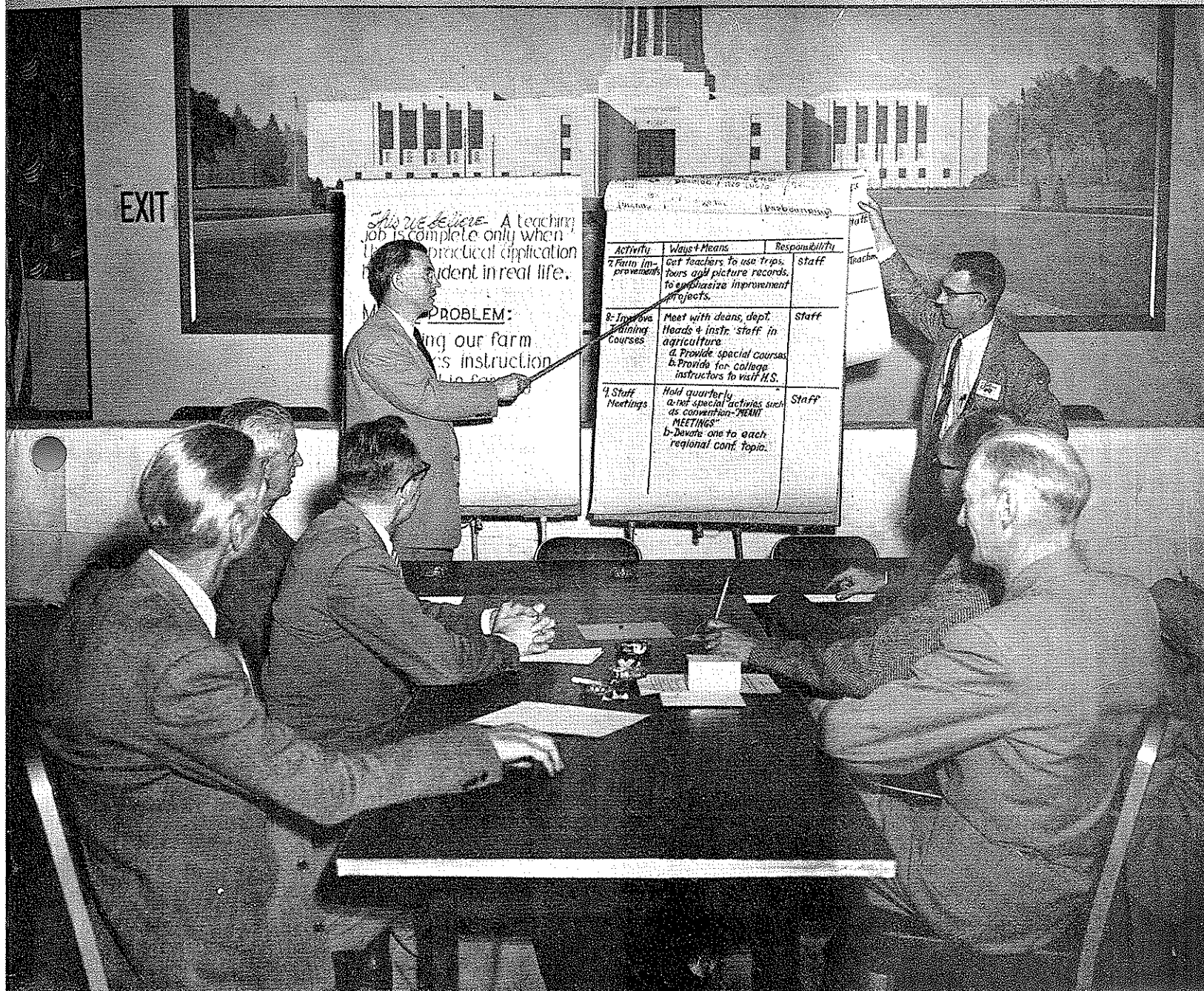


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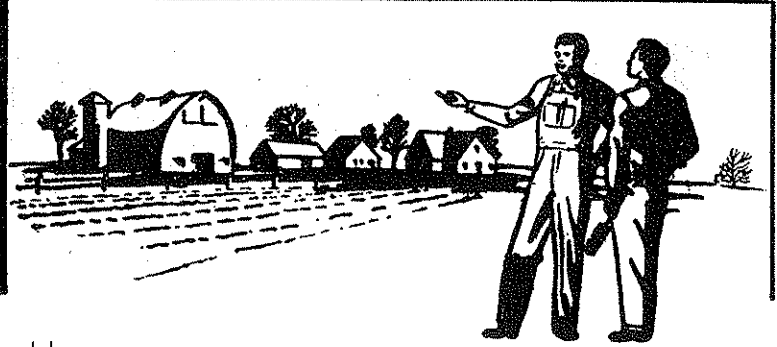
NUMBER 11



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Featuring— Evaluating Programs In Vocational Agriculture

The Agricultural Education Magazine



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

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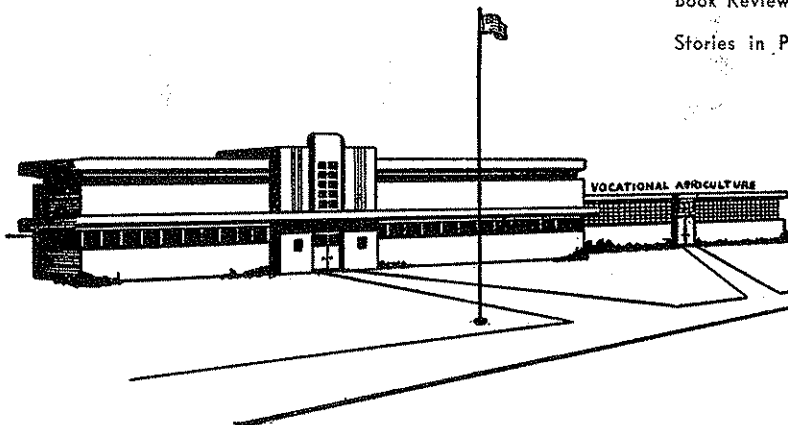
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Vo-Ag teaching—job or profession?

MARK NICHOLS, Director, Vocational Education, Utah

Do I have a job or am I engaged in a profession? This is a question which every vocational agriculture instructor may seriously ask himself at this time. There is a vast difference between the two. School boards currently are offering contracts to teachers for the coming year. Evaluations are being made as to whether the agricultural teacher is engaged in a job or a profession.

Citizens who live in the school district are, in effect, members of a corporation. They elect a board of directors (the school board) to operate the business (the schools). The board appoints a manager (the superintendent) and the foreman (the high school principal). The manager selects the workers (the teachers) upon approval of the board. Teachers who make a *profession* out of their instruction and supervision become valuable assets to the company and are usually treated with professional consideration. Teachers who make a *job* of their efforts become as a sack of potatoes in industry and are often treated and handled accordingly.

Whether to make a job or a profession out of this business of Ag-teaching is an important decision for every teacher to make. Neither the patrons of the district, nor the board, nor the superintendent makes it. They merely evaluate the decision and its operation.

Let us lift up the rug and take a look at the problem. It has both qualitative and quantitative implications. Prosser Allen and other vocational education pioneers in our Country maintained that vocational instruction involves a four-step procedure: (1) prepare the learner; (2) teach the job, the skill, or develop understandings in terms of the activity involved; (3) develop learner performance under a practical situation; and (4) provide supervision of the performance by a competent supervisor. In 1955, there must be added a fifth step which involves developing an awareness on the part of the supporting public that the instructional activity is worthwhile and has been well taught. Most vocational agriculture teachers with a *job* concern themselves essentially with the first two steps. Those with a *profession* give meticulous attention to all five.

Professional Vo-Ag teachers are concerned with maintaining a complete program—future farmers, young farmers and adult farmers. They have the leadership stature to win the support of the board, the superintendent, and the patrons with such a program, and they are able to conduct it satisfactorily at all three levels. They apply tested procedures in their instruction and supervision. They are men who may be likened to the fruiting wood of a tree—ever ready to produce buds, blossoms and desirable fruit. They are supporters of professional educational associations. They are eager to attend upgrading conferences. They keep an up-to-date library and are faculty and community leaders. They are a source of inspiration to their enrollees and others with whom they associate.

Ag teachers in the job status are usually clock punchers. "Why should I be bothered with young

(Continued on page 250)

An editorial controversy — continued*

Jan. 13, 1955

Mr. Gordon L. Berg, Editor
County Agent and Vo-Ag Teacher

Dear Mr. Berg:

The lengthy time interval between your letter of December 1 and this response is not indicative of a lack of desire to continue our friendly controversy. Reading the page-proof of your Editorial for the February issue of the *Agricultural Education Magazine* was the final stimulus for this rebuttal.

You paint a very appropriate and timely picture of what is going on in the field of agricultural vocations. No one can disagree with you regarding the changing emphases in the importance of these vocations, some new and some of long standing. There is a growing need for a knowledge of the importance of agriculture in our economy. There have developed a whole host of new problems, not only within the field of agricultural production itself, but in the rapidly developing relationships between agricultural production and the rest of the economy. You imply these changes in your letter and I doubt that you will find anyone to disagree with you.

The issue between us and, I would add, between many other persons who share our interest in the preparation of a present generation for the present and future in agriculture, is not in the nature and scope of the problems but rather in how the problems can be solved, with particular reference to the place that vocational agriculture of secondary school level can occupy in the process. Which goes back to the fundamental question of what is vocational education. I'm sure that you will agree with me that not all the teaching of agriculture is or must be *vocational*. There is nothing about the subject matter of agriculture that of necessity makes the instruction in it *vocational*. The subject lends itself to *general education* values just as readily as does history or any other subject in the secondary school you might mention. And it can be and frequently is taught with such result.

Then how does *vocational education* in agriculture differ? Can we agree that vocational education must have as its objective a competence to perform efficiently and with understanding in those vocations for which it is designed? If that distinction is acceptable, wouldn't it necessitate further that the particular vocation or vocations must be identified in order to identify the competencies needed for efficient performance in them? Then, could we agree that such competence to perform in the vocation calls for "learning through doing" or a participating experience which goes well beyond merely having some information about the particular vocation or vocations concerned? If we are together thus far, as I think we may be, judging by certain implications in your letter, perhaps we come to the question of what can be expected in a department

(Continued on page 250)

*This continues the correspondence resulting from an Editorial in the February Issue. The first in the series of letters appeared in the April issue.

Some more on

Changing the program of vocational agriculture

An answer to recent criticisms

STANLEY WALL, Teacher Education, University of Kentucky



Stanley Wall

TO change the objectives of vocational education in agriculture to meet the needs of persons who are not to be trained in a vocation of farming is unwise for workers in agricultural education.

This statement is made in answer to the recent agitation in certain agricultural magazines and, possibly, in meetings of people in agricultural education, for a reconsideration or re-examination of the objectives in vocational agriculture with the idea of "broadening" them to make possible the enrolling of non-farm boys in vocational agriculture. People in agricultural education have been accused of "cheating" city boys out of the privilege of becoming a farmer. We are accused of hiding behind a "paper curtain"—"the law"—in order to keep the city boy from studying vocational agriculture.

Certainly there is nothing wrong in a re-examination of the objectives of vocational agriculture for the purpose of improving the program. Yet certain things must be kept in mind lest the program be diluted to where it would no longer be a program of vocational agriculture.

The program of vocational agriculture that has evolved since 1917 has as its aim, to train people for a vocation in farming. To be sure, the attitudes, knowledges and abilities that the present-day farmer and the future farmer must possess have changed since the organic act was passed. However, the aim of the program has not changed and should not be changed.

The Meaning of Vocation

The aim of vocational agriculture is preparation for a vocation or occupation in agriculture, which means farming. A vocation in agriculture is a specialized undertaking. In a vocation one produces goods or services of economic value beyond his own needs. He is then able to exchange his surplus for the surplus of desired goods or services produced by others. It is at this point that a part of the misunderstanding exists as to who should be enrolled in vocational agriculture. To prepare a person for a vocation is quite a different task from that of developing understandings about agriculture and its significance in our national economy. Preparation for a vocation involves developing specific

vocational abilities. These specific abilities are not developed in a program of general agriculture.

