persons needing them by word of mouth, the printed page, demonstrations and actual participation by those attending the clinic.

These meetings are often referred to by various names such as conferences, schools, upgrading institutes, work shops, and clinics. In our own State we have preferred to call such meetings "clinics," hoping to attach to this term specific procedures which entail carrying information to the prospective learner through word of mouth, printed material, demonstrations, work shops, and participating experiences.

Some Necessary Qualifications

The problem that faces many who are charged with the responsibility of setting up such clinics is to determine information that will best contribute to a clinic. Many times a clinic may lack punch, fall flat, or fail in some way to meet the desired objectives for such a meeting. It, therefore, may be helpful to set down on paper a few "musts" that should be taken care of before and during the time a clinic is on the road.

For the sake of clarity I would like to sum up these "musts" in some six categories and I shall speak in terms of a clinic for vocational agricultural instructors:

1. Get a group of vocational agricultural instructors to define one or two felt needs in terms of an action program.
2. Find an individual to be responsible for formulating, planning, and administering the program at the state, district and local levels.
3. Gear program to "doing" jobs, for members of clinic. Be sure these jobs are practically "do-able" and worthwhile and of such nature that they will function for the Vo-Ag instructor back in his classroom.
4. Contact area Vo-Ag supervisor, school administrators and vo-ag instructors with reference to securing local resource personnel, plant facilities, necessary supplies and equipment.
5. Make time and place of meetings convenient for the vocational agricultural instructors to be served, and publicize it in local papers and by individual mailing.
6. Re-evaluate each clinic at its close in terms of desired objectives and mechanics of functioning.

It seems that if the above six things are properly done that an upgrading clinic has a good chance for success.

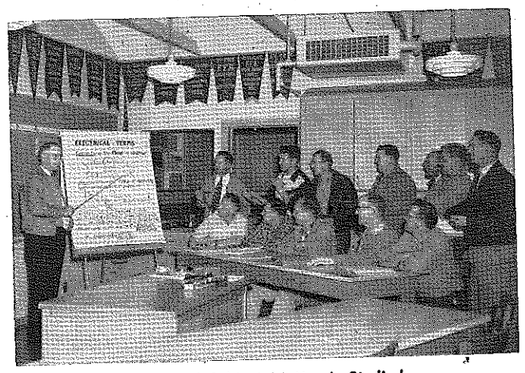
I would like now to take the six "musts" just indicated and review how they were applied to a rather successful series of clinics on rural electricity that have just been completed in the state of Washington. I chose this series of clinics out of several other types that we have held because it seems to me that this series of clinics applied each of the six points named. Due to detailed consideration of each step, very few slip-ups occurred.

The Initial Planning

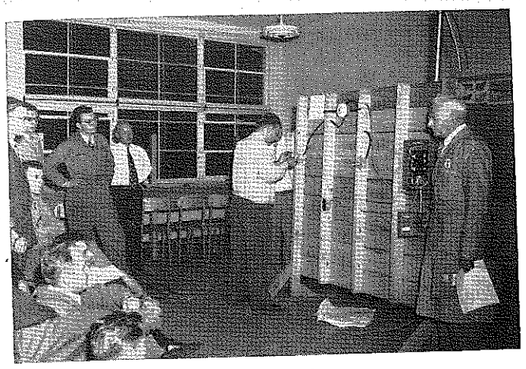
Let's consider point No. 1. At one of their spring meetings, the northeast Washington agricultural teachers appointed a committee to contact the utilities supplying power to their area and find out if they would help in a training program for Ag teachers. In May a committee of three Ag teachers, two representatives of each of the two utilities in the area, and two representatives of the Agricultural Engineering Department at the State College of Washington met and set up a plan and program for a one day meeting to provide this training. By the time of the annual state Vo-Ag conference in June 1953, plans and arrangements for this clinic were well crystallized. At the annual conference a need for this training was recognized by Vo-Ag teachers from other areas of the state and considerable interest was expressed in the plans made by the northeast group.

2. It seemed quite evident from the reaction of the teachers, that upgrading electrical clinics would need to be organized on a state-wide basis. It was decided that seven upgrading clinics would be held in various parts of the State. Professor David Hartzog, teacher trainer in Agricultural Engineering, State College of Washington, was selected as the individual whose responsibility it would be to formulate, plan, initiate and administer tasks in a very orderly and systematic fashion. In formulating his approach it was decided that the purpose of the program should be to increase the effectiveness of teaching rural electricity in the farm shop area of the vocational agricultural program of the State. In the "how" phase of planning, Professor Hartzog, in consultation with groups of interested vo-ag instructors and farm contact men from the power suppliers, decided on four avenues of action.

a. The material was to be presented by chart-illustrated lectures on principles and applications of electricity.
b. A brochure of reference material including pages of the charts used by the clinic instructors and other pertinent references to be placed in the hands of the Vo-Ag instructors to aid them in developing their own teaching plans in their own classrooms and shops.
c. Each Vo-Ag teacher to participate in the construction of a panel consisting of a mockup of a service entrance and four electrical service circuits.
d. Opportunity provided for the Vo-Ag teachers to become acquainted with the local representatives of the power suppliers so that they may establish working relationships with them.



Technical Subject Matter Is Studied



Finishing Touches

Administrative Arrangements

3. In the administrative area Professor Hartzog made contacts in two directions—first, with the power suppliers serving the areas of the State where it was contemplated holding clinics, and secondly, with the school administrators and Vo-Ag instructors of those communities to see if the school facilities might be used for such purposes. In contacting the power suppliers, it was found that there were ten such suppliers operating in the areas to be served by these seven clinics. The main office of each power supplier was briefed by a letter and in some cases by personal interview concerning the aims and purposes of the program. Their cooperation was solicited and they were asked if a local representative of their company could be assigned to work with Professor Hartzog in setting up and carrying out the upgrading clinic in a given locality. In some cases a power supplier might participate in several clinics by furnishing several different local representatives. A time and place was set by Professor Hartzog for meeting with the power suppliers' representatives for a given clinic and going over with them in detail the purpose of the clinic and soliciting their aid in further planning of the program.

On the school administration and Vo-Ag teachers' side, the Vo-Ag teacher was made responsible for the local publicity; inviting of the teachers who should attend that particular clinic; arranging for the equipment and material needed at the local center and contracting for panels furnished by various departments represented. These arrangements took many letters of explanation and detailed planning along with one or two personal contacts on the part of Professor Hartzog for each clinic set up. The contacts with suppliers in most cases were made through their field representative. The personal contacts with the local Vo-Ag instructor where clinics were to be held were made through teachers' district meetings, at which time the program was explained to the instructors attending. The assistant state supervisor for the particular area in which the clinics were being held was made responsible for the contacts with the local instructor and the local power supplier representative from this point on out.

Organization Required

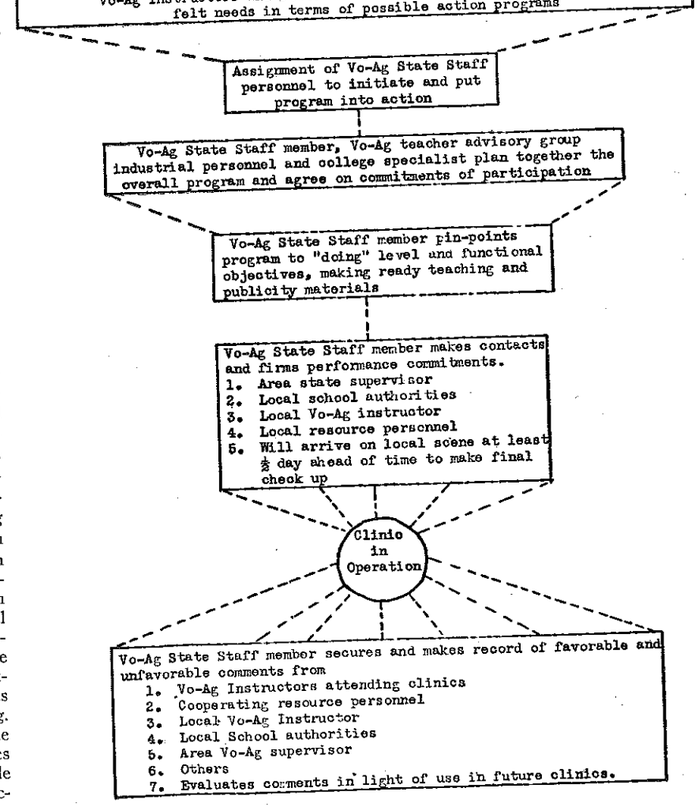
4. The phase of arranging contacts and bringing in to the upgrading clinic local resource persons, was accomplished by the following line of communication: Professor Hartzog to the assistant state supervisor of the area in which the clinics were to be held; the assistant state supervisor to make personal contacts with representatives of local suppliers and the local Vo-Ag teacher and school administrator; and the local teacher to arrange for equipment and materials needed and getting contracts for panels to be constructed. The assistant state supervisor was to keep the school administration in each case apprised of the way in which the clinics were being handled.