The writer does not question that the non-farm as well as the farm population needs to have a greater understanding of agriculture and the problems of farmers and farm life. However, providing such education for non-farm people does not fit into a conceivable pattern of training for farming.

Rural Needs are Different

The idea has been advanced that farm people and urban people need the same education—that there is no such thing as rural education. Rural farm people and non-farm people need to possess many common abilities. However, this does not mean that it is futile to attempt to identify problems of farm boys that are different from those of the "city cousin." Probably there is no other group of people who are more keenly aware of the problems in rural education and who have done more to provide a well-rounded program of instruction that utilizes the interests and meets the vocational needs of rural youth than have the teachers of vocational agriculture. Teachers of vocational agriculture should be keenly aware that training for farming is a distinctive field and requires the attainment of specific objectives. To ignore this fact may result in an anaemic program of education in agriculture for those who should be enrolled in farmer training.

There need to be changes in the teaching objectives—learnings to be secured. Agriculture changes, social and economic conditions change, people change, and the knowledge of how learning takes place changes. There need to be changes in the teaching objectives in any educational program that is to meet the needs of people. This does not necessitate a change in the aim of the program.

Need for Participation

Another point that is being overlooked by those who advocate a change in the vocational agriculture program involves a fundamental principle of education. The idea that a city boy can learn to farm by just attending a class in vocational agriculture is not sound. Participation in farming is essential in learning to farm. City boys who have no opportunity for practice in farming could not learn to farm even if the agriculture teacher enrolled them in class. If the city boy has opportunity for practice (to have a supervised farming program), then there is nothing behind the "paper curtain" that prohibits his enrolling in vocational agriculture.

Practice in some amount is necessary to the learning; it is necessary in acquiring and fixing modes of behavior. Thus the requirement of the program in vocational agriculture that students must carry out supervised farming programs. The student must practice or perform in order to learn to perform; then, he must continue to practice to ensure retention of the ability to perform, to improve his confidence in his performance, and to improve the quality of his performance. If one understands and accepts this principle of learning, he should have no difficulty understanding why city boys with no opportunity for farm practice cannot be included in a program of vocational agriculture.

Relation to Related Occupations

The idea has been advanced that vocational agriculture should include teaching objectives that would prepare young men for occupations related to farming. The question immediately arises: "What occupations are related to farming?" If by occupations related to farming we mean such things as teachers of agriculture, agricultural agents, farm-implement dealers, seed and fertilizer dealers, and various agricultural field men, then a good program of farmer training is fundamental to his vocation. A boy or young man who has the opportunity to learn good farming (opportunity to practice good farming) can secure the other training that is fundamental to his vocation. Abilities such as bookkeeping, advertising, selling, and the like may be necessary to his success, but training in these things should be the responsibility of other departments in the school. If by occupations related to farming we mean such things as the country merchant, rural mail carrier, or country doctor then the major learnings needed by these people are not in vocational agriculture.

Agriculture as General Education

There is a place for high-school courses in agriculture that are not vocational. Such courses could contribute to the recognized purposes of secondary education. Many of the leisure-time activities for a very large number of people are of an agricultural nature. Agriculture provides many of the essentials of life for all people. The non-farm population has a major part in formulating laws and policies which affect the farmer and farm life. Agriculture is a very definite part of our society. Society needs to have a better understanding of agricultural problems. A comprehensive program of general education should include a study of agriculture through providing classes or by including agricultural materials in other courses that are taught by persons trained in agriculture.

More Emphasis on Out-of-school Groups

Workers in agricultural education should constantly re-evaluate their objectives and strive to serve more people more effectively in developing their proficiency in farming. There can be no doubt that the program is not serving all the people that need to be trained in

(Continued on page 254)

How far have we come in 37 years?

DR. W. F. STEWART, Teacher Education, Ohio State University



Dr. W. F. Stewart

HOW good has our program of vocational education in agriculture been? Is it one that rates a score of excellent or good or is it punctuated with mediocrity? A formal, systematic evaluation of the program would certainly be in order but in the

absence of that, perhaps some empirical thinking will bear worthwhile fruit. Having been engaged in the program since its conception in 1917, I am venturing a few observations and conclusions.

When one visits any state to evaluate the program in agricultural education, his first stopping point might well be at the level of the State Board that administers the program. In the majority of states, the State Board for Vocational Education is identical with the State Board for Education. My latest information is that there are six State Boards for Vocational Education separate from the State Boards for Education. It seems to me that our greatest concern at the State Board level is with the philosophy of education held by the administering board, particularly with reference to the scope and depth of the vocational program. Speaking more specifically, some State Boards have been concerned with the promotion of the program in agricultural education designed basically to serve to the very best advantage the high school student enrolled, the young farmer, and the adult farmer. In contrast, other State Boards apparently have been influenced by expediency in local situations which oftentimes has resulted in the adjustment of standards to allow local interests to be served rather than to hold to a high level of performance. As I view the programs in the several states this point seems to me to be particularly important in determining the cause or causes of mediocrity in some programs and superiority in others.

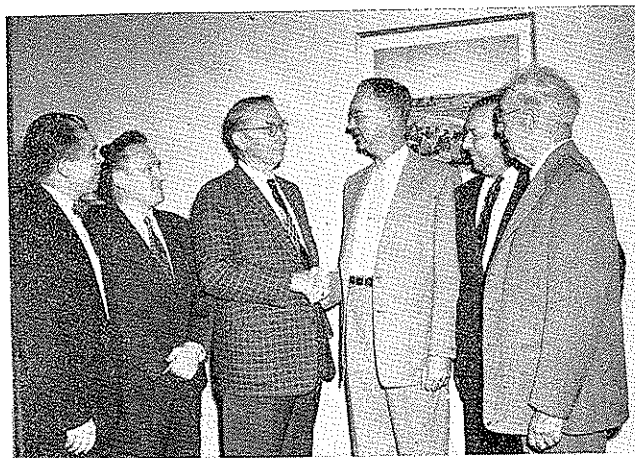
The Supervisory Level

The next level to which one might direct his thinking in a critical appraisal of a state program concerns the state supervisory staff and its performance in projecting and improving the program within the state. To me, the important concern is what I term the "vision" and the integrity of the supervisory staff. Vision is revealed in the scope of program, the ways and means of securing effective results, and effective supervisor-teacher relationships. Integrity is revealed in the quality side of the supervisor's performance. The supervisor must show his hand and reveal his integrity in meeting judgment situations.

There is the type of supervisor that faces these situations with first concern given to what is best for the program in terms of the students enrolled. Other supervisors may meet the situations from what I am choosing to term the "politicians" approach—"What will be easiest for me to administer?", "What procedure will give me the greatest advantage in dealing with school administrators?", or even, "What is the easiest way out of this difficulty?" Character, courage, and consistency are values which are oftentimes sacrificed for expediency on the part of inferior administrators.

Performance in Teacher Education

Moving further into the state program one is confronted with the teacher training program and the performance produced at that level. Because of the special responsibility of the teacher training staff the first concern in a critical appraisal is directed at the quality of the participating experience provided for future teachers in training. Here circumstances alter cares. As a result, the range in this learning-by-doing experience varies in different states from a period of two weeks to a period of approximately twenty weeks. Certainly such variation can result only in a marked difference in the quality of product that is turned out. It is generally admitted that a continuing concern of every teacher training department is in the direction of making the best better in this specific area. In examining more specifically within the area of student participation, concern should be given to the quality of classroom teaching which the student teacher is able to produce. Remembering that his first and greatest duty is that of teaching — teaching high school boys, teaching young farmers, teaching adult farmers — one



"Now let's size up that Ohio Program of Vocational Agriculture" says Ralph Tolbert as he is greeted by Professor W. F. Stewart. Left to right: Ralph J. Woodin, Ralph E. Bender, W. F. Stewart of the Department of Agricultural Education at Ohio State University; Ralph Tolbert, Chairman, Department of Agricultural Education, University of Georgia; C. B. Mendenhall, College of Education, Ohio State University; and J. I. Falconer, Professor Emeritus of Ohio State University's Department of Agricultural Economics.

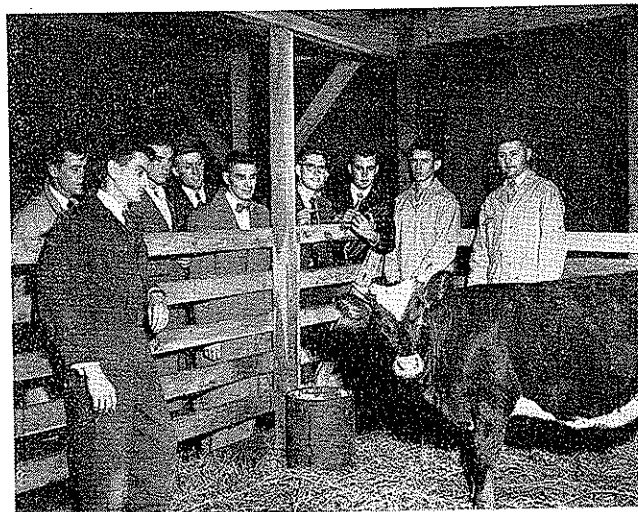
should ever be concerned with the quality of teaching in the classroom which the trainee does, not only as a trainee, but more emphatically as a teacher in his own classroom.

When should follow-up of teachers on the job cease to be the responsibility of the teacher trainer? All too often the quality of work when the trainee goes on the job lapses into the easiest procedure that the teacher can follow. In behalf of the teacher at this point it may be said that oftentimes he is given so many assignments and duties which are time-consuming that he does not have the necessary time for making adequate preparation on the job to do quality teaching.

Development of Leadership

In recent years the boy-organization of Future Farmers has taken a high position in the complex job of the vocational teacher. It should be understood that this organization was not brought into existence basically to add to the

(Continued on page 250)



The quality of participation experience largely determines the value of preparation for teaching according to Dr. Stewart. Pictured here are members of one of Dr. Stewart's classes visiting a student's farming program at Hilliards, Ohio where L. W. Boucher is Vo-Ag teacher.

A plan for course building

With individual students in vocational agriculture

C. N. LANGSTON, Vo-Ag Instructor, Aycock School, Cedar Grove, North Carolina

PROBABLY no other vocation has been subjected to more rapid change in recent years than that of agriculture. Everyday science and research are finding new and better ways of doing things down on the farm. The person who shares the responsibility for training farmers of tomorrow must keep abreast of improvements taking place in the business of farming. As changes occur on the doing level, plans for instructional programs will frequently need modernizing.

The teacher of agriculture, therefore, often finds it necessary to change his procedure to meet the needs of the learner in search for an easier and better way of making a living on the farm. The teacher must seek new methods which appeal to the ability and interest of the learner if the finished product is to be a successful farmer. Problems that face the teacher in his tasks of planning and conducting a course in vocational agriculture at the high school level are broad and variable. The following discussion may be of some value in establishing better procedure.

Characteristics of Evaluation

One of the major objectives of general education is to produce desirable changes in all acts of human behavior. But often it is difficult to determine whether the desirable change has taken place within an individual. In a course like vocational agriculture, which contributes to over-all education, and more particularly within a person who plans to farm, it is often difficult to determine progress toward stated objectives. The teacher must have in mind that he is trying to lead the learner and be able to measure progress at different points along the way. Plans or means for evaluating the instructional program in terms of objectives should be in the mind of the teacher as the course is being planned. These evaluating devices can be made self-evaluating for the learner as the course progresses.

Some characteristics of sound evaluation are:

1. It must measure progress toward the stated objectives.
2. The instrument must measure what it is established to measure.
3. The instrument should point out strong and weak points.
4. An evaluative device should promote interest and challenge the learner.
5. The instrument must be constructed to allow the learner to understand what progress has been made.

The teacher of vocational agriculture, having a clear picture of the characteristics of sound evaluative devices in mind, is ready to formulate instruments to measure progress toward goals and objectives.