Selecting Content

5. The problem of getting jobs that were to be performed in the clinic down to the "doing" level was one of

(Continued on Page 280)

Chart of Steps Involved in Initiating, Planning, Organizing and Conducting a Clinic in Vocational Agriculture



A quarter century of progress in FFA

L. D. CLEMENTS, Assistant State Supervisor, Nebraska

L. D. Clements

"SCANDALOUS"!—"Outrageous"!—"It can't be done."—"What are our schools coming to?" Such were the remarks of the uninformed general public at Beatrice, Nebraska, in the summer of 1925. That was the year, more than a quarter century ago, when Vocational Agriculture was first introduced into the high school there. The Beatrice Daily Sun carried a news story and a picture of the farm boy officers of the "Junior Farmers Association" under the big, black headlines *"High School to Train Farmers as Well as Doctors and Lawyers."* This article stirred up much discussion in the community—some favorable and some not so favorable. The tongues of the skeptics began wagging with such questions as: "Why should our town schools spend good money to try to educate those farm 'hicks'?" "What can you teach farm boys about farming that their fathers could not teach them better at home?" "Why should farm boys go to school after the 8th grade?" "We need them at home." "Must our children be forced to associate with those farm kids? Why, they even come to school in overalls and sometimes have the smell of barnyard dirt on their shoes."

These and many other similar questions were put to the writer of this article who was at that time attempting to establish a department of Vocational Agriculture for the first time in the Beatrice High School. The new Agriculture teacher was the "culprit." He was the "book farmer" who was doing so many unheard-of and unorthodox things in the school system. In those days the answers to such questions had to come largely from theory rather than from experience, and many mistakes were made.

The Change

But times have changed. This year (1954) after 29 years of ups and downs in Vocational Agriculture, the Beatrice High School has one of our most modern and well-equipped departments. This year the halls of their fine new school buildings were swarming with boys returning to school from the neighboring countryside. The merry laughter and happy voices of those bronzed, healthy looking, ambitious and financially successful farm boys, rang out through the halls as they greeted their many friends after a long summer's vacation of hard work on the farm. Everywhere throughout the school the neat looking blue and gold FFA jackets, worn so proudly by the Vocational Agriculture students, designate membership in one of the most active and thoroughly respected student groups in the entire school—the Future Farmers of America. No longer are the farm boys classified as "hicks." No longer is the instructor of Vocational Agriculture considered a "book farmer." Neither does one hear the old-time criticisms of the program from patrons of the school. Yes, Vocational Agriculture has grown up. It has come to be recognized as one of the important phases of a well-rounded educational program in high schools wherever farm families are to be served.

Looking into the future, a quarter of a century seems to be almost an eternity. Yet, looking back over the years of FFA history, the important happenings of a quarter century ago seem as but yesterday.

But why waste time in reminiscence except as the FFA experiences of yesterday (mistakes, as well as successes) may help in building more soundly for the days, years and centuries yet to come.

What of the Future?

What will the FFA be in the year 1978—another quarter century hence? What will be the total membership? How many countries of the world will be included? How many positions of important leadership of local, state, national and even worldwide responsibility, will be held by former members of FFA? How effective will our teaching have become for the future of agriculture and for the development of a peaceful world community?

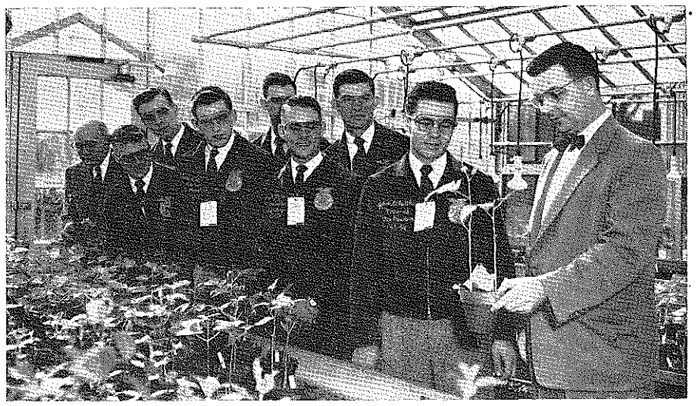
The responsibilities are unlimited for men of vision and action. All depends upon our present and future leaders, from the national advisor on down to our local advisors and Chapter officers. We must get a preview of the possibilities and then work as courageously and untiringly for the cause as did the early pioneers of the movement more than a quarter century ago.

Let's have a look into the "Crystal Ball," first backward and then into the future, as did the late Henry Groseclose of Blacksburg, Va., more than a quarter century ago when he first envisioned the possibilities of a National Organization of Future Farmers of America. After his "vision," Mr. Groseclose, who has been called the founder of the FFA, went to work to make his dream come true. The present development of the FFA indicates that he and other early workers in the program built even better than, and far beyond, his fondest dreams.

It would be interesting for every teacher of Vocational Agriculture, every State Supervisor, every Teacher Trainer and every National leader, to review his past progress in the work of FFA. Using the past as a stepping stone, we may thus get a "vision" for future action. Here is the Nebraska story for what it might be worth to others.

The Nebraska Story

"Vision" is what James A. Pearson (then Supervisor of Vocational Agriculture in Nebraska—now of the U. S. Office of Education) had for the Nebraska Association back in 1928 when he went to work on his dream which has since come true, no doubt beyond his greatest hopes. It was at that time that such enthusiastic Vocational Education leaders as C. H. Lane, J. A. Linke, W. A. Ross, W. T. Spanton, Dowell J. Howard, and others in the U. S. Office of Education went to work on "visions" of their own to make the dream of Henry Groseclose become a reality. The "Beatrice Junior Farmers Association" was already in existence at that time. They had only to change their name to "Beatrice Pioneer Chapter of Future Farmers of America" to become the number one Chapter in the Nebraska Association.



National officers of the Future Farmers of America learn about new developments in plant disease control at the greenhouse of the Du Pont experimental station at Wilmington, Delaware. This was one stop on the annual industrial tour of the national officers. Left to right are Dr. H. F. Dietz, manager of Du Pont agricultural chemicals research; Harlan Rigney, Freeport, Illinois, Central region vice president; David H. Boyne, Marlette, Michigan, national president; Walker E. James, Middlebury, Vermont, North Atlantic region vice president; Charles W. Ritter, Jr. of Armory, Mississippi, Southern region vice president; Hunt Zumwalt, Artesia, New Mexico, national secretary; David H. Elliott, Laurel, Delaware. state FFA president; John Schultheis, Colton, Washington, Pacific region vice president; and Dr. Dale E. Wolf, assistant manager of Du Pont agricultural chemicals research. If you're wondering about the unusual glasses, they're safety goggles, required in the laboratories.

Alvin Reimer, a student of Vocational Agriculture at Beatrice, was President of the local Junior Farmers Association in 1927 when Nebraska first became interested in the National organization. That spring Alvin was appointed by James A. Pearson to preside over the first state convention. That fall Alvin was likewise appointed by Mr. Pearson to represent Nebraska at an informal meeting in Kansas City, Missouri, to discuss the possible formation of a National Organization. Eleven states were represented at this meeting, and Alvin Reimer was elected as one of three student representatives, with no official designation, to conduct the meeting. This session served as a feeler for the Organization, and from there the development of the National Organization started.

By the following spring, 1928, the goal of the great National Organization of students of Vocational Agriculture was in sight. Vocational Agriculture teachers, State Supervisors, Teacher Trainers, and our leaders in the U. S. Office of Education, rapidly awakened to the potential value of such an organization.

From all corners of the nation and from each of the four administrative regions came definite proposals concerning the type and kind of student organization to be developed. These recommendations all supported the idea of building a nationwide organization, formulating a national constitution for the Future Farmers of America, and launching it as the National Organization of, by, and for students of Vocational Agriculture. A temporary constitution, patterned closely after that of the "Future Farmers of Virginia" envisioned originally by Henry Groseclose, was drafted during the summer of 1928 by members of the Agricultural Education Service of the Federal Board for Vocational Education in the U. S. Office of Education, Washington, D. C. In the fall of 1928 the tentative constitution was sent to the various states together with an explanation of the procedure to be followed by a state in becoming affiliated with the FFA. A call for the first national convention was also issued at that time.

The writer, as a teacher of Vocational Agriculture, was present on the side lines at the first National Convention. From that "inspirational viewpoint" he has been gazing into the crystal ball of FFA progress each year since that time. It has been a wonderful experience. Following are a few of the important observations of Nebraska FFA history which may be of interest and value to those who follow.

Nebraska's first real start in FFA came in July of 1928 during the annual summer conference of Vocational Agriculture teachers. Only 56 Vocational Agriculture departments existed in the state at that time. The instructors decided to adopt the National Constitution and proceed with a convention to organize the Nebraska Association. Application for a Nebraska charter was made on November 27 and granted on December 18, the sixth state association to be chartered by the National Organization.