Evaluating the Teaching Program

There are many methods within a given farm community that can be used cooperatively by the teacher and the learner to determine the value of a program in vocational agriculture. In some instances, it may be many years before it can be firmly determined whether a particularly desirable change has developed within the learner. In many cases, however, the teacher and the learner may measure, through carefully devised evaluative devices, any appreciable progress toward a stated objective. While the learner is in all-day classes, progress may be determined through observation at school and at home, by tests in the classroom, by personal interviews with the learner or with others about the learner, and by records kept mutually by the teacher and the learner. The learner's interest, ability, and attitude can be used in school, and later as an adult farmer, to observe marked progress toward an objective. Depending upon the particular objective to be attained, an evaluative device as simple and immediate as weighing an eight-weeks old pig, or a long-time device as simple as noting that a former student is still expanding in farming after ten years in the occupation, will measure progress toward acceptable standards of achievement.

Characteristics of Sound Objectives

In determining community needs and outlining the objectives, adequate provisions should be made for desirable farm family living, production and marketing problems, farm mechanics activities, and the development of all other abilities included in the major objectives of vocational agriculture. The objectives should include all phases of vocational agriculture for both all-day students and out-of-school farmers. Before the teacher of agriculture can formulate the objectives of his instructional program, he must be well informed of community needs. He must have a clear concept of what he is trying to do community-wise and what effect his instructional program will have on the community. Therefore, the objectives set by the combined efforts of the teacher and the learner must be characterized by sound planning and mutual understanding. With this in mind, it will be necessary for both to know the characteristics of any objective to be attained before it can be accepted as sound. If objectives are to be considered sound they should:

1. be accepted by the learner.
2. be stated in the language of the learner.
3. be attainable.
4. be challenging.
5. relate to more important problems.
6. provide means of measuring and evaluating progress.

7. be derived by the teacher and learner mutually.

The teacher of agriculture, having gained insight in the matter of evaluating objectives and knowing what constitutes sound objectives, should be ready to proceed with the task of formulating objectives with the learner.

Formulating Objectives for Vocational Agriculture

The major objectives of vocational education in agriculture are those which contribute to proficiency in farming or a related occupation. The teacher and the learner must realize, however, that there are many minor objectives which contribute directly to the major objectives of the instructional program. This being true, probably the first goal for beginning students would be that of making a beginning. How efficiently the learner will advance will be determined by many factors: his home environment, the community he lives in, and his interest and attitude will play major roles in his efforts to reach important objectives. Formulating objectives is highly important throughout the instructional program. As minor objectives are reached, newer and larger objectives should be developed. By appealing to the interest of the learner through motivation and by keeping him informed of progress made, it could be expected that learning would take place. The degree of success, to a large extent, will depend upon the kind and scope of objectives mutually set by the teacher and learner and the manner in which they were accepted by the learner.

Planning In Terms of Stated Objectives

Even before school begins, a teacher of agriculture should be able to anticipate problems to be encountered with the learner. This can be done through summer interviews with the learner on his farm, through observation of the learner's supervised farming program and examination of records. From this information and observation the teacher may formulate a tentative course plan.

The tentative calendar should be developed only to the extent of listing the problem areas of the learner and approximate time to be devoted to the areas. A more concise plan can be worked out later with the learner. On the basis of areas anticipated, the teacher may proceed to obtain teaching materials and aids such as movies, bulletins, and slides helpful to the solution of the learner's problems. In most cases the teacher must be the sole judge as to what materials are best suited for the solution of a particular type of problem and he must make plans well in advance for securing them.

In order to secure sufficient teaching aid, it will be necessary to group problem areas to come during a particular part of the year. It would be a little out of order to have a film on corn arrive in March when the problems of that area have already been dealt with in November of the previous year. The teacher will find it to his convenience to secure teaching aids for a given area

(Continued on page 258)

Superintendents evaluate their teachers

One basis for evaluating a training program

LORAIN A. BASINGER, Vo-Ag Instructor, Bluffton, Ohio



Lorain Basinger

TEACHER educators, preparing teachers of vocational agriculture, are ever alert to find ways to improve their training programs. Before improvement can be made, there must be some evaluating of existing training programs to point up strengths and

weaknesses in teacher preparation.

In order to determine the strengths and weaknesses of the present program of teacher preparation in agricultural education in Ohio, the Department of Agricultural Education and the Bureau of Educational Research at The Ohio State University are sponsoring jointly a comprehensive study and evaluation of teachers of vocational and the vocational agriculture programs in Ohio schools. As a part of this study, superintendents of schools in Ohio which had departments of vocational agriculture in their systems, have evaluated their teachers of vocational agriculture and the programs of vocational agriculture in the schools and communities.

The superintendents rated their vocational agriculture teachers in four areas of a general appraisal, and in ten areas of teaching competence. Teachers were rated highest in the general areas of technical agriculture and farm experience. Slightly lower ratings appeared in the general areas of professional education and general education. In all four of the general areas teachers were rated "above average."

The order in which teachers were rated in the areas of teaching competence was as follows:

1. Future Farmers of America
2. Community and public relations
3. General school
4. Physical facilities
5. Farming programs of high school boys
6. Professional improvement
7. Adult education
8. Teaching high school boys
9. Guidance and counseling
10. Long-time program of vocational agriculture in school and community

Rated on a scale of ten, teachers were rated in the top ranking area, the Future Farmers of America, with a mean of 7.84, which fell in the division of "above average." In the other areas of teaching competence, teachers were rated "above average" except in the areas of guidance and counseling and long-time planning,

where they were rated as high "average."

From these data, it can be seen that most superintendents consider their teachers of vocational agriculture to be competent. But there is room for improvement, particularly in the general areas of professional and general education, and in the teaching competencies of guidance and long-time planning.

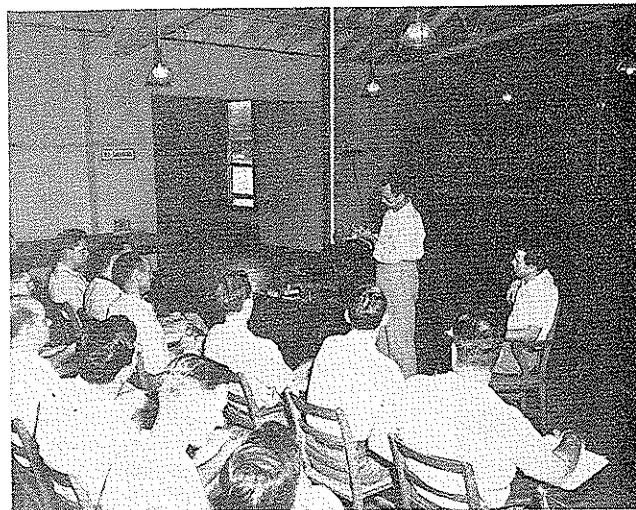
Needs for Improvement

In addition to rating their teachers of vocational agriculture, superintendents listed in their own words, the strengths and weaknesses of their teachers, and of the programs of vocational agriculture. The superintendents also listed their suggestions for the improvement of the teacher education program in agricultural education at The Ohio State University.

Among the strengths most commonly listed were the cooperative attitude of the teacher in working with the total school; knowledge of technical agriculture; energy put forth in the work; good community and public relations; personality; good planning; and good teacher-student rapport.

Among the weaknesses of teachers and their programs were the lack of understanding of the total school system; poor discipline; lack of planning; lack of quality and planning in the farm shop course; and in some cases, classroom teaching.

The superintendents' suggestions for the improvement of the teacher education program were analogous to their stated strengths and weaknesses for the most part. Superintendents seemed to favor more careful screening out of those teacher-candidates deficient in the fundamental processes and in oral and written expression. A good percentage of superintendents (there were 245 superintendents' opinions included in the study) were

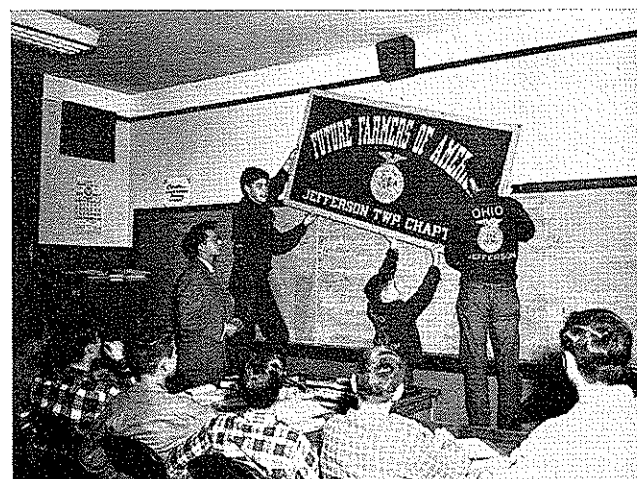


A group of teachers participate in a course for professional improvement. The amount of graduate work taken was a significant factor in the success of their Vo-Ag teachers according to the Ohio school administrators who participated in the study.

well pleased with the work of the Department of Agricultural Education at The Ohio State University, and had no suggestions to offer.

Throughout the study it could be seen that teachers with advanced work in graduate school were rated higher by their superintendents than those with none. Teachers with master's degrees or the equivalent were rated the highest. Teachers with more experience were rated higher than those with less experience, until the 7-15 year level was reached, after which there was a noticeable drop-off. Teachers who had 16 or more years of experience and who had completed considerable graduate work did not show this drop-off in ratings.

In his recommendations, the writer stated that while the present program of teacher education in agricultural education at The Ohio State University is effectively training teachers of vocational agriculture, it might be improved by placing additional emphasis in professional courses to include more training in the understanding of the position of the vocational agriculture teacher in the school and community, the value of effective long-time planning, and the encouragement of teachers to begin graduate study early in their careers. □



Ohio school administrators say that their Vo-Ag instructors demonstrate a high degree of competency in advising their FFA chapters.

Influence of vocational agriculture on the corn and small grain production practices followed by graduates

DALE M. STUDDT, Extension Director, Knoxville, Iowa.



Dale M. Studdt

Does high school vocational agriculture affect the corn and small grain production practices followed by graduates? This was my thesis problem when working on a Master's Degree at Iowa State College. I tried to determine whether there was any difference between the corn and small grain production practices followed by high school graduates who had completed at least three years of vocational agriculture and those followed by graduates of high schools not offering vocational agriculture.

Two hundred forty farmers in eight Central Iowa counties were interviewed personally and were asked the degree to which they used 20 corn and small grain production and management practices. This was one of four studies which was conducted cooperatively to determine the influence of high school vocational agriculture on practices followed and participation in organized groups by graduates. The other studies were concerned with swine management practices, soil management practices, and with the participation of graduates in organized groups. The practices followed by twelve graduates having had three or more years of vocational agriculture in each of 10 high schools were compared with the practices followed by twelve graduates from each of 10 schools which did not offer vocational agriculture. Farmers were asked whether they "Always," "Usually," "Frequently," "Seldom," or "Do Not Use" each of 20 selected practices. The responses were given numerical ratings and the scores for each practice by the two groups were compared.

The vocational agriculture group had higher mean scores than the control group for 15 of the 20 practices studied as shown in Table I.

In the use of the practices by the two groups there were only two practices which showed statistically significant differences when analysis of variant tests was made. In favor of the vocational agriculture group was the practice of checking for corn borers each day by counting the number of egg masses per 100 plants. Five practices approached significance at the five per cent level in favor of the vocational agriculture group. These practices were:

1. Investigating the maturity date of seed corn before buying.
2. Fertilizing corn by side dressing during cultivation.

3. Investigating the yield of seed oats before buying.
4. Investigating the disease resistance of seed oats before buying.
5. Testing home grown seed oats for germination before seeding.

One practice, checking the corn planter before planting to see that it gives accurate rates of planting, showed a significant difference at the five per cent level in favor of the control group.

Although there appeared to be no great differences in the degree to which practices were being carried out by the graduates who had vocational agriculture training and those who had no training, inspection of the two groups indicated that there were differences in favor of the vocational agriculture group.

Besides posting higher scores for 15 of the 20 practices studied, members of the vocational agriculture group tended to operate a larger number of crop acres, to obtain more education above the high school level, and to attend adult and young farmer classes to a higher degree. □

More than 9,50 persons registered for the 27th annual National FFA Convention in Kansas City October 11-14.

The Cover Picture

Evaluation of teacher training, supervision and the vocational agricultural program as it functions in the local community is a primary part of Regional conferences. Our cover picture shows a part of the group in the 1954 Western Regional Conference held at Salem, Oregon, considering a committee report. Identifiable persons seated around the table from left to right are S. S. Sutherland of California; J. E. Woodhull, Colorado; William S. Kerr, (deceased former supervisor in Idaho); and H. E. Rodeberg of Montana. Presenting the committee report through the use of charts are Mark Nichols, past president of the A.V.A. and Director of Vocational Education in Utah, and David Hartzog of the Agricultural Engineering Department, Washington State College.

The conference procedure was facilitated by the use of excellent charts prepared by David Hartzog of Washington State College and M. C. Buchanan, Ass't State Supervisor of Oregon. A. R. Bunker, State Supervisor in Colorado served as conference leader.

The enlarged photograph of the Oregon State Capitol building provides a unique background in this picture.

Picture supplied by L. L. Knuti.

Both the national FFA chorus and the national FFA band were invited to participate in the American Royal Coronation Ball October 15. The band also marched in the American Royal parade October 16.

Table I. Corn and Small Grain Production Practices

Practices	Mean Scores	
	Vocational Agriculture	No Vocational Agriculture
Investigating the maturity date of seed corn before buying	3.81	3.67
Investigating the yield performance of seed corn before buying	3.27	3.12
Using corn planter plates as recommended on the seed tag	3.86	3.79
Checking corn planter before planting to see that it gives accurate rates of planting	3.67	3.89
Fertilizing corn by side dressing during cultivation68	.44
Fertilizing corn by applying anhydrous ammonia33	.23
After corn is 30 inches high, checking for corn borer every day by counting the number of egg masses per 100 plants	1.27	1.33
Spraying for corn borer when the egg mass count is 50 masses or more per 100 plants85	.69
Following a rotation which involves not more than two consecutive years in corn followed by at least two years in another crop	3.71	3.70
Applying aldrin, chlordane, dieldrin, benzene hexachloride, or some other insecticide to control corn rootworms83	.88
Cribbing corn with 20 per cent or less moisture content ..	3.80	3.85
Moving the corn elevator spout from time to time when filling the crib in order to prevent heating	3.05	3.24
Investigating the yield of seed oats before buying	3.49	3.25
Investigating the disease resistance of seed oats before buying	3.31	2.99
Investigating the maturity of seed oats before buying	3.27	3.21
Testing home grown seed oats for germination before seeding	3.57	3.28
Cleaning home grown seed oats before seeding	3.44	3.26
Treating seed oats with cerasan or similiar treatment before seeding	1.63	1.45
Sowing oats between the first and fifteenth of April or earlier	3.83	3.85
Windrowing oats before harvesting with the combine.....	3.10	2.86

To serve Rural Youth outside of Vo-Ag classes

The time is ripe!

HARRY I. KNOX, Vo-Ag Instructor, Bellwood, Pennsylvania



Henry I. Knox

AS a teacher of vocational agriculture in the public schools of Pennsylvania I am in complete accord with the major objective in Agricultural Education, namely—"that it shall be our purpose to train young men for the vocation of farming," and that the classroom instruction and the supervised farming program shall be conducted with that end in view.

However, as a teacher of vocational agriculture in an area where the rural non-farm population has had a phenomenal increase, and a further increase is in prospect as the years pass, I must embrace with equal vigor, the following philosophy—"While the on-farm population has steadily decreased through the application of improved technology and power equipment, the rural non-farm population has increased with greater strides due to the de-centralization of urban population; and such de-centralization has further increased the load placed upon the rural schools. Further, it must be recognized that the rural school has not properly provided this rural non-farm pupil with an educational program designed to meet his needs in his new role of the rural non-farm citizen. Such provision is the responsibility of the rural school."

While the above quotation, particularly the part having to do with school deficiencies, applies to schools generally, I must be so presuming as to state that such is not the case with my department in the Bellwood-Antis Schools. I base this claim upon a course of study which has been in use in our schools since 1942. In brief, this course entitled "Consumer Agriculture" is designed to meet the needs of the rural non-farm pupil, has met his needs, and has been a source of satisfaction generally to the pupil, the teacher, the school administrators, and to the community at large.

"The Time Is Ripe" to adapt this, or a comparably adaptable program, to such rural schools of the commonwealth as are faced with meeting the needs of such pupils. The following is a brief review of the provisions of this program, along with the accomplishments of this plan of instruction over the period of the last twelve years.

The Curriculum in Consumer Agriculture

The objective of this course shall be that of meeting the needs of rural non-farm pupils in regard to the production of food, the improvement of the home and surroundings, of rural health and sanitation, of understanding and

participating in rural institutions, and of becoming solid, active rural citizens.

The course enrolls boys only (at present) who originate from rural non-farm residences, who wish to raise food stuffs or improve their home surroundings, and who wish to explore vocations related to agriculture as potential job opportunities.

Pupils enrolled will conduct a home project embracing food production, home improvement, or a combination of these phases.

The course is of two years duration, offered in the 10th and 11th grades. These two years have been selected because of these factors: the ninth grade pupil usually has a full schedule of required subjects, while the 10th and 11th have more opportunity for electives; the ninth grader is too immature to grasp and apply fully the significance of the course offered; and, such grouping above allows the senior year for the selection of electives requisite to graduation, college admission, or other ambitions on the part of pupils.

The class meets one period daily; the two grade levels are combined into one class; and the two year plan of instruction is taught alternately by years. The five weekly periods include four days in the classroom or field instruction and one day in the shop wherein home mechanics is taught. A home project is included each year. The instruction carries one credit each year toward graduation, and is not reimbursable under vocational education funds.

The course of instruction is divided roughly as follows:

1. The First Year: Instruction in agricultural production; plant and animal husbandry and related agricultural subjects, as follows in seasonal sequence:
 - a. The harvesting, processing, marketing and storing of fruits and vegetables.
 - b. The housing and management of the laying flock.
 - c. The production and marketing of quality eggs.
 - d. The slaughtering, processing and storing of meat.
 - e. The management of brood sows.
 - f. The management of the family cow and care of calves.
 - g. The growing of market hogs.
 - h. The brooding of chicks and managing growing poultry.
 - i. Study of soil structure, soil building and management.
 - j. The propagation of fruits and vegetables.
 - k. Plant growing equipment, flats, hot beds, cold frames.
 1. Managing of small fruit enterprises.
 - m. Culture of home vegetables and truck crops.

- n. Insect and disease control.
 2. The Second Year: Instruction in rural living:
 - a. The small property lay-out; size, facilities, plans, etc.
 - b. Detailed study of housing; plans, materials, trends, construction materials, installations on a do-it-yourself plan.
 - c. Rural health and sanitation.
 1. Installation of the rural water supply.
 2. Disposal systems, septic tanks, cess pools, etc.
 3. Fly control, drainage, etc.
 - d. The complete family insurance program, health, life, fire, car, comprehensive. Amounts, costs, budgeting for, etc.
 - e. Rural legal provisions; deeds, rights-of-way, wills, mortgages, etc.
 - f. Rural organizations and institutions; the problems and benefits of churches, schools, cooperatives, recreation, and semi-professional organizations such as Grange, etc.
 - g. The home-landscaping plan; lawns, trees, shrubs, flowers, and hedges.
 - h. And in season, the review of such portions of the first year's work in chicks, garden care, swine, etc., as needed to initiate the first year enrollees into the home project program.
 3. The shop program covers:
 - a. The advancement of skills in shop operations started in the industrial arts program.
 - b. The planning of the home workshop, tools, equipment, etc.
 - c. Installation and servicing of home plumbing and heating system.
 - d. Installation and servicing of home electrical systems.
 - e. The servicing of household appliances; refrigerators, service units, etc.
 - f. The maintenance of garden tractors, lawn mowers, sprayers, etc.
 - g. The self-use of building materials, and small building construction.
 - h. Construction of items needed in home project work in food products and home improvement.
- Our Experience Over a Twelve Year Period**
1. Pupils like this course, and enrollment has grown to a present enrollment of twenty-six which is considered the upper limit for efficiency.
 2. Pupils practice at home the practices advanced in school; in fact, there appears a more eager application than often seen among vocational agricultural pupils.
 3. Upon graduation, such pupils become employed in industry, buy the land, then design, build and occupy the property very much as planned in their classes.
 4. There are many graduates now in residence in the community who have "practiced that which was preached."

(Continued on page 250)

5. Such residents acquire a strong degree of prosperity, reduce the cost of the family living, and are dependent upon their own resources particularly in times of unemployment. They can weather the storm.
6. Such residents become good citizens, home owners, responsible community patrons, active participants in civic affairs, and supporters of the school and its programs.
7. Above all, they enjoy their way of life, rearing healthy families who are well fed, well housed, and well grounded in appreciation of rural living. □

Editorial (Continued from page 243)

farmer and adult farmer programs," they say, and "why pay good money to join professional educational associations? Why get excited about upgrading conferences? Why bother about keeping up with new tested procedures or procuring new instructional resource materials?" They find it much easier to drift with the tide and easier to play the part of driftwood than to maintain a growing "cambium."

In a period when our society is literally evaluating every course in the curriculum, every instructional procedure, and every dollar expenditure for education, the matter of the job or the profession becomes a critical one in agricultural education. The future of the program is being weighed on the "job" or "profession" scales. Vo-Ag teachers, the choice is yours! In reality, the future of the program is in your hands! May those hands be professional hands! □

How far (Continued from page 245)

vocational side of the education of farm boys. Rather it was intended to serve the neglected sides of life or areas of education which vocational instruction did not round out or develop. The results in keeping with this concept have been most outstanding and most pleasing to observe. It is evidence, through these results, that has won to the support of the Future Farmer organization the enthusiastic financial support of over 100 donors to the Future Farmer Foundation. These industrialists recognize quality performance in young manhood and show that appreciation by donations totaling nearly \$200,000 a year. As good as these results have been, we need to continually re-evaluate the program to make sure that it is maintaining balance and its proper place in the total scope of vocational education in agriculture.

There are, of course, many other points of significance in the program that might be selected for evaluation and comment. There are many evidences of successful achievement but the important consideration is that we shall not become smug and complacent in our successes and fear to be critical to the extent that we are unable to locate the weaknesses of the program and to remedy them. All workers in agricultural education have a part, have a responsibility to the end. □

Editorial controversy

(Continued from page 243)

of vocational agriculture in a secondary rural school.

I have made some study of this question in the State of New York, where, may I add, in common with other north-eastern states, there are many boys living in rural areas but not on farms. Also, there are the usual number of related agricultural occupations found in the State. It is obvious that the rural youth, farm or non-farm, who wants to prepare for a vocation in farming, can find the opportunity to gain his competence in that vocation through cooperation between the school and the farm in designing and carrying out a learning-through-doing program. For how many other vocations, those related to agriculture, can this same opportunity be found?

We do have farm equipment dealers, retail feed and fertilizer establishments, to mention only two of the more frequent "vocations" related to agriculture, in our rural communities. What are the competencies needed by a young man to perform efficiently in such vocations? In talking with those who employ persons in such occupations, we found that they ranked a knowledge and understanding of farming quite high in the list of kinds of preparation which were desired. This, of course, the boy could get in the vocational agriculture department which sought to help him prepare for farming. In other words, a preparation for farming seems to have other vocational usefulness than its application in a farming vocation.

I am anticipating with much interest your design of what a vocational agriculture department should be. I assume that you will identify the kinds of experiences which will bring about the necessary competence in boys who are to engage in the related occupations in agriculture, and, equally important, you will indicate the qualifications of the teacher who is to direct the necessary experience program and will recognize the administrative provisions whereby the experiencing can be obtained. We tackled that one in the New York study also and concluded at the time that if we had a selected school center to serve one or more counties we might provide, in the last year of high school, for the boys coming from the separate vocational agriculture departments of the area, the opportunity to have a supervised experience program in a few related occupations. Two very practical factors had to be faced: (1) enough boys to warrant the program, and (2) the availability of the resources of the particular related vocations so that experiences could be obtained. Without the latter, how could it be vocational education?