The first official state convention was held in the spring of 1929 at the University of Nebraska College of Agriculture. James Pearson, State Supervisor, appointed Alvin Reimer of Beatrice to serve as the first State President. Andrew Wolberg of Eagle was appointed State Secretary. During the session eleven applicants were promoted to the State Farmer Degree. The Beatrice Pioneer Chapter and the Eagle Chapter were granted Nebraska charters, numbers one and two respectively, both as of November, 1928. Fifteen schools received their charters the following year, and the Nebraska association was well on its way. In the fall of that year (1929) Jimmie Pearson was called to the U. S. Office of Education in Washington, D. C. to become Regional Agent for the North Central Region. It was at that time that the writer came into the Nebraska State Department of Vocational Education to fill the supervisory vacancy left by Mr. Pearson.

A Story of Growth

Since those days of early history, many great and important things have happened to the Nebraska Association and to the thousands of up-and-coming farm boys who have passed through its ranks of membership. The number of Chapters has increased from the original two in 1928 to a total of 131 this year (1953). During this same quarter century the membership in Nebraska has grown to a total of 5,103. The national membership now reaches the grand total of 352,916 in 8,498 chartered Chapters. These total figures do not include the New Farmers of America, a companion organization which has been started for Negro students of Vocational Agriculture. All 48 states, Puerto Rico and Hawaii, now have active associations of FFA.

In Nebraska, since the beginning, the number of State Farmers promoted each year has gradually increased from eleven to a class of 93 receiving the honor this year. In 1929 the average labor income of the State Farmer group was little more than the required $250.00. This year the average figure was $1,979.00.

Among the first Nebraskans to receive the American Farmer degree were Alvin Reimer, 1929, and Waldo Penner, 1930, both of the Beatrice Chapter. Since his subsequent graduation from the University of Nebraska College of Agriculture, Alvin was for 12 years a successful teacher of high school Vocational Agriculture. He then became an instructor of farm Veterans and is now back to his first and only real love, a good Nebraska farm, near Beatrice. Waldo Penner continuously since his high school days has been a successful farmer and a good substantial citizen in his original home community. A total of 61 Nebraska boys have to date followed the lead of these two "pioneers" and are now wearing the cherished golden key of the American Farmer. Among this group are several whose names have become prominent in National FFA history. Such young men as Alvin Reimer, Beatrice, National First Vice-President, 1928; Morrison Loewenstein, Kearney, National Vice-President for the Central Region, 1933; Norman Kruse, Albion, Star Farmer of America, 1938; Willard Visek, Sargent, National Secretary (elected but did not serve because of the war), 1939; and Duane Munter, Randolph, Star Farmer of America, 1940, will always be respected for their outstanding service to the progress of the national organization.

Success stories of former State Farmers and other FFA members by the hundreds could be told here if space permitted. One in particular of which the Nebraska Association is proud is the story of Senator Monroe Bixler. Young Bixler graduated from the Sioux County High School at Harrison, Nebraska, in 1931. He was an outstanding student of Vocational Agriculture and received the State Farmer degree in the Nebraska Association that same year. Since that time he has held many important positions of rural leadership in his home community, including a long term of service as a member of the Board of Regents of the Sioux County High School. This year the people of his area expressed their confidence in Mr. Bixler by electing him to represent them as a Senator in the Nebraska Unicameral Legislature. A review of his record in the Legislature indicates that Senator Bixler was a foremost leader in much legislation of great importance to education and agricultural progress in the state. One of the real pleasures of FFA leaders is to see such young men (the product of their toil) stepping up into the important positions of agricultural leadership in their home, state, national, and international communities.

Yes, the FFA has made rapid progress and is now favorably recognized throughout the nation for its contribution to the advancement of farming methods and its effectiveness in developing progressive agricultural leadership.

How Far Can We Go?

What will happen during the next quarter century? The "crystal ball" reveals that some dreamers who are away out and ahead have already envisioned an international federation of high school students of agriculture. Perhaps eventually we may consider a change of name to FFW (Future Farmers of the World) or FFI (Future Farmers International). Already some progress has been made along this line. Farm boy delegates from many foreign countries have attended our National Conventions, and we are sending representatives from the FFA to other countries having programs similar to our own.

This program of foreign exchange is doing much to unite in friendship and oneness of purpose, the rural youth of many nations. Much more and rapid progress of this kind may be expected. For instance the following quotation from Bill Newman, President of the Future Farmers of Canada, as he spoke

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Are your clinics—

(Continued from Page 277)

real concern to all who had a hand in planning these clinics. There was a continual effort on the part of Professor Hartzog and those working with him to focus their discussion and effort in specific tasks that Vo-Ag instructors could eventually perform in their classrooms and farm shops.

This meant, on the part of those making up the material to be presented, a continual evaluation and re-evaluation of subject matter and "doing" jobs. This job fell largely on the shoulders of Professor Hartzog and Professor Walter E. Matson, Agricultural Engineering Department of W.S.C. They prepared the following materials for use in the clinics:

a. A set of 8 cartoon-illustrated charts similar to the large charts used by the clinic instructors. A drawing of the service entrance panel to be constructed with a list of required materials for the panel was also included.
b. A 16-page synopsis on "Fundamentals of Electricity" by Professor Walter E. Matson of Agricultural Engineering at W.S.C.
c. A booklet from Westinghouse called, "Farmstead Wiring."
d. A Westinghouse youth booklet entitled, "Electrical Farm Equipment You Can Build."
e. A youth bulletin entitled, "Electrical Demonstrations You Can Give."
f. Several electrical folders on uses of electricity put out by power suppliers of the area.
g. One page charts on wire sizes and meter pole plans.
h. A list of suggested films and a list of suggested references.
i. A typical program for the clinic is inserted.

All of the above items were included in bound folders which were given to each Vo-Ag instructor attending the clinic.

Time and Place

The problem of making it possible for instructors to attend the clinics was solved by arranging for the clinics to be held as all-day sessions on either Fridays or Saturdays when teachers could attend such meetings. The exact time of each meeting was left to the wishes of the instructors concerned but for the most part meetings fell on Saturdays. In some cases the instructors preferred to meet on Friday afternoon and evening.

Evaluation Is Necessary

6. The final step in the working of a clinic is the re-evaluation. This was done at the close of each clinic. Professor Hartzog, the power supplier representatives, the local Vo-Ag instructor, the assistant state supervisor of the area, and in some cases the school administrator, met and discussed all phases of the clinic—how it might have been more meaningful, better planned, whether any rough spots showed up and how they might have been avoided. These re-evaluating meetings proved very valuable in planning and carrying out future clinics.

To sum up some of the results of the seven upgrading electrical clinics just mentioned, the following capitulation can be made:

a. A total of ten power suppliers cooperated in the rural electrical clinics. Several of the power supply companies participated in as many as three different clinics.
b. The power supply companies furnished a total of eighteen clinic instructors. The State College of Washington, one clinic instructor and one coordinating instructor.
c. Seven local Vo-Ag teachers acted as local coordinating personnel.
d. Seven public school superintendents cooperated in making available seven Vo-Ag departmental facilities for the clinics.
e. Four assistant state supervisors cooperated in coordinating the arrangements for clinics.
f. One hundred seven teachers attended clinics.
g. Thirty-two electrical panels were constructed.

The worth-whileness of this series of clinics can be measured only by the improvement that will take place in the farm shops and classrooms of the 107 Vo-Ag instructors who attended and took part in the working experiences provided for by these clinics. However, the technique employed in organizing this series of clinics will be used over and over again, and again for future clinics of similar nature by the Vocational Agricultural Staff of the state of Washington. □

Based upon figures available in January, 1954, there are 10,612 teachers of Vocational Agriculture in the United States and Territories. The subscription list for *Agricultural Education Magazine* for the same month totaled 9,060.

End of Volume 26

This issue completes volume 26 of *Agricultural Education Magazine.* Our thanks go to the teachers, personnel in teacher-education and supervision and the numerous contributors from outside our immediate ranks for the content of the twelve issues.

Volume 27 begins with the July issue. Themes for the coming year were listed in the April issue. We trust that they deal with phases of your program which cause you to anticipate the various issues with a desire to find out what others have to say about them and to tell others of your own experiences. Copy is due three months in advance of publication. Pictures to illustrate your article are welcomed.

The Summer - -

(Continued from Page 272)

other states may present itself. Conversation with people interested in agriculture and farm life may be worthwhile, also.

Many means for professional improvement are available to the teacher of agriculture during the summer months. The degree to which the instructor keeps up-to-date is dependent largely upon his recognition of these opportunities, and then the purposeful exploitation of them. □

Planning makes a difference

(Continued from Page 275)

be brief and concise and could be organized according to the various areas or headings of the program like Professional Improvement, Adult Farmer, Farming Program Supervision of High School Students, FFA Activities, Public Relations, and Physical Facilities. The report will provide a record and serve to inform those who should be aware of the teacher's summer activities.