There is one statement which you have made to date concerning your prescription for a vocational agriculture department that disturbs me, and may exemplify again our apparent major point of difference. You say, "... but I think each department should have three distinct areas of work: (1) farm mechanics, (2) general agriculture, (3)

vocational guidance." Regarding the first item of the three, it may well be that there are some schools in some sections of the country in which it is possible and feasible to administer vocational education for the mechanic vocations related to agriculture. The nearest approach of which I have become aware was my impressions gained during the recent A.V.A. meeting in California. But can the usual vocational agriculture department in our rural communities do more than incorporate the farm mechanics work needed for competency in farm operation today and for the future? I'll admit readily that we are failing to do even that much in too many instances.

Your second recommended area is difficult for me to rationalize as having a place in vocational education. There is a real need for general education courses in agriculture for the growing number of boys (and girls) living in rural areas but headed for vocations outside of agriculture, or if related to agriculture, either requiring education beyond the level of the secondary school or else involving competencies which will be learned on the job. For these youngsters there should be opportunity to learn about agriculture and even develop some of the elementary skills which they will need in living a full life on a small plot of ground in the country. Farming? No! Do they need preparation for farming? No! No doubt the school will have to depend upon the vocational agriculture teacher to teach such classes (at the risk of interfering with his doing a complete vocational job), and he is well equipped to do it. But let's not confuse the two purposes of instruction. Any vocational agriculture teacher who has attempted to teach boys with these varying interests and intentions in the same class with boys preparing for a vocation in farming will, I believe, approve what I am saying.

Every teacher of vocational agriculture has a guidance job to do. For that matter, every teacher in a school system has responsibility for guiding pupils in their educational and vocational choices. Much could be said about our need for improvement in guidance in the secondary school. For the time being I will await a more complete definition from you as to how you define this "area" of a vocational agriculture department.

I hope that I have stirred up some new urges on your part to respond. This issue we are debating is widespread in its significance and I trust that you will give me the benefit of further expression of your views.

Sincerely yours,
W. A. SMITH, Editor

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Theme of the June issue - -
"The Summer Program"

Studies in progress in agricultural education

Reported for the year ending May, 1955

NORTH ATLANTIC REGION

Compiled by Henry S. Brunner
The Pennsylvania State University

- ABBOTT, CHARLES—"Developing Suggested Materials and Procedures for the Selective Recruitment of Teachers of Agriculture in New York." Problem, M. Ed., Cornell University.
- ADAMS, KEISTER N.—"Practices Followed in Operating Greenhouses as a Part of Vocational Agriculture." Special Problem, Department of Agricultural Education, University of Maryland.
- ANTHONY, FRANK—"An Evaluation of the Current Objectives of the Farm Mechanics Phase of Vocational Agriculture in Selected Pennsylvania High Schools." Thesis, Ph. D., Department of Agricultural Education, The Pennsylvania State University.
- BARNES, LYLE G.—"The Relationship Between Occupational Choice of Former Students and Their Experience as Vocational Agriculture Students in the Dundee Central School." Thesis, M. S., Cornell University.
- BRISTOL, BENTON K.—"Implications for Vocational Agriculture of the Articles Dealing with Mass Media in Public Relations Published in The Agricultural Education Magazine from July 1934 to July 1954." Non-thesis Study, Department of Agricultural Education, The Pennsylvania State University.
- BRUMBAUGH, DEWEY K.—"An Analysis of Efficiency Factors and Approved Practices for the Swine Fattening Enterprise in Vocational Agriculture in Pennsylvania." Thesis, M. S., Department of Agricultural Education, The Pennsylvania State University.
- BRUNNER, H. S. AND ANTHONY, FRANK—"Physical-Plant and Equipment Requirements for Departments of Vocational Agriculture in Pennsylvania High Schools." Non-thesis Study, (Experiment Station Project), The Pennsylvania State University.
- CRANE, E. WILLIAM—"An Evaluation of the Supervised Farming Programs in the Trumansburg Area—1917-1947." Thesis, Ph. D., Cornell University.
- FUESS, FREDERICK—"Developing Group Techniques and Procedures for Communicating with Parents and Cooperating Farmers with Respect to Farm Training Programs." Problem, M. Ed., Cornell University.
- GIVENS, JAMES L.—"An FFA Safety Program for Winchester County, Virginia." Special Problem, Department of Agricultural Education, University of Maryland.
- HALL, WM. F.—"A Brief History of the Department of Agricultural Education, The Pennsylvania State University." Non-thesis Study, Department of Agricultural Education, The Pennsylvania State University.
- HALL, WM. F.—"Teachers of Agriculture in Pennsylvania, Their Major Fields of Education, Tenure, and

Other Characteristics." Non-thesis Study, Department of Agricultural Education, The Pennsylvania State University.

- HATAKEYAMA, THOMAS G.—"An Analysis of Selected Activities and Records of Students in Agricultural Education at Cornell University." Thesis, M. S., Cornell University.
- JUAN, VIRGINIO C.—"The Educational Attainment, Service Status, and In-Service Training Needs of Teachers of Agriculture in the Philippines." Thesis, M. S., Department of Agricultural Education, The Pennsylvania State University.
- LUDERS, CLIFFORD—"The Development of Core Units of Instruction in Work Simplification for Pupils in Vocational Agriculture." Thesis, M. S., Cornell University.
- MARTIN, W. HOWARD—"Improving Farm Placement for Farming Programs." Non-thesis Study, Department of Agricultural Education, The University of Connecticut.
- MIHUKA, MIRON—"The Reading Ease of Textbooks Used as References in Dairying in Vocational Agriculture Classes." Thesis, M. S., Cornell University.
- MILLER, HAROLD W.—"A Comparison of Experimental Teaching Patterns for Solving Farm Fertility Problems with Existing Patterns for Solving Similar Problems." Thesis, Ph. D., Cornell University.
- MOTT, EDWARD B.—"An Analysis of Equipment and Furniture Needs as Facilities in the Teaching of Vocational Agriculture in New York High Schools." Thesis, Ph. D., Cornell University.
- MOWERY, ALBERT S.—"A Study of the Trend Toward Pre-fabricated Farm Buildings and the Implications of This Trend for Farm Mechanics Instruction in Vocational Agriculture." Thesis, Ph. D., Department of Agricultural Education, The Pennsylvania State University.
- MYERS, GEORGE W.—"Tractor Maintenance as an Improvement Project in Farming Programs in Vocational Agriculture." Thesis, M. S., Department of Agricultural Education, The Pennsylvania State University.
- NORFORD, CHARLES A.—"The Pre-Service and In-Service Training of Agricultural Extension Workers in Audio-Visual Methods of Instruction." Thesis, D. Ed., Department of Agricultural Education, The Pennsylvania State University.
- PAVKA, JOHN—"A Comparative Study of the Resources of Two School Areas." Thesis, M. S., Cornell University.
- PRICE, ROBERT R.—"The Identification of Certain Factors Associated with the Establishment and Maintenance of Young Adult Farmer Instructional

Programs in Vocational Agriculture in the States of Pennsylvania and Oklahoma." Thesis, Ed. D., Department of Agricultural Education, The Pennsylvania State University.

- REED, IRVING—"Evaluation and Effectiveness of Veterans Training Programs of the Delhi Central School." Thesis, M. S., Cornell University.
- SALTZER, ROBERT—"Development of A Course of Study in Vocational Agriculture for Manchester Central School." Thesis, M. S., Cornell University.
- SICK, JOSEPH G.—"An Analysis of Efficiency Factors and Approved Practices for the Broiler Enterprise in Vocational Agriculture in Pennsylvania." Thesis, M. S., Department of Agricultural Education, The Pennsylvania State University.
- STEINER, ROBERT J.—"A Follow-Up Study of Former Students of Vocational Agriculture in the Windham Area." Project, M. S., Department of Agricultural Education, The University of Connecticut.
- STEVENS, G. Z. AND COOK, JAMES L.—"The Use of a Modern School Building for General Community Purposes." Non-thesis Study, Department of Agricultural Education, The Pennsylvania State University.
- THOMPSON, EVANS G.—"The Identification and Validation of the Essential Management Competencies Needed by Farm Operators in Virginia Relating to Farm Mechanics." Thesis, Ed. D., Cornell University.
- VESCO, LEWIS M.—"A Study of the Effectiveness of Instruction in Grassland Farming in Vocational Agriculture in Pennsylvania." Thesis, M. S., Department of Agricultural Education, The Pennsylvania State University.
- WALTER, ROGER W.—"A Study of Former Pupils in the Clyde Vocational Agriculture Department." Thesis, M. S., Cornell University.
- WASNIEWSKI, IRA H.—"Planning An Area Program of Vocational Agriculture." Project, M. S., Department of Agricultural Education, The University of Connecticut.

NORTH CENTRAL REGION

Compiled by Ralph E. Bender
Ohio State University

- ADAMS, JAMES—"Needs of Farmers in the Clarksburg Community for Instruction in Agriculture." Thesis, M. Ed., The Ohio State University.
- AGAN, RAYMOND—"A Study of Cooperative Activities as Compared to Supervised Farming Programs in Missouri Departments of Vocational Agriculture." Thesis, Ph. D., University of Missouri.
- ARNOLD, RICHARD—"Problems of Beginning Teachers of Vocational Agriculture in Wisconsin." Problem, M. S., University of Wisconsin.

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- BAILEY, ZENO—"An Evaluation of Selected Aspects of the Pre-Service Curriculum in Agricultural Education at the Alabama Polytechnic Institute." Thesis, Ph. D., The Ohio State University.
- BAKER, JASPER N.—"A Study of the Relative Effectiveness of Sources from Which Farmers Get Information Regarding Agricultural Experiment Station Results." Thesis, Ph. D., University of Minnesota.
- BASINGER, LORAIN A.—"School Administrators' Evaluation of the Competency of Teachers of Vocational Agriculture Prepared at The Ohio State University." Thesis, M. S., The Ohio State University.
- BENDER, RALPH E.; FLESHER, WILLIAM R., et al.—"Evaluation of the Pre-Service Curriculum in Agricultural Education at The Ohio State University." Non-thesis Study, Department of Agricultural Education and Bureau of Educational Research, The Ohio State University.
- BLHOWIAK, FRANK—"Emphasis Placed on Farm Mechanics Programs and Methods Utilized in Training Teachers in Farm Mechanics." Problem, M. S., University of Wisconsin.
- BOUCHER, LEON W.—"An Evaluation of Selected Characteristics of the Future Farmer Section of The Ohio State Junior Fair." Thesis, M. S., The Ohio State University.
- BRICKEL, WILLIAM—"A Program of Education in Agriculture for Adult Negro Farmers in Jefferson-Davis County, Mississippi." Colloquium, M. S., University of Minnesota.
- BURNS, PAUL A.—"Practices Used by Teachers of Agriculture in Michigan in Organizing and Using Advisory Councils." Master's Problem, Michigan State College.
- CAMPBELL, C. M.—"A Study of Methods of Transporting Vocational Agriculture Teachers and Students in Kansas and Ways of Financing Same." Master's Report, Kansas State College.
- CLANIN, EDGAR—"A Study of Achievement of a Selected Group of Former Vocational Agriculture Students." Non-thesis Study, Division of Education, Purdue University.
- DEYOE, GEORGE P.—"A Study of In-Service Education Programs for Teachers of Vocational Agriculture in the Central Region." Non-thesis Study, University of Illinois.
- DOWLING, WILLIAM D.—"Vocational Opportunities for College Graduates in Selected Phases of Agriculture." Problem, M. S., University of Wisconsin.
- EKSTROM, G. F. AND OTHERS—"Occupational Survey of Former Students of Vocational Agriculture Who Graduated from Missouri High Schools, 1941-50 Inclusive." Staff Study, University of Missouri and Missouri Department of Education.
- ERNST, HARVEY—"An Exploratory Study of the Annual Student Cost in Several Selected High School Vocational Agriculture Departments." Problem, M. S., University of Wisconsin.
- FIDLER, LLOYD B., AND LINTNER, JULIUS H.—"An Appraisal of the Institutional On-Farm Program in Ohio by Veterans Terminating Their Training." Non-thesis Study, Department of Agricultural Education, The Ohio State University.
- GAUGER, CARLYLE J.—"Effectiveness of the 4-H Club Program in Story County." Thesis, M. S., Iowa State College.
- GERDEMAN, EARL—"An Analysis of Farming Programs Conducted by Students in Part-time and Full-time Farm Situations." Thesis, M. S., The Ohio State University.
- GRANGER, LAUREN B.—"The Cooperative Farm Management Study and Service." Non-thesis Study, Department of Agricultural Education, University of Minnesota.
- GRONLUND, ARDEN R.—"A History of Vocational Agriculture in South Dakota from 1940 to 1953 Inclusive." Problem, M. S., South Dakota State College.
- GUTLER, GILBERT S.—"Participation Experiences of Student Teachers in Adult Education in Vocational Agriculture." Non-thesis Study, Department of Agricultural Education, The Ohio State University.
- HAMILTON, J. ROLAND—"The Needs of Teachers of Vocational Agriculture in Michigan for Selected Farm Mechanics Abilities." Thesis, Ed. D., Michigan State College.
- HATLE, NOEL C.—"Modern Conveniences in Farm Family Living in Central Minnesota, 1953." Colloquium, M. S., University of Minnesota.
- HEMP, PAUL E.—"Developmental Tasks of Prospective and Present Farmers in a Selected Illinois Community." Thesis, Ed. D., University of Illinois.
- HERMAN, RALPH H.—"Occupational Status of Vocational Agriculture Graduates of Winfield High School." Thesis, M. S., Iowa State College.
- HOLLEY, JAMES—"An Evaluation of the Pre-Service Training Program for Teachers of Vocational Agriculture of Virginia State College." Thesis, Ph. D., The Ohio State University.
- JOHNSON, CARLTON E.—"Factors Associated with Fatal Accidents of Rural Residents of Iowa, 1947-1953." Thesis, Ph. D., Iowa State College.
- JOHNSON, ERIC J.—"Facilities for Farm Mechanics in Negro Departments of Vocational Agriculture in Texas." Thesis, M. S., Iowa State College.
- KING, CHARLES—"The Use of Special Televised Programs As An Instructional Aid in Teaching Vocational Agriculture." Thesis, Ed. D., Michigan State College.
- KLEINSASSER, J. E.—"A Comparison of the Achievement of Boys Enrolled in Vocational Agriculture and Boys Not Enrolled in Vocational Agriculture." Problem, M. S., South Dakota State College.
- LAUTERBACH, LEWIS G.—"Occupational Status of Vocational Agriculture Graduates of Osage High School." Thesis, M. S., Iowa State College.
- LEWIS, MARVIN E.—"A Program for Vocational Instruction in Agriculture in Hancock County, Georgia." Thesis, M. Ed., The Ohio State University.
- LINDSAY, ROSS A.—"Factors Related to the Establishment and Operation of a Multiple-Teacher Department of Vocational Agriculture." Thesis, M. A., Michigan State College.
- LINTNER, JULIUS H.—"Case Studies of Selected Schools Concerning the Educational Needs of Part-time Farmers for Vocational Agriculture." Non-thesis Study, Department of Agricultural Education, The Ohio State University.
- MATTHEWS, JOHN W.—"The Preparation of Teachers of Farm Mechanics." Thesis, Ph. D., University of Illinois.
- MCCORMICK, ROBERT W.—"Junior Leadership Training in 4-H Clubs in Ohio." Non-thesis Study, Department of Agricultural Education, The Ohio State University.
- MEADERS, DONALD O.—"A Study of Some Practices Advocated by Selected National Agencies and Organizations for Implementing Local Programs of Vocational Agriculture." Thesis, Ed. D., Michigan State College.
- MECKSTROTH, ROBERT R.—"Farming Problems of Young Men on Farms in Auglaize County, Ohio." Thesis, M. S., The Ohio State University.
- MORRISON, RAY W.—"A Comparative Study of the Size and Scope of Kansas Vocational Agriculture Students' Farming Practices for the Years 1952 Through 1953." Master's Report, Kansas State College.
- NEEDS, RALPH E.—"An Appraisal of a Program for Adults in Vocational Agriculture in the Summit Station Community." Thesis, M. Ed., The Ohio State University.
- PHIPPS, LLOYD J.—"Determining Successful Techniques of Organizing and Conducting Young Farmer Educational Programs Through the Public Schools." Non-thesis Study, Division of Agricultural Education, University of Illinois.
- PHIPPS, LLOYD J.—"Evaluation of Procedures Used in Adult Farmer Education." Non-thesis Study, Division of Agricultural Education, University of Illinois.
- RICE, WILLIAM J.—"Farm Management Program for Negro Adult Farmers in Jasper County, Mississippi." Colloquium, M. S., University of Minnesota.
- ROSKOS, FRANK—"Organization and Operation of Multiple-Teacher Departments of Vocational Agriculture in Wisconsin." Problem, M. S., University of Wisconsin.
- SARTOR, HERMAN W.—"A Study of the Value of Selected Technical Agricultural Tests and Certain Areas of College Training for Predicting Success of Teachers of Vocational Agriculture." Thesis, Ph. D., University of Wisconsin.
- SCHRAG, ELMER—"Employment History of Vocational Agriculture Teachers." Master's Report, Kansas State College.

- SHIGEO, TAJIMA—"Planning and Developing of Vocational Agriculture Teacher Training in Obihiro University (Japan)." Thesis, M. S., University of Minnesota.
- SHIH, SAMUEL H. K.—"Physical Hazards to Safe Living on 688 Iowa Farms." Thesis, M. S., Iowa State College.
- SILVIO, ARZANI—"Outlining a Program for F.F.A. in Chile." Thesis, M. S., University of Minnesota.
- SWANSON, E. BURNELL—"An Evaluation of Participating Experiences Included in the Vocational Agriculture Off-Campus Training Program for Student Teachers in Nebraska." Thesis, M. S., University of Nebraska.
- TANNENBAUM, DANIEL—"An Evaluation of Selected Aspects of the Pre-Service Program in Agricultural Education at The Ohio State University." Thesis, Ph. D., The Ohio State University.
- THORN, BURTON K.—"A Field Study in Production and Use of Appropriate Educational Telecasts in Agricultural Education by A State Department of Education." Thesis, Ed. D., Michigan State College.
- TIMMONS, GUY E.—"Follow-up Evaluation Study of Selected Participatory Experience Gained in Vocational Agricultural Education Training Centers in Michigan." Thesis, Ed. D., Wayne University.
- WESCOAT, WENDELL M.—"Occupational Status of Vocational Agriculture Graduates of Ogden High School." Thesis, M. S., Iowa State College.
- WILSON, KENNETH N.—"An Evaluation of Cropping Practices Tested in Farm Demonstration Plots." Thesis, Ph. D., The Ohio State University.
- WINGEN, ERNEST—"Attitudes of Parents Toward High School Vocational Agriculture." Problem, M. S., South Dakota State College.
- WOLDIN, RALPH J., et al.—"Educational Needs of Part-time Farmers in Ohio for Vocational Agriculture." Research Project, Department of Agricultural Education and Department of Agricultural Economics, cooperating, The Ohio State University.
- WOLDS, STEWART A.—"A Study of Administrative Practices Employed by State Departments of Vocational Education in the Promotion and Development of Adult Programs in Vocational Agriculture." Thesis, M. S., University of Nebraska.
- WORTHINGTON, JOHN E.—"A Schedule for Identifying the Need for Vocational Agriculture in a School Curriculum." Thesis, M. A., The Ohio State University.
- ZIMMERMAN, CHESTER L.—"An Evaluation of the Pre-Service Program of Agricultural Education by Majors in the Department." Thesis, M. S., The Ohio State University.

SOUTHERN REGION

Compiled by T. J. Horne,
Virginia Polytechnic Institute

- ALLISON, LEE G.—"Organizing An Adult Education Program in the Peachland Community." Research Problem, M. Agr. Ed., Department of Agricultural Education, North Carolina State College.
- ANDERSON, W. H.—"Grouping of Adult Farmers As to Their Desire for Further Education and Their Participation in Existing Group Activities." Research Problem, M. Agr. Ed., Department of Agricultural Education, North Carolina State College.
- CARPENTER, TED N.—"Evaluation of Approaches to Adult Education With Application to Agriculture." Research Problem, M. Agr. Ed., Department of Agricultural Education, North Carolina State College.
- CRAIG, L. W.—"Effectiveness of On-Farm Training Towards Establishment in Farming." Thesis, M. Ag., Department of Agricultural Education, Mississippi State College.
- DUNHAM, R. S.—"Factors Which Determine the Success of a Home Improvement Program in the Gary Community—With Suggestions for Setting Up Such a Program." Research Problem, M. Agr. Ed., Department of Agricultural Education, North Carolina State College.
- ERWIN, CLYDE A.—"The F.F.A. Camping Program in North Carolina." Research Problem, M. Agr. Ed., Department of Agricultural Education, North Carolina State College.
- FRYMYER, ARLIS E.—"An Evaluation of Supervised Student Teaching Practices That Are Used By Teachers." Thesis, M. S., Department of Agricultural Education, Virginia Polytechnic Institute.
- GEYE, H. L.—"A Study of the Production and Marketing Practices Used By the Commercial Turkey Producers in the Rising Star Community." Research Problem, M. Ed., Department of Agricultural Education, Texas Agriculture and Mechanical College.
- GRAY, JARRELL D.—"A Study of Principles Underlying the Formulation of a Method Applicable to Arkansas for Reimbursing Local School Districts for Salaries and Expenses of Teachers of Vocational Agriculture." Thesis, D. Ed., Department of Vocational Education, University of Arkansas.
- HOPPER, J. E.—"An Evaluation of the Content of the Farm Shop Program in Vocational Agriculture in the High Schools of the Piedmont Area of South Carolina." Thesis, M. S., Department of Agricultural Education, Clemson College.
- HUNT, SETH P.—"Developing a Supervised Farming Program for Students of Vocational Agriculture in the Stanfordsburg High School." Research Problem, M. Agr. Ed., Department of Agricultural Education, North Carolina State College.
- HUTSON, DENVER B.—"A Study of the Programs of Instruction in Farm Mechanics of Teachers of Vocational Agriculture in Arkansas." Staff Study,

Department of Vocational Education,
University of Arkansas.

HUTSON, DENVER B.—"Practices Used by Teachers in the Conduct of Banquets." Staff Study, Department of Vocational Education, University of Arkansas.

JAMES, EUGENE—"A Study to Determine the Possibilities of Increasing Livestock Production in Chicod School District With Suggestions and Recommendations for Improving the Livestock Program in the Community." Research Problem, M. Agr. Ed., Department of Agricultural Education, North Carolina State College.

KARCHER, C. C.—"A Study of the Production and Marketing Weaknesses in Membership of Spinnville Truck Growers Association." Research Problem, M. Ed., Department of Agricultural Education, Texas Agricultural and Mechanical College.

LANE, KENNETH W.—"A Study of the Use of Teaching Aids in Classroom Instruction by the Agricultural Faculty at Virginia Polytechnic Institute." Thesis, M. S., Department of Agricultural Education, Virginia Polytechnic Institute.

LOUIS, ROSPRIM—"A Study of the Production and Harvesting Practices Followed by Fifty Rice Producers." Research Problem, M. Ed., Department of Agricultural Education, Texas Agricultural and Mechanical College.

MANASCO, CLARENCE—"Course of Study for Teaching Broiler Production." Thesis, M. S., Department of Agricultural Education, Louisiana State University.

MANNING, OLIVER O.—"Factors Determining the Effectiveness of a Young Farmer Program in Eastern North Carolina." Research Problem, M. Agr. Ed., Department of Agricultural Education, North Carolina State College.

MCCURE, W. W.—"What Constitutes an Effective Program of Vocational Agriculture in Glendale Community (Johnston County)." Research Problem, M. Agr. Ed., Department of Agricultural Education, North Carolina State College.