Conclusion

Through careful planning teachers of vocational agriculture can provide effective agricultural leadership and provide a service to the school and community which will receive recognition and support from all sources. A summer program which gets results will satisfy people in the community and justify summer employment. □

A Quarter Century—

(Continued on Page 279)

before the 1952 National Convention of FFA, is typical. "The Future Farmers of Canada, FFC, started in 1944. Previous to this time there had been no Future Farmers because there had been no Vocational Agriculture in British Columbia except for Chilliwack, which started in 1939. In 1950 Vocational Agriculture was started in about 12 centers of the Province in conjunction with the Future Farmers of Canada on a province-wide basis" . . . . "We have patterned our organization after the FFA because we feel that your 25 years of experience can be of valuable aid to us."

The nations of the world are now closer to each other from the standpoint of travel time, than were the states of our Union when the FFA was first started. What are the implications of this to you men of vision, for the future of FFA?

"Scandalous"!? — "Outrageous"!? — "It can't be done"?—A quarter century of progress in FFA has proven the early skeptics to be entirely mistaken. The outlook for the coming years seems to be equally promising.

A proposed slogan for future generations of FFA boys, their teachers and all forward-looking leaders in Agricultural Education may well be—"Get out your space masks." □

Summer Time is needed in planning for training the student teacher

Summer workshops for cooperating teachers

HENRY C. COLSTON, Graduate Student, University of Tennessee

Teacher trainers and cooperating teachers plan their apprenticeship teacher program in agricultural education at the University of Tennessee. Workshops of this type are worth-while summer activities of those responsible for training prospective teachers of vocational agriculture.

TEACHER trainers and cooperating teachers of vocational agriculture should look forward in planning their conferences and workshops for cooperating teachers working with student teachers of vocational agriculture. Plans should be laid early in the spring so that an effective and worthwhile conference or workshop can be held during the summer.

Last summer the University of Tennessee Department of Agricultural Education conducted an eight-day workshop on student teaching for cooperating teachers. The outline of study for the workshop was set up as problems to be solved:

1. What constitutes an effective program of vocational agriculture?
2. What responsibilities are involved in a student teaching program and how should the responsibilities be distributed?
3. What materials should be kept on file in the agricultural education department and in each training center?
4. What should be done when the student teacher arrives at the training center?
5. What are some suggested objectives and activities for student teaching in agricultural education?
6. What are some means of evaluation?
7. What information do employers want about teachers?
8. How can a report of the workshop be used?

Participants in the workshop spent considerable time discussing what is essential for an effective program of vocational agriculture. They listed some major guidelines to follow, but realized the need for a comprehensive study on what constitutes the job of the vocational agriculture teacher. A discussion of the foregoing raised the problem of where student teaching fits in an ongoing program. Recent literature on student teaching throughout the country was reviewed and analyzed. The present student teaching program was critically evaluated in light of the participants' experiences and the literature on the subject. Some of the members of the workshop had received their training under the present organization and most of them had had experience in working with student teachers in their departments under the present plan. Suggestive materials were developed on the distribution of responsibilities, materials that should be kept on file in the agricultural education department and in each center. Agreements were reached concerning the things for the cooperating teacher and student teachers to do when the student teacher arrives at the training center.

Much thought and discussion was centered on what should be the objectives of student teaching and what activities should be selected to reach the objectives in the training centers. The participants developed a suggested list of objectives and supporting activities. Ways and means of evaluating progress toward the objectives were explored.

The participants in the workshop agreed upon the following areas as a framework in which to develop student teachers' programs:

1. Get established to teach in the school and community
2. Determine individual and community needs
3. Select pupils for vocational agriculture
4. Provide guidance, placement and follow-up
5. Teach and supervise all-day groups
6. Advise the FFA chapter
7. Teach and supervise young and adult farmers
8. Select, organize and maintain facilities
9. Keep records and make reports
10. Promote and publicize the vo-ag program
11. Evaluate the effectiveness of the program
12. Improve professionally
13. Participate in non and extra curricular activities

Based on their experiences as student teachers and as cooperating teachers, the group developed a set of suggestions for helping student teachers after they arrive at the training center.

1. Get the trainee acquainted with all physical facilities.
2. Supervise jointly early in the student teaching program.
3. Assist student teacher in analyzing and solving disciplinary problems.
4. Assist student teacher in analyzing and improving teaching plans.
5. Provide an opportunity for the student teacher to observe and discuss class purposes and procedures.
6. In conferences, try to lead him to see where he can improve.
7. Use sincere and frank approach in dealing with the student teacher.
8. Show confidence in him by giving him responsibilities.
9. Take him into your confidence in connection with the program.
10. Invite student teacher to go with you to all appropriate meetings.
11. Show definite pleasure in helping and dealing with the student teacher.
12. Deal with the student teacher in such a manner as to build and maintain respect and friendship.
13. Look at the strong points. Let student teacher know that there is always room for improvement.
14. Try to keep him from becoming discouraged, frustrated or demoralized.
15. Be an example of optimism. Strive to show very little discouragement.
16. Encourage the student teacher to evaluate the work of the other student teacher.
17. Make adverse criticism specific and offer suggestions for improvement.
18. Encourage the student teacher to participate in discussions to bring out ideas.
19. Maintain a question approach, rather than giving out recommendations.
20. Encourage each student teacher to evaluate the department.

The workshop group was of the opinion that responsibilities should be spelled out and delegated. After responsibilities were agreed upon decisions were reached concerning the degree of responsibility for each person concerned. Responsibilities were divided among the student teacher, cooperating teacher, university supervisor and others, which included the principal, superintendent, and board members. Some responsibilities were delegated equally among those concerned; some were delegated primarily to one person; some were given major responsibilities and others were given minor ones.

The group agreed that evaluation was a joint responsibility of the university supervisor, cooperating teacher and student teacher. Evaluation was considered a continuous process, not an activity to be concerned with just at the end of the student teaching period. It was decided that each student teacher should be evaluated in terms of his tailored program. Methods and techniques to use in evaluation would vary between individuals and situations.

In conclusion, plans should be made early for summer workshops or conferences for cooperating teachers who work

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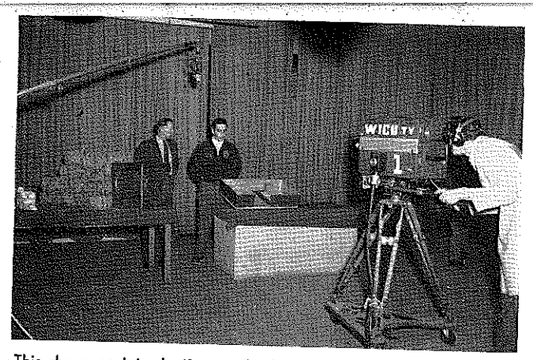
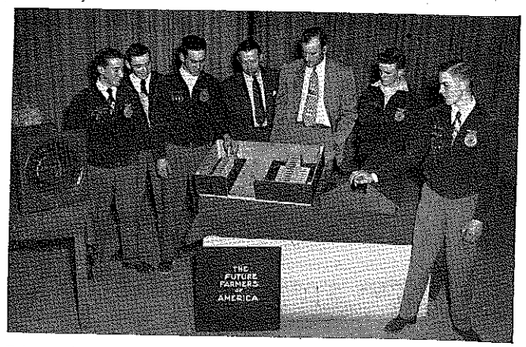


This shows an introduction at the beginning of the program. Note the blower and bales of hay stacked as one might do in the mow. The model barn with roof removed shows how the air ducts are constructed. Observe microphone above the speakers. B. E. Decker M. C. is introducing Bernard Blore the first of three FFA member speakers.



Telecast by Wattsburg FFA demonstrating hay drier. Shown in the picture from left to right are: L. R. Duane, Stutzmen, Secretary, FFA; Joe Klick, Vice-President; Bernard Blore, Reporter; Dr. B. E. Decker, M.C. and County Adviser; R. R. Smith, Supervisor of Rural Development, The Pennsylvania Electric Co.; J. Afton and Charles Hayes.

Future Farmers set television pattern

They pioneer to educate and entertain Young Farmers and Adults

BIRON E. DECKER, Adviser for Erie Co., Penn., Agricultural Education

Biron E. Decker

ON Thursday morning of each week at 11:00 the people of Northwestern Pennsylvania, the bordering areas of Ohio and New York State and some areas in Canada hear this: "This is number 112 in a series of educational shows presented by the Future Farmers of America and by the Young Farmers. This show is sponsored by the Erie Dispatch Television Station, W.I.C.U. as a public service feature." Then the show is on the air and almost anything can and usually does happen but you can be sure that the confusion which seems so prevalent in the studio is well organized confusion. The Future Farmers and their teacher have worked with the author who has served as producer and M.C. for over a year with measured regularity. The activity which results is handled by no less than 12 men who assist as staff members.

Every person who has participated in one or more of these shows has acquired considerable useful knowledge relative to the technique common to the TV studio. These pioneering Future Farmers of America have learned something which could not be learned elsewhere. They have learned to think and act while at the same time they are surrounded by other people who have a job to do and the job is being done regardless of the type of show the studio has on the camera at the time. Beginners become confused with all of this signal language, moving microphones up to the speaker and pushing the camera up practically into the face of the speaker. The boys have learned to concentrate and to ignore the activities of those who have no part in the actual presentation. After participating in a number of telecasts it is a simple matter to stand before an audience and deliver a talk. Radio broadcasting becomes childs play.