MARSHALL, MAURICE O.—"A Study of Instruction in Food Production and Conservation in Vocational Agriculture Departments in Virginia." Thesis, M. S., Department of Agricultural Education, Virginia Polytechnic Institute.

MOORE, THOMAS E.—"Securing Adult Leaders for 4-H Club Work." Research Problem, M. A., Department of Agricultural Education, Sam Houston State Teachers College.

NEAL, JOHN R.—"An Evaluation of the Available Teaching Material on Poultry and Dairying." Thesis, M. S., Department of Agricultural Education, Clemson College.

PUETTE, C. A.—"A Study to Determine How Agriculture Teachers Are Using the Assistance of Certain Agricultural Agencies in the Instructional Program." Thesis, M. S., Department of Agricultural Education, Clemson College.

(Continued on page 254)

Fifty-two FFA Chapters received the coveted "Gold Emblem" rating in the 1954 National Chapter Contest. Silver Emblem awards went to 28 Chapters, and Bronze Emblem to 19.

- ROGERS, C. B.—"Development of the Dairy Industry in Washington Parish." Thesis, M. S., Department of Agricultural Education, Louisiana State University.
- SMITH, P. R.—"A Study of Chain Type Projects in Twenty-Five Selected Departments." Research Problem, M. Ed., Department of Agricultural Education, Texas Agricultural and Mechanical College.
- WAGNER, CARL B.—"Problems of Beginning Teachers of Vocational Agriculture in North Carolina." Research Problem, M. Agr. Ed., Department of Agricultural Education, North Carolina State College.
- WIEGERS, GEORGE W., JR.—"Course Calendars for Vocational Agriculture." Staff Study, Department of Agricultural Education, University of Tennessee.
- WIEGERS, GEORGE W., JR.—"Supervision in Agricultural Education." Staff Study, Department of Agricultural Education, University of Tennessee.
- WIEGERS, GEORGE W., JR.—"High School Experiences of Agricultural Education Trainers in Supervised Farming." Research Problem, Department of Agricultural Education, University of Tennessee.
- WILSON, BONARD S.—"Policies for Adult Education." Research Problem, Fund for Adult Education, University of California.
- YARBOROUGH, L. I.—"A History of the Early Development of Teaching Agriculture in South Carolina." Problem, D. Ed., Department of Agricultural Education, University of Florida.
- ERICKSON, DON—"Factors Leading to Involvement in Full-time Farming of High School Graduates in North Dakota with Vocational Agriculture Training." Master's Report, Ag. Ed., Department of Vocational Education, Colorado A & M College.
- GARDNER, ALFRED LEROY—"A Study of the Farm Mechanics Program of Three Negro High Schools in Lowndes County, Georgia." Thesis, M. Ed., 1955, Utah State Agricultural College.
- GRIGGS, EDWARD R.—"Supplementary Practices as a Means of Assisting to Meet the Needs of Those Students Whose Parents are Part-time Farmers or Farm Laborers." Master of Education, Oregon State College.
- HOWARD, CARL G. AND HUTCHINGS, HARVEY M.—"How Do Young Men Become Established in Farming." Non-Thesis Study on Entire Pacific Region, Summary and Recommendations available in limited quantity, Agricultural Education Department, New Mexico College of A. and M. A.
- HOWARD, EMORY—"The Content of a Farming Program Record Book for High School Students of Vocational Agriculture." Master's Report, Department of Agricultural Education, University of Idaho.
- HOWEY, ROBERT S.—"Farm Mechanics Practices and Interests of High School Vo-Ag Students." M. Problem, Ag. Ed. Dept., Montana State College.
- JUERGENSON, E. M.—"A Study to Determine Which Items a Beginning Vo-Ag Teacher Should Attempt to Accomplish During His First Year of Teaching." (In cooperation with the 11 western states) Non-Thesis Study, 1955, University of California, College of Agriculture.
- JUERGENSON, E. M.—"A Study of Parent Reaction to Teacher Supervision of Boys Enrolled in Vo-Ag." Non-Thesis Study, 1955, University of California, College of Agriculture.
- KNUTI, LEO L.—"Teacher Practices in Securing Individual Student Participation." Department Study, Montana State College.
- MATTOON, PHILIP D.—"An Agricultural Mechanics Program for the Delta, Colorado, High School Area." Master's Report, Ag. Ed., Department of Vocational Education, Colorado A & M College.
- MESSICK, E. P.—"Methods in Selecting State Farmers With Improvement Suggestions." Non-Thesis Study, Master's Problem, Ag. Ed. Dept., New Mexico College of A. and M. A.
- NIELSON, MELVIN—"Policy Statement for a County Agricultural Extension Program." M. Problem, Ag. Ed. Dept., Montana State College.
- NORTHROP, RAYMOND C.—"Determining Needs for a Functioning Vocational Agriculture Course of Study in Agricultural Mechanics for Rhode Island." Professional Paper, Ag. Ed., Department of Vocational Education, Colorado A & M College.
- OGELSBY, JOHN M.—"Factors Affecting Length of Tenure of Vocational Agriculture Teachers Who Are Recent Graduates of Utah State Agricultural College." Thesis, M. Ed., 1954, Utah State Agricultural College.
- PATRICK, PAUL—"Integrating Farm Crops and Animal Husbandry in a High School Program." A paper in partial fulfillment for the Master of Agriculture Degree, Ag. Ed. Department, Oregon State College.
- RYERSON, DON—"Suggestions for Revision of the Montana Vo-Ag State Course of Study." M. Problem, Ag. Ed. Dept., Montana State College.
- SPENCER, LYNN—"Investigation of the Practices and Skills in Beef Husbandry Which Should Be Obtained By Agricultural Education Trainees in a Four-Year College Program." Master of Agriculture, Oregon State College.
- SUTHERLAND, S. S. AND THOMPSON, O. E.—"A Study of the Composition of the All Day Classes in Vocational Agriculture in the High Schools and Junior Colleges of California." Non-Thesis Study, 1955, University of California, College of Agriculture.
- TOMLIN, J. R.—"Success Factors in Farming in Mesilla Valley." Non-Thesis Study, Master's Problem (Not Available), Ag. Ed. Dept., New Mexico College of A. and M. A. □

Changing the Program - - -

(Continued from page 244)

a vocation of farming. An examination of the *Digest of Annual Reports* shows that vocational agriculture is serving relatively few out-of-school young farmers and adult farmers. It seems that in re-examining the objectives of vocational agriculture, much consideration should be given to expanding the program of systematic instruction for the out-of-school young farmers and adult farmers. There needs to be more emphasis given to providing a good program of vocational agriculture for those who are to enter or are already in a vocation of farming. There is ample room for expanding the program of vocation agriculture by doing a better job for those whom the program has been designed to serve, rather than expanding it by including those who have no opportunity to learn to farm.

With the present appropriations and staff, we are just "scratching the surface" in farming training. Studies have shown that there are two out-of-school young farmers in our communities for each boy enrolled in high-school vocational agriculture. Studies have also shown that from 60 to 85 per cent of these young men would enroll in a systematic program in vocational agriculture if one was provided that met their needs. According to the *1953 Digest of Annual Reports* there were 259,235 boys enrolled in high-school vocational agriculture under provision of the Federal Acts. By using the figures given above, there are 300 to 400 thousand out-of-school young men now living on farms in the United States who are interested in continuing their education in a vocation of farming. About five per

(Continued on page 255)

PACIFIC REGION

Compiled by Leo L. Knuti,
Montana State College

- CANADA AND WOODHULL—"Status of All-day Students in Vocational Agriculture in Colorado." Departmental Study, Ag. Ed., Department of Vocational Education, Colorado A & M College.
- CARDWELL, J. N.—"Providing Slides and 8 mm. Movies for Egg Production Fertilizers and Land Reclamation." Non-Thesis Problem (Not Available) Ag. Ed. Dept., New Mexico College of A. and M. A.
- COATES, W. STANLEY—"Use of Animal Fat in High Efficiency Rations of Fryer Type Chickens and Turkeys." Master of Agriculture, Oregon State College.
- CUNNINGHAM, RONALD O.—"Problems Affecting Efficiency of Two-Teacher Departments of Vocational Agriculture." Non-Thesis Study, Master's Problem, Agricultural Education Department, New Mexico College of A. and M. A.
- DAY, ROBERT M.—"The Competitive Position of Austrian Field Peas as a Feed and Methods of Presenting the Information to Students of Vocational Agriculture by Agriculture Instructors." Master of Agriculture, Oregon State College.

How do you re-act to - - -

Post-meeting reaction sheets

As a means of evaluation?

BONARD S. WILSON, Teacher Education, University of Tennessee



Bonard S. Wilson

WHAT do you think about the post-meeting reaction sheets that are frequently used? Your feelings are probably mixed. The sheets are hard to fill out. They come at the end of the meeting when you are tired and anxious to get away. It is usually hard to know exactly what your reactions are and more difficult still to put them into words. Sometimes you may feel that such devices fail to get at the heart of evaluation.

On the other hand, we know we must evaluate if we are to make progress. We know that evaluation is difficult; that progress is an elusive thing; and that we cannot always verbalize our feelings. We do the best we can, tho', in dutifully filling out a PMR when we are given one. We like for people to do as much for us when we are in charge of the meeting.

The desire to improve our means of evaluation and my misgivings about post-meeting reaction sheets as one way of getting at evaluation has caused me to do some thinking. I have tried to improve upon the post-meeting reactions that I have seen. Take a look at these two and decide for yourself if they are an improvement or if they only confuse the issue further.

If you are a "groupish man" you will probably prefer the first one which is phrased in terms of the group (Form I). The second one is very similar, except that it is for those who feel that learn-

ing is an individual process and should be evaluated accordingly (Form II).

You will notice that both of them separate content and process. More and more attention is being given to teaching process as well as content, giving many of our meetings dual objectives. The sheets could be used to get reactions to either content or process or both, depending upon the desires of the users.

than comparing it with other meetings. The placing of emphasis on objectives in evaluation will tend to cause us to give more attention, as we should, to objectives for our meetings and to evidence of progress toward these objectives.

We should keep in mind that post-meeting reaction sheets are not the whole answer to evaluation. They can give some information, however, which is valuable in helping to assess progress.

Well, there they are. What do you think? I would like very much to have your reactions. We have a long way to go in devising methods of evaluation that will measure progress toward objectives. It will take all the thinking that we can give to it. □

Form II—Post-Meeting Reaction Sheet

Name (optional) _____ Group _____ Date _____

1. What were your major objectives for this meeting?
 - a. Content:
 - b. Process:
2. Indicate the major evidence you have that you made progress toward these objectives.
 - a. Content:
 - b. Process:
3. How would you rate this meeting in terms of helping you make progress toward your objectives?
 - a. Content:

Poor _____ Fair _____ Good _____ Very Good _____ Excellent _____
 - b. Process:

Poor _____ Fair _____ Good _____ Very Good _____ Excellent _____
4. In your judgment, how could you have made more progress toward your objectives?
 - a. Content:
 - b. Process:
5. Free Comment: (Anything you would like to express in addition to above.)

Both of these reaction sheets place emphasis on objectives and evidence that progress is being made toward these objectives, as well as suggestions for improvement. Also, note that the rating of the meeting is for how well it helped you, or the group, to make progress toward your objectives, rather

Changing the Program - - -

(Continued from page 254)

cent of this number were enrolled in young-farmer classes in 1953.

In like manner, only a small part of the adult farmers have the opportunity to continue their education in farming. Much of the argument that has been advanced for changing the aim in vocational agriculture because of changing social and economic conditions is really an argument for continuing the present aim. The present farmers needs to be kept up to date. Their demands for agricultural knowledge are more critical than that of non-farmers.

Future appropriations for vocational agriculture will be influenced by the kind of job that is done in training farmers rather than by the kind of job that vocational agriculture does in meeting general-education needs. The history of the attitude of Congress toward federal support of general education should be enough proof to cause workers in agricultural education to have much concern in any attempt to broaden vocational agriculture to include general agriculture. □

American Farmer degrees were conferred on 359 FFA members at the 27th national convention.