A word of warning here in defense of the radio is essential. Never sell radio short. It is still as important as ever and, through its use, many shows can be broadcast which could never be handled on television for the same low cost of production and ease of preparation. It is also true that radio reaches many more people. After all we need not see the radio to hear it as we continue to work at our job almost anywhere including travel in the family car.

What About Mistakes

Well—what about it? On the motion picture screen the errors can be cut and or a new shot can be spliced into the film. On radio we can read the script. On television we simply must know the subject and then go ahead and talk as one might in an ordinary conversation. Mistakes will occur occasionally. Say "excuse it" and go ahead with the corrected version. Don't become confused. Possibly the greatest error anyone can make on TV is to attempt to be somebody else. This is no place to imitate others. Be your honest self, be sincere and there is little to worry about. If we intend to let mistakes worry us it may well be a good time to retire from the field of vocational agriculture and from television specifically. Every scientist has made his share of errors. Every pioneer has made errors and many have failed to survive. Every leader makes errors. Those who follow need not assume this responsibility. All one needs to do is use common sense to avoid serious errors. Consult the program manager of the TV station and he will advise you concerning errors you might make. If you make an honest error, he will advise you. That is his business and you can rest assured that he will know what is happening on his television monitors.

Finally it is well to remember another fact—you must be ahead of the fellow who is kicking you in the pants. Part of the penalty for being a leader is to acquire many critical comments from many sources. Some of these comments will hurt and at times there will be enough truth in the comment to make it sting slightly. The wise leaders use criticism as a means to an end—that of improving professionally and otherwise. It keeps a person more alert. The show must go on so don't let your feelings become too tender.

What Is the Role of Television in the Schools?

Recently a group of educators met in Erie County, Pennsylvania, to conduct a study conference concerning audio-visual aids. Their report was to be submitted to the Department of Public Instruction in Harrisburg where it would become a part of a publication depicting the philosophy of educators throughout the state. Mr. George Yochin, Director of Audio-visual aids in the Erie City Schools was chairman of the group studying visual aids. The author was co-chairman. Coordinators included Dr. John T. Gatzey of the Edinboro State Teachers College and Elaine Beaudry of the Erie City Schools. Numerous administrators and teachers participated. All of the leaders in this group possessed considerable experience with all types of audio-visual aids in school work. Study questions included the following:

1. Do you believe audio-visual aids have a place in the modern school? (a) TV. (b) Radio. (c) Recordings. (d) Film.
2. How can TV be used by the teacher?
3. In what respect does TV bring new challenges to the teacher?
4. What are good criteria for TV in an educational program.

The committee members mentioned several disadvantages of the school owned television studio with its assigned wave length which may or may not reach the general public. It was not clear whether or not this plan would make it possible for the school TV broadcast to go out over the air to any place other than in the school system. The writer is of the opinion that any school program worth preparing should be available to the general public if there are people who wish to tune in on the broadcast. By virtue of having a studio equipped so as to pick up commercial shows, the school might well pick up excellent shows dealing with current events and historical presentations. On the other side of the issue, if the school presentations are to be limited to the schools only, then the school cost would be too high and it might be equally as well to use a commercial channel which could be arranged as a public service program.

The committee thought that there would be too much trouble scheduling TV programs in the school. Is it not true that athletic events are scheduled with great regularity and in some instances with little regard for the school program as a whole? School busses are used to transport the team. They could also be used to transport a group of students to and from a commercial broadcasting studio. There would be little need for interruptions in the general school program. An interruption which contributes to the educational opportunity of the individual pupil is worthy of consideration but a well managed TV program should not be considered as an interruption—it is an educational opportunity. It is a new way of life.

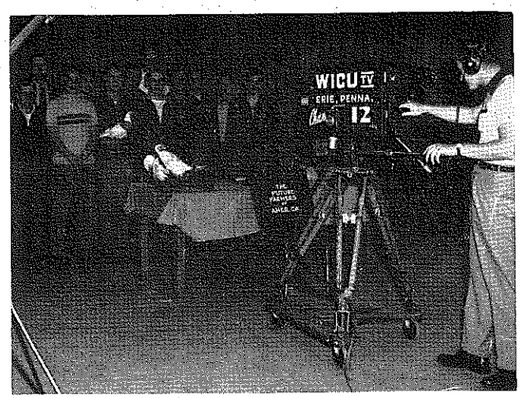
Another criticism involved the inability of every pupil to participate in the shows. Is it possible for every pupil to participate in athletics? Not all of the students are interested in all subjects. Is it necessary for every student to participate? Either way the argument may swing, a suitable solution can be found if there is adequate interest manifested. The only way to discover the good and the undesirable features of any type of activity is to participate and eliminate the bad features. Eventually experience will make it possible to develop a successful television show. The writer is of the opinion that too few educators have participated in television to make it possible for them to advance sound arguments pro or con. We should retain an open mind—speak with reservations until we can be sure.

Some Things to Consider

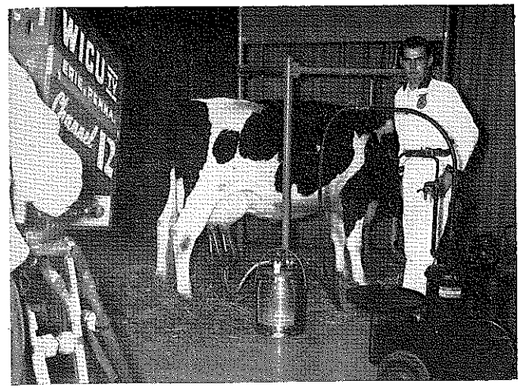
Many commercial TV programs are rather amateur in nature. The writer has learned from experience that a school program warrants picking up a sponsor. Many people would not favor the idea of allowing a school program to be a sponsored program. Try another angle then. Why not submit a series of subjects to a sponsor and allow professionals to prepare and present the shows. The schools having the schedule of events as suggested need only tune in and reap the benefits. Is it possible to induce a scientific company to sponsor a show in which they teach physics; is it not possible for the cowboys to re-enact actual historical events instead of making up a show of fiction? Imagine for instance a group of sailors discovering America using the exact historical facts—playing out the dreadful time the leaders had in making it possible to complete the voyage. Geography lessons might well be presented with regularity. There is no limit to the educational values. Every school in the country could tune in on the show and the pictures would be more likely to register than a poorly prepared recitation. It would make little difference in this case if the student had failed to remember the assignment for that day. Some of these shows could be broadcast at night, some during the day.

Has there ever been an effort made to get commercial sponsors to present educational shows? Is it possible? It may be worth a try. In the meantime, why not allow those teachers who are willing to exert extra energy on behalf of their students, to proceed and actually receive administrative support in the development of a public relations show. Every station has a certain amount of time which they like to utilize as public service telecasts. If these shows are well prepared, the idea can and probably would become infectious. There is nothing like success to help one succeed.

There is just one big question. Who will do all of this work? There can be no bluff. Poorly prepared script will not be tolerated. Poorly coached students will not be tolerated by the public. Telecasting is a type of presentation demanding an interesting show. You can bet that public relations will be developed but what kind? Every thing that happens on the screen will tell a story. The producer will be responsible for the outcome. If the show is good, the program will be a success and the public will respect the school, the students and everybody involved. Yes. the public should be told. Television is about the best opportunity to date. □



Millcreek FFA members about to observe a laboratory period in the agricultural department. Note the cockerel awaiting the caponizing operation. The bird is mounted in a special holding device prepared by the boys. Clinton Moorehouse is operating the camera for W.I.C.U. He is, as are all staff members, a friend of all FFA members. J. I. Payne, teacher of agriculture at Millcreek is second in the group from the right.



The Albion Chapter furnished this "show." "Props" are an important consideration in staging a program. Here we have a portable vacuum pump for operating the milking machine and a transparent plastic milking machine, tubes, teat-cups, hose and can. The cow in the picture actually was milked and she "remembered her manners" during the performance. The FFA member is Thomas Brewster. Carlton Harry is the teacher at Albion.

Summer Workshops

(Continued from Page 281)

with student teachers. The workshop that was held last summer at the University of Tennessee Department of Agricultural Education was valuable in that the cooperating teachers felt that their experiences should be capitalized on to a greater extent in developing a more functional program. The problems studied during the eight days were those the group felt should be solved in order to improve the present student teaching program. □

Jack Dreesen, who was president of the Oklahoma FFA in 1948, heads a new herbicide program established by the National Agricultural Chemicals association in Washington, D. C.

Spanishburg, West Virginia, FFA netted $81 in 1953 from use of their portable tank for dipping 1,150 sheep.

A study concerning the - -

Professional problems encountered by beginning teachers of vocational agriculture in Arkansas*

DENVER B. HUTSON, Teacher Education, University of Arkansas

Denver B. Hutson

IN recent years much attention has been given by teacher training institutions throughout the country to evaluation and re-organization of programs in pre-service training for teachers of vocational agriculture. Study has been focused on the more basic and significant factors that seem to affect changes resulting in newer concepts regarding the pre-service preparation of teachers by providing a more functional program of education.

Before a program of pre-service or in-service training can be adequately designed to improve the proficiencies of teachers, it seems that there should be a more realistic recognition of the problems and needs of teachers who become engaged in teaching vocational agriculture. As a part of a more inclusive investigation, this study is concerned with some important facts and opinions of teachers of vocational agriculture in Arkansas relevant to professional problems encountered during their first year of teaching experience.

Sources of Information

The data for this study were procured by the normative-survey information blank method and through personal interviews with each of 86 white teachers of vocational agriculture, who were teaching in the public secondary schools of Arkansas during the 1951-52 school year, and who had been teaching vocational agriculture in the state one or more years between the school years 1949-50 and 1951-52, inclusive. All the teachers were graduated from the University of Arkansas during the school years 1948-49 to 1950-51, inclusive. The 86 teachers represent 80 per cent of the teachers who began teaching vocational agriculture during the three-year period, and 100 per cent of those who were teaching at the close of the 1951-52 school year.

The check list, which was used in the interviews, consisted of 345 professional activities that teachers ordinarily perform in planning and carrying out a complete program of vocational education in agriculture. It was devised with the assistance of a ten-member advisory committee composed of teachers, supervisors, and teacher trainers. These selected activities were classified according to 12 major areas as shown in Table I.

Teachers who had taught less than one year or who received their pre-service professional training at an institution other than the University of Arkansas were not included in the study. The data were procured from the teachers at different times during the summer of 1952.

Importance of Study

Some educational authorities have indicated that periodic evaluations of the programs of pre-service training should be made for the purpose of making adjustments which seem necessary to prepare adequately prospective teachers for their respective positions. With this in mind it was felt that teachers with from one to three years of teaching experience could give a valid appraisal of the extent of their concern in performing selected professional activities, related directly or indirectly to their pre-service training and experience, during their first year of teaching in vocational agriculture.

It was felt that a study which would identify somewhat specifically the nature and extent of the professional problems encountered by teachers durtheir first year of teaching vocational agriculture in Arkansas should be of value in indicating indirectly the competencies which have been developed, neglected, or insufficiently emphasized during the period of pre-service training. Too, such a study should indicate the nature of problems that may not be directly related to the training experiences in college.

This study was planned to provide a more valid basis for planning a systematic program of follow-up assistance to teachers during their first year on the job. It should suggest areas of emphasis in planning the professional program of in-service training.

Major Problems by Areas

The opinions of the 86 teachers were secured concerning the extent of the difficulty encountered in performing the selected activities in each of the 12 areas during their first year of teaching experience. Sixty-three of the 345 selected activities were indicated by 40 per cent or more of the teachers as problems that caused considerable difficulty during their first year of teaching experience in vocational agriculture. The major problems encountered in each area follow.

1. Twelve of the 14 selected activities pertaining to program planning were indicated as definite problems of concern by over one-half of the teachers performing the activities during their first year of teaching experience. The activities that were problems of concern by the largest number of teachers involved: budgeting time for doing all activities included in the annual program of work; planning a long-time program for the community; and determining ways and means of attaining objectives of the annual program of work.

2. Over 70 per cent of the 67 activities relevant to the program of classroom instruction for all-day classes were indicated as problems of concern by 50 per cent or more of the teachers. The activities pertaining to this area in which most difficulty was encountered were: budgeting time for instruction in all phases of the program; maintaining class interest in the study of farm management units; preparing instructional materials to care for individual differences; teaching students how to evaluate sources of information; and teaching students how to utilize several sources of information.

3. Seventeen of the 26 selected activities relative to instruction in farm

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*Based on a portion of a dissertation study, University of Missouri.

Table I. Areas in Which Activities Were Indicated as Problems of Concern by Teachers During Their First Year of Teaching

Areas	*Activities in area*	
	Number	*Per cent*
Program planning	14	4
Classroom instruction for all-day classes	67	19
Instruction in farm mechanics	26	8
Supervised farming	65	19
Future Farmers of America	31	9
Guidance activities	12	3
School-community relationships	16	5
Instruction for out-of-school groups	39	11
Evaluation	12	3
Records and reports	21	6
Facilities	16	5
General administrative activities	26	8
Total	345	100

Some teachers are using the newer facilities

Televising FFA Programs

OMAR C. MENOHER, Vo-Ag Instructor, Union City, Pennsylvania*

This shows how the cameraman operates and the location of the microphone boom. The picture was taken during an actual "live" TV show on WICU, Channel 12, Erie, Pennsylvania. Note telephone over cameraman's ears. He is directed from sound-proof room 40 feet away where engineers observe and follow script.

UPON going through the morning's mail we find a new schedule of programs for Erie County television shows. Our school had a program only last month, therefore, we should worry! Casually and rather smugly we read over the list—Millcreek FFA, "Brooding Chicks with Infra-red Lights"; Girard FFA, "Construction of the FFA Emblem"; Waterford FFA, "Nomenclature Applicable to all Types of Farm Animals," Union City—what? Union City FFA, "Sheep Shearing."

Our reading stops and we quickly check over in our mind the boys that could be used on the show. Let's see, Clyde Short and Larry Peard have sheep as part of their supervised farming programs. Clyde can shear, as he has helped his father with their farm flock for several years. Larry can also do a fairly good job, as he and the author had sheared his flock last year. The program is scheduled for fifteen minutes. It seems we spent at least that much time shearing each animal, and on a television show we would probably have twelve minutes for the demonstration. It will be necessary for us to cut down the time to approximately seven or eight minutes in order to produce a complete show. There will be the introductions, probably a short demonstration showing the old method of shearing with hand shears, tying the fleece, and marketing the wool.

Should we have a professional sheep shearer do the job and have a boy more or less "stand by"? No, the program would be more effective if one of the students of vocational agriculture actually did the shearing.

Probably we should have one of the boys explain the step of removing a fleece. We are fortunate in this case, as either of the two boys can do an excellent job of speaking. As it turned out, our first job was to determine which of the two would do the better job of shearing.

That evening found the three of us at Larry Peard's. After each of the two boys would shear the sheep, we decided that Clyde Short would eventually do the better job.

Within the next month and twenty-seven days Clyde Short sheared three flocks—his own, Larry's, and Richard Butler's, another boy with a sheep project. Larry had attended several of the sessions to practice explaining the various steps and positions for holding the sheep. We used the booklet published by the Sunbeam Corporation as a guide. To vary the procedures, we decided to have Larry tie the fleece while Clyde narrated.

On the day of the show we were not too concerned, Clyde could shear the sheep very well in the alloted time. Larry was doing an excellent job of narration, and we had had three previous shows and knew the procedures fairly well.

We arranged to arrive at the television station approximately an hour before the scheduled time to go over the show with the cameraman. We have found this to be necessary for the camera to pick up close-ups when necessary and to cover up some part of the program that might not be too professionally executed.

In the midst of what is apparently utter confusion, we are notified the show would be on the air in one minute. The next instant we hear Dr. Biron E. Decker saying, "This is number 62 in a series of educational shows presented by the Future Farmers of America and by the young farmers. This show is sponsored by the Erie Dispatch Television station, WICU, as a public service feature. We have two Union City FFA members and their instructor, Omar Menoher, with us today who will present a sheep shearing demonstration. Here is Mr. Menoher who will introduce his boys."

That's it! It's in our laps.

This particular production proved to be an excellent show. Before it was over the station manager and many other dignitaries were out by the camera watching. The following day we had many fine comments on the show, and Clyde Short received five calls requesting him to shear sheep. □

*Collaborating in the preparation of this story was Biron E. Decker, Agricultural Adviser in Erie County, Pa.

Professional Problems—

(Continued from Page 284)

mechanics for all-day classes were reported as problems of concern by 75 per cent of the teachers. The activities that were of most concern to the teachers were as follows: financing the cost of individual projects; keeping all students engaged in worthwhile activity; providing for storage of projects under construction; and guiding students in the selection of worthwhile projects.

4. Over 50 per cent of the teachers indicated that 63 of the 65 activities pertaining to supervised farming for all-day students were problems of concern during their first year of teaching. The activities that were most commonly mentioned by the teachers as causing problems involved: getting students to keep record books neat and accurate; getting students to keep record books up-to-date; maintaining interest of students in record keeping; scheduling time to visit all students adequately; providing for boys with limited facilities; teaching students to make budgets for farming programs; and guiding students in formulating long-time farming programs.

5. Thirteen of the 31 selected activities relevant to the program concerning the Future Farmers of America were indicated by one-third or more of the 86 teachers as problems that caused considerable difficulty during the first year of teaching. The activities, in order of rank, that were of most concern to the teachers performing them involved: selecting and developing public speakers for contests; selecting and developing parliamentary procedure teams; and working out a program of finance for Chapter activities.