Form I—Post-Meeting Reaction Sheet

Name (optional) _____ Group _____ Date _____

1. As you understood them, what were the major objectives of the group for this meeting?
 - a. Content:
 - b. Process:
2. Indicate the major evidence you have that the group made progress toward these objectives:
 - a. Content:
 - b. Process:
3. How would you rate this meeting in terms of helping the group to make progress toward its objectives?
 - a. Content:

Poor _____ Fair _____ Good _____ Very Good _____ Excellent _____
 - b. Process:

Poor _____ Fair _____ Good _____ Very Good _____ Excellent _____
4. In your judgment, how could the group have made more progress toward its objectives?
 - a. Content:
 - b. Process:
5. Free Comment: (Anything you would like to express in addition to above.)

A Status Study of

The supervision of farming programs

In a multiple-teacher school

NORVIN R. SPENCE, Vo-Ag Instructor, Modesto, California

THIS study consisted of an evaluation of the supervisory visits made during the past six years by the agriculture teachers of the Modesto High School. The Modesto High School Agriculture Department is a three man department. One instructor teaches farm mechanics and the other two instructors teach agriculture science. It is also a directed teaching center in agriculture for the University of California. Each time a student in this department is visited it is recorded on a visitation card.

A visitation card is made out on each student when he enters the agricultural department in his freshman year. Space is provided to note brief information about the boy, his family, and his home farm, and for a map showing the location of the boy's farm. The back of the card calls for the following information to be filled out for each visit: date, comments, time spent, instructor's name. To carry out this evaluation the project visitation cards of 70 students who have graduated from Modesto High School during this period and whose cards were complete, were used. From each card the following information was obtained and tabulated:

1. Student's name.
2. Number of visits by his agriculture and farm mechanics instructors.
3. The date that each visit was made.
4. The length of time of each visit.
5. A general idea of the purpose of the visit.

The following significant facts were revealed by the study:

1. Most of the supervisory visits were from 16-30 minutes in length.
2. The average number of summer visits made was 5.3 for his four years in high school, or an average of 1.3 visits per summer per boy.
3. The number of visits was greatest in the sophomore year; next largest was in the freshman year.
4. The agricultural instructors made more visits per teacher per year than did the farm mechanics instructor.
5. State Farmers were visited about twice as many times per year as were those students who did not achieve the State Farmer degree.
6. Most of the visits were instructional in nature. "Service visits" were next in number.

Length of Supervisory Visits

For purposes of comparison, the visits were divided into the following time categories with the percentage calculated from the total number of visits of all students in the four year period.

Of the visits in the 1-15 minute category, about 90% were of 15 minutes duration. There usually was very little comment made by the teacher on the

visit and what was accomplished. Most of the visits in the 16-30 minute category were of a 30 minute duration and appeared to be more meaningful with more accomplished. Over 90% of the plus 46 minute visits were an hour or longer in duration and generally appeared to be truly instructional visits.

Length of Visit	Per cent of the total number of visits
1-15 minutes	24.1%
16-30 minutes	36.8%
31-45 minutes	12.0%
46 minutes and over	27.1%

These longer visits usually appeared on cards where the student had a program of fairly large scope. Many of the State Farmers had numerous visits over one hour in length.

Distribution by Year in School

A comparison was made to determine when these students were visited most during their high school careers, with the following results:

Average Number of Visits Each Year	
1st year	5.6
2nd year	6.2
3rd year	4.6
4th year	4.5

The number of visits started off rather high, increased during the second year, and then dropped and leveled off in the last two years. It is probable that this results from the fact many boys may not get started in their farming programs during the first half of the freshman year and may not require as many visits this first year. In the second year they may become enthused about their programs and be at the stage where each has "his feet wet" and needs the help of the teacher more than does the boy who is well established.

As the boys begin their third and fourth years they tend to become interested in other school activities and to devote more time to them. They also may devote more of their interests to FFA committees, judging teams, and community activities. Many of these are held after school and conflict with farm program visitation time.

Visits Per Teacher

A comparison of the number of visits made by the farm mechanics instructor with the number made by the agricultural teachers brought out some interesting facts. In many instances the farm mechanics instructor may not have the opportunity to visit farming programs as often as he would like. In this school there is one instructor who teaches only farm mechanics. Farm mechanics is not required in the third and fourth years

but most of the students do enroll in it at their own choosing.

Average Number of Visits to Students Over the Four Year Period

Instructor	Average number of visits per student, per teacher, per year
Agriculture	3.5
Farm Mechanics	1.7

At times during the period covered by this study there were three teachers of agriculture and one of farm mechanics.

Effects of Size of Farming Program on Visitation

A comparison was made between the number of visits made to students who became State Farmers with those who did not. In the group of 70 graduates, 19 had attained the degree of State Farmer.

Average Number of Visits Per Year Over the Four Year Period

State Farmers	8.0
Non State Farmers	4.1

The State Farmers not only were visited more often but the visits were of longer duration than for those students who did not attain this degree. The State Farmers also rated a higher percentage of visits that could be classified as "instructional." Furthermore, they also received more visits which could be connected with fairs and shows. It seems that these state farmer students had more problems and more pressing problems than other students as a result of the increased scope of their programs.

Types of Visits

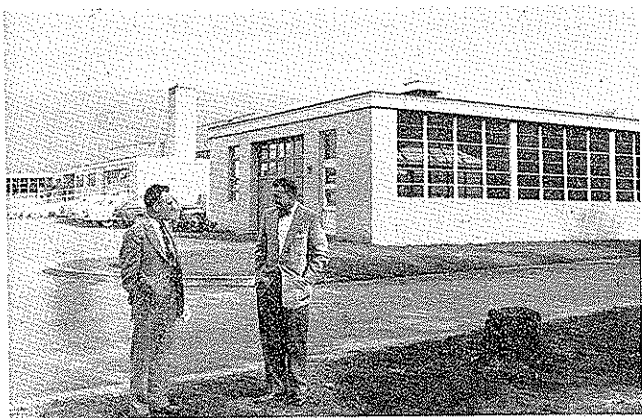
When analyzing the visitation cards an attempt was made to determine the accomplishment of each visit and the reason for which it was made. Following are the results:

Type of Visit	% of total visits
Orientation and Information	9.0
Instructional	59.7
Service	17.0
Fairs or Show	10.8
Unclassified	3.5

Over one-half of the visits were instructional in nature. These appear to be the visits that would help the student most as far as a learning situation is concerned.

Most of the students had at least two visits which appeared to be for the purpose of orientation and information, either for the boy, the teacher, the parents, or all three. These were usually the first visits made to the student in his freshman year.

The service visits seemed to be almost entirely visits made in connection with farm mechanics projects. They involved the delivery or purchase of parts in connection with farm mechanics projects made in the school shop, and sometimes the delivering of the finished project. On many of these there did not seem to be a teaching situation but purely a service call. (Continued on page 258)



Match good teachers with good facilities and salaries and thereby develop vigorous programs and keep competent teachers in the profession.



Let's emphasize the pleasant features of the profession. Here is a group of Ohio teachers taking time out during a conference for fun and good eats.

What's wrong with teaching?

Will the answer help us in evaluation of programs?

WILLARD H. WOLF, Teacher Education, Ohio State University

PART I*



Willard H. Wolf

THE demand for qualified teachers of vocational agriculture has, in many states, been greater than the supply. This shortage has been created, particularly during the past few years, by a rapid turnover of teachers and aggravated by an insufficient number of recruits. These conditions have made it difficult to maintain desirable standards for the profession. In addition, the shortage had a limiting effect upon the continued growth of the program of vocational agriculture. The causes generally voiced are the inadequacy of salaries and the excessive demands of

the profession. Comments frequently heard propose higher salaries as the answer. No doubt more money would prove a partial solution but unlimited school budgets for salaries seem unlikely in the foreseeable future. Nor is it desirable to lower standards and disregard outcomes to permit easier entrance into and continuance in the profession. On the other hand there may be causes in addition to those commonly attributed to the limited supply of qualified teachers. If these causes were known, it would be hoped that many could be avoided or corrected. With this in mind, an investigation was undertaken to seek factors affecting teacher tenure and to determine their influence upon the vocational choice of college graduates in Agricultural Education.*

*Based upon dissertation, Willard H. Wolf, *The Influence of Selected Factors Upon the Vocational Choice of Graduates Majoring in Agricultural Education During the Years 1929-1948*. The Ohio State University, 1952.

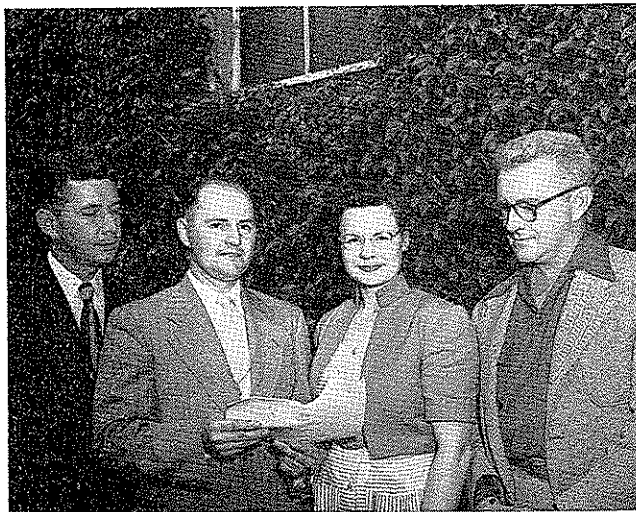
*Part II will appear in the June issue.

In developing the study it first seemed desirable to appraise the extent to which The Ohio State University had supplied teachers for Agricultural Education. It was believed that there could be some relationship between the vocational experience of graduates and the agricultural areas from which they came as well as home and family conditions. It was also conceived that teaching competence, income, working conditions, or similar factors might be associated with ultimate vocational choice. Finally, it seemed relevant to learn how favorably certain aspects of teaching peculiar to vocational agriculture were regarded by teachers.

Procedure and Scope

Information was sought from 501 living graduates who majored in Agricultural Education at The Ohio State University during the period 1929 to 1948. One-hundred thirteen were teaching in 1953, 298 had discontinued teaching, and 90 had never taught vocational agriculture. Questionnaires were returned by 92 per cent of the 495 men whose addresses were known. In addition, two open-end questions were sent to 117 graduates, 91 of whom responded.

(Continued on page 258)



Keeping the wives happy and satisfied with the vocation of their husbands tends to keep teachers in the vocation. Encouraging their participation in activities of the profession will help. Officers of the Ohio Vo-Ag Teachers' Association work with the president of the Ladies "Auxiliary" in planning the Annual Conference.



One way to reduce the excessive work load of teachers of vocational agriculture in a department is to add one or more teachers. Here two members of the staff in the Department of Agricultural Education are getting first hand information of the benefits of two men in a department of Vocational Agriculture in Pennsylvania.

Distribution of the Graduates

The College of Agriculture graduated 2,247 students during the period 1929-1948. Six departments graduated 84 per cent of this group. The department graduating the highest number, 511, was Agricultural Education. The highest number of graduates from this department in any one year was 53 and the lowest was 5, with an average of 25. The quarter of graduation had no noticeable effect upon the occupational history of the graduates.

Sixty-one per cent of the majors originated from 29 of Ohio's 88 counties. Neither nearness to the University nor the agricultural productivity of counties appeared to be important factors influencing the number of graduates per county.

Of the three major Agricultural Land-use Areas in the state, the poorer areas, II and III, the northeast and southeast sections of Ohio, provided proportionately more graduates than Area I, the western section of the state. No evidence was discovered indicating that area of origin had influenced vocational tenure.

Home and Family Background of the Graduates

Nearly one-half of the parents had a formal education ranging from the fifth through the eighth grade. Eighty-seven per cent of the fathers were farmers. Ninety-two per cent of the graduates lived with their parents while attending high school. Eighty-four per cent of the parents were living together at the time their sons graduated from college. Seventy per cent of the graduates adjudged their parents to be of average economic status in comparison with

others in their community. No parents were considered wealthy and seven were considered poor.

Effect of Background Upon Vocational Tenure

Slightly more inclination to leave the teaching