6. Guidance activities, in which most difficulty was encountered by the teachers, involved: assisting students in understanding their needs, interests, and aptitudes; maintaining follow-up records of students; and coping with individual differences.

7. Nine of the 16 selected activities pertaining to school-community relationships were indicated as definite problems by over one-half of the teachers performing the activities. The activities that were of most concern to the largest number of teachers included: scheduling time to carry out personal service activities; budgeting time for participation in community activities; and determining types of personal service activities.

8. The activities, in order of rank, that were most commonly reported as problems by the 86 teachers pertaining to organizing and conducting classes

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Why Criticize the Farm Shop Program?

O. J. SEYMOUR, District Supervisor, Henderson State Teachers' College, Arkadelphia, Ark.

DURING the past year the writer has heard many criticisms of the type of shop work being done in vocational agriculture shop courses by a number of Supervisors and Teacher Trainers. No doubt some of this criticism is justified. Surely a shop program that has been developed over a period of some thirty-five years has some commendable features or school boards would have been reluctant to construct agriculture buildings separate from the main high school building so that adequate space for an agriculture shop would be available.

Many of these leaders in vocational agriculture seem to believe that all shop work taught in a vocational agriculture shop course should be centered around the care and repair of farm machinery. If farming is strictly *a business enterprise* and not *a way of life*, this viewpoint may be well taken. If this is the correct philosophy on farm shop work, then the elaborate farm shop facilities and expensive power equipment, which so many departments have, is not particularly needed.

If on the other hand *farming is a way of life* then farm shop training in more than the care and repair of farm machinery is very desirable for farm boys. The majority of farm shop jobs to be done on a farm center around the farmstead: the dwelling house, the barn, outbuildings, yard and barnyard fences, etc. Some of these jobs are:

1. Keeping all buildings in good repair and painted.
2. Keeping barn equipment and household equipment and furniture repaired.
3. Construction of needed small buildings about the farmstead.
4. Building and installing windows and door screens.
5. Keeping fences and gates in good repair.
6. Building kitchen cabinets, clothes closets and other home conveniences.
7. Building lawn furniture and simple pieces of furniture needed in the home.
8. Making minor electrical repairs on electrical equipment in the home and barn. Putting in additional wall outlets and wiring the barn.
9. Simple plumbing repair jobs.
10. Installing a home water system.
11. Building feed troughs, water troughs, self feeders, etc.
12. Concrete construction needed about the home and barn.

The know-how and skills needed to do these jobs will require thorough and adequate instruction in the farm shop courses made up of—Wood working, Metal working, Concrete, Pipe work and plumbing, Water systems, Fence building, etc.

The great variations in types of farming and economic conditions in various school districts make necessary a wide latitude in determining what is a suitable shop project for a particular boy in his school.

The building or repair of any worthwhile shop project which has an economic value and will make life on the boy's farm more desirable and happier is justified if the know-how and skills needed in good workmanship are being developed. □

A statewide "Ham-Bacon-Egg Show" in West Virginia attracts exhibits from several hundred FFA members annually.

Professional Problems—

(Continued from Page 285)

for adult farmers involved: securing interest of farmers in organized instruction; getting farmers to accept initiative for classes; planning a year-round program of instruction; determining procedures to follow in organizing adult classes; and getting farmers to use approved farming practices.

9. The activities pertaining to evaluation, in order of rank, that were of most concern to the teachers performing them involved: using an advisory council or committee to evaluate the total program; evaluating the young farmer program; evaluating the adult program; and evaluating the community program of work.

10. The activities pertaining to records and reports which were indicated as problems of most concern to teachers performing the activities were as follows: keeping follow-up records of graduates; keeping records of young farmer classes; and maintaining an adequate system for classifying and filing records.

11. Over 50 per cent of the teachers indicated that problems of varying degrees of difficulty were encountered in preparing nine of the 13 state reports ordinarily completed by teachers of vocational agriculture during the school year. The reports that cause most difficulty to the teachers preparing them were: Follow-up Record; Final Report of Supervised Farming; and Annual Community Program of Work.

12. The activities pertaining to facilities that were most commonly reported by the 86 teachers as problems of concern were: providing adequate laboratory equipment and supplies; providing adequate equipment and tools for the shop; and planning and arranging the shop.

13. Twenty-one of 26 activities, which were classified as general administrative activities, were indicated by one-third or more of the teachers as problems of concern during the first year of teaching. The activities in which most difficulty was encountered included: securing adequate finances for purchase of reference books and teaching materials, and securing adequate finances for travel and supervision.

Summary

The teachers reported varying degrees of difficulty in performing selected professional activities, which were classified according to 12 major areas, during their first year of teaching experience. The five areas, in order of rank, that were indicated by the teachers as causing most difficulty during their first year of teaching were as follows: program of instruction for out-of-school groups; program planning; supervised farming; instruction in farm mechanics; and program of classroom instruction for all-day classes.

The activities pertaining to the professional aspects of the program in vocational agriculture that were reported by the highest percentage of the teachers as problems of major concern during their first year of teaching, involved: securing interest of farmers in organized instruction; selecting features to include in the annual program of work; and, planning the course of study in farm mechanics for each class in vocational agriculture.

To the extent that the samplings involved in this study were representative, and the facts and opinions were accurate, the following implications seem justified:

1. Generally, it seems that beginning teachers in Arkansas attempt to plan and carry out complete programs in vocational agriculture, except for organized instruction for young farmer groups.

2. The teachers reported problems that were discussed during the pre-service period of professional training, but which had little meaning to them until they encountered the problems on the job during the first year of teaching experience.

3. It appears that the opinions of teachers relevant to the nature and extent of the problems encountered in performing selected activities concerning various aspects of the program in vocational agriculture, should provide a partial basis for determining revisions and adjustments in the professional program in pre-service training at the University of Arkansas for prospective teachers of vocational agriculture.

4. The major problems identified by this study should provide some valid basis for planning a systematic program of follow-up assistance to beginning teachers of vocational agriculture. The data suggest areas of emphasis in planning the professional program of in-service training. □

Georgia FFA advisers report their boys are better groomed, better mannered, eat less, and have more fun when Future Homemakers are present at their joint state camp.

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

FARM ARC WELDING by V. J. Morford, 1st edition, pp. 456, illustrated, published by the James F. Lincoln Arc Welding Foundation, Cleveland, Ohio. Price, $2.00.

Farm Arc Welding is divided into three parts. Part I consists of four sections on the place of the arc welder on the modern farm, using the farm welder, planning and equipping the farm shop, and suggested procedure in welding and cutting. Part II presents a wealth of material on the repair, alteration and construction of farm equipment. A tremendous variety of farm equipment, household equipment, tools and service equipment, recreational equipment, and specialized equipment is included. Most of the book is devoted to farm equipment. Part III consists of five pages of items of information useful in welding

For the most part, the book is a compilation of a great number of photographs and plans for building, repairing, or servicing farm machinery and equipment. There is just enough verbal description provided to help the reader understand the photographs and plans, and to get an idea of the usefulness of the items involved. The preface to the book indicates that a large part of the material has been edited from the Lincoln Arc Welding Foundation award and scholarships programs. Although care was taken to present only material which seemed valid, it should be noted that the accuracy of plans and construction procedures for all of the many items cannot be vouched for.

This publication should be a welcome addition to the farm shop libraries of departments of vocational agriculture. Teachers will find it useful as a source of ideas and as a guide for constructing and repairing farm machinery and equipment in situations where the arc welder will be used.

The author, V. J. Morford, is a Professor in the Department of Agricultural Engineering of Iowa State College of Agriculture and Mechanic Arts.-A.H.K.

DAIRY CATTLE FEEDING AND MANAGEMENT by Henderson and Reaves, Fourth Edition, pp. 614, published by John Wiley and Sons, Inc., New York. Price, $6.50.

Dairy Cattle Feeding and Management is a very comprehensive book on the dairy enterprise. It includes the following chapters: Development of Dairying, The Components of Plants and Animals, the Work of Digestion, The Use of Food in the Body, Milk Secretion, Selection of Feeds, Desirable Characteristics of a Ration, Minerals and Vitamins, The Development of Feeding Standards, Balancing Rations, Feeding for Milk Production, Effect of Abnormal and Unusual Rations, Making and Feeding Silage, Hay and Haymaking, Pastures, Some Details in Dairy Cattle Management, Milking the Dairy Herd, Raising the Dairy Calf, Care and Development of the Dairy Heifer, Feeding and Care of the Sire, Principles of Dairy Cattle Breeding, Selection of a Sire, Establishing a Herd, Artificial Breeding, Maintaining Breeding Efficiency, Dairy Cattle Health, Keeping Records on the Dairy Farm, Programs of the Breed Registry Associations, The Purebred Dairy Cattle Business, Marketing Dairy Cattle, Fitting Dairy Animals for Show and Sale, Production of High Quality Milk, Marketing Milk, Dairy Buildings, Dairy Barn and Milk House Equipment.

It is self evident that this is a very comprehensive text. In all, six new chapters were added to this latest edition. The chapter on dairy buildings discusses the types and arrangements of buildings, but does not go into actual plans for such buildings. It should also be noted that the chapters on production of feed do not include topics such as seed bed preparation, seed selection, and planting. The emphasis is placed on those factors which affect the quality of the crop when used for feeding purposes, such as harvesting and storing of hay. Consideration is also given selection of the best varieties of forage crops to grow.

The chapter organization is partly functional and partly traditional. There are a variety of tables and illustrations throughout the text. Lists of references for further study are provided at the end of each chapter. This book was written for the student in dairy-cattle management, but should serve as a very useful reference to others in the dairy field.

H. O. Henderson received his B.S. and M. S. degrees from The Pennsylvania State College in 1915 and 1916, and his Ph.D. from the University of Minnesota in 1928. He has been Professor and Head of the Dairy Husbandry Department at West Virginia University for the last 25 years.

P. M. Reaves received his B.S. and M.S. degrees from the University of Tennessee, and has done further graduate work at Iowa State College. He is Professor of Dairy Husbandry at Virginia Polytechnic Institute. —A.H.K.

APPROVED PRACTICES IN PRODUCING GRAINS AND POTATOES by Briggs and Mortenson, pp. 306, illustrated, published by The Interstate, Danville, Illinois. List price, $2.00.

This is another of the spiral bound, approved practices books familiar to teachers of vocational agriculture. It contains the following chapters: Some things to consider in today's farming; Growing wheat in the plains area; Growing Wheat in Eastern and Central U. S.; Producing Oats; Barley; Flax; Rye, Emmer, Spelt and Buckwheat; Potatoes; and Plant Diseases and their control. Individual chapters include discussions on crop rotations, seed bed preparation, amount of seed, time to seed, varieties, conservation of moisture and soil, fertilization, disease control, harvesting, and storage. The material in this publication is necessarily quite condensed. The authors provide some help for selecting related readings by continuous references to a variety of state and U.S.D.A. bulletins and circulars. The appendix consists of a chapter by chapter summary of the approved practices developed throughout the publication. The 97 illustrations are very clear and appear to have been well selected.

The authors, G. M. Briggs and W. P. Mortenson, are on the staff of the College of Agriculture, University of Wisconsin. —A.H.K.

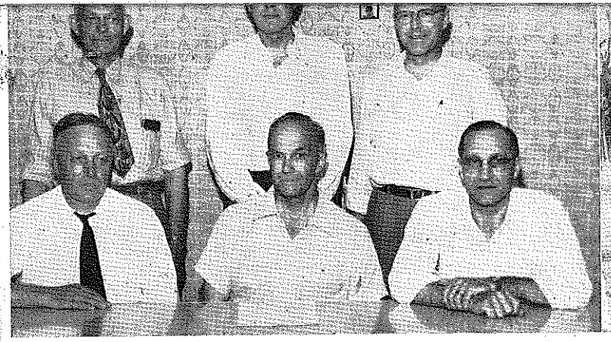
DAIRY FARMING by Petersen and Field, 1st edition, pp. 534, illustrated, published by J. B. Lippincott Company. Price, $4.00.

Dairy Farming contains the following chapters: The Dairy Business, A General View of Dairying, Selecting Individual Animals, Nutritional Requirements for Milk Production, Testing and Record Keeping, Feeds and Their Characteristics. Feeding for Efficient Production, Management Problems, The Cow's Udder and Milking, Raising the Dairy Calf, Dairy-Cattle Breeding, Management of the Purebred Herd, Marketing Dairy Products, Processing Dairy Products, Common Ailments of Dairy Cattle, Problems of Housing Dairy Cattle, The Demonstration as a Method of Teaching, and Selecting, Grooming, and Showing Dairy Cattle.

This book was written for use in vocational agriculture classes, young and adult farmer classes, and in 4H club work. An examination of the chapter titles indicates that the authors have gone at least part-way toward organizing the book on a functional basis. This should improve its usefulness as a reference for use in teaching. The illustrations appear to be quite well selected. Lists of references for additional reading are included at the end of nearly all chapters. It was a bit surprising to discover a chapter on teaching procedures (The Demonstration as a Method of Teaching) in a book on dairy farming. Although this does not detract from the usefulness of the book, the reviewer also questions that it adds anything to the value of the book. In general, this publication should make a useful addition to the Vo-Ag department library.

W. E. Petersen is Professor of Dairy Husbandry at the University of Minnesota. A. M. Field is Professor Emeritus, Agricultural Education, University of Minnesota, and Assistant State Supervisor, Minnesota State Department of Education —A.H.K.

It is easy in the world to live after the world's opinion; it is easy in solitude to live after our own; but the great man is he who in the midst of the crowd keeps with perfect sweetness the independence of solitude. — Ralph Waldo Emerson



Members of Wisconsin Agriculture Staff present when the state executive committee met in Wisconsin Rapids, Wis., to map plans for the agriculture program for this current year. Seated, left to right, Harry M. Nelson, Chief Louis Sasman, Clarence Bonsack, Standing, left to right, M. W. Cooper, Ivan G. Fay, and Dale Aebischer. Messers. Bonsack and Aebischer are teacher trainers; Messers. Fay, Cooper and Nelson serve in the capacity of veteran training supervisors. The members of the staff have been working for and successfully promoting vocational agriculture for many years. Each is a member of the Wisconsin Vo-Ag Twenty Year Club. These six men have a service record totaling 186 years. Nelson, 38 years; Sasman, 35 years; Bonsack, 30 years; Cooper and Fay, 29 years; and Aebischer, 25 years.

Picture furnished by John H. Klipstein, Vo-Ag Instructor, Wausau, Wisconsin

STORIES IN PICTURES

Seth Stockwell, a junior in the Stockbridge, Massachusetts Vo-Ag department proudly shows his purebred Dorset ram to his father and his teacher. Seth also owns six other purebred Dorsets and two purebred Ayrshire yearling heifers. Seth was high man on the livestock judging team which placed second in the state contest last fall. He is a candidate for the state judging team to compete at Kansas City next fall.

Picture furnished by Kenneth W. Milligan, Vo-Ag Instructor, Stockbridge, Massachusetts

Forrest H. Lowe, senior in Agricultural Education at N. C. State College, interviews a local farmer at Coats, N. C., as a part of his learning experience as a student teacher.

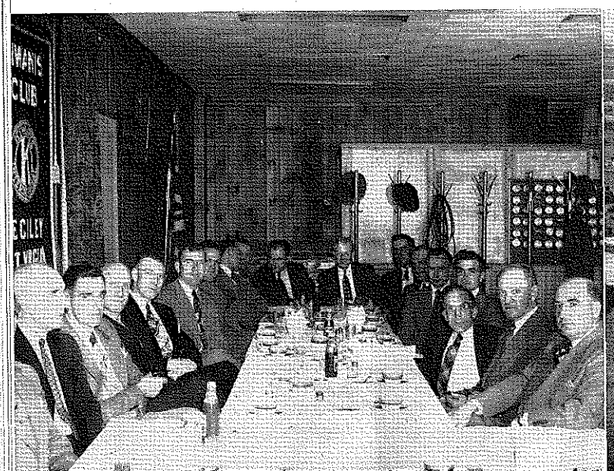
← Picture furnished by J. K. Coggin, N. C. State College

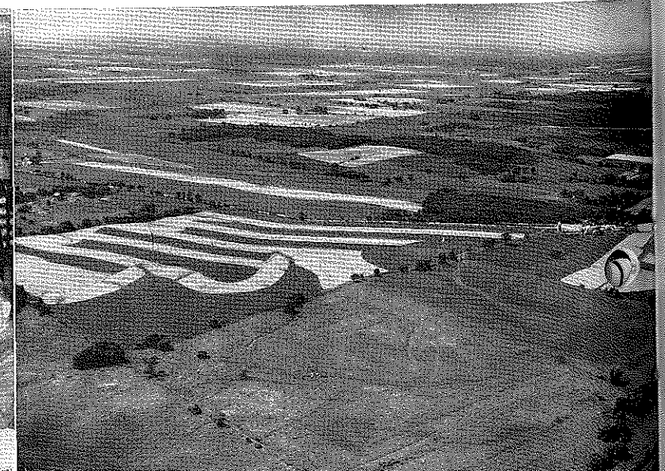
A joint meeting of superintendents, principals, Vo-Ag teachers and Supervisors of Vocational Agriculture in the Central District of West Virginia is pictured below. Similar meetings were held in all sections of West Virginia to discuss the mutual problems of the school administrators and vocational agriculture teachers in developing better vocational agriculture programs.

Picture furnished by S. D. McMillan, W. Va. ↓

Aerial view of contour farming showing the farm in the foreground of a former Vo-Ag student and later a G.I. training student. The farm was used for a Chapter plowing contest. The owner cooperated in promoting a County Air-tour sponsored by the County Soil Conservation Service, Vo-Ag departments and the Farm Bureau. The picture was taken during this tour participated in by 200 farmers and students to observe conservation farming in the county.

↓ Picture furnished by I. M. Higgins, Vo-Ag Instructor, Rockton, Illinois





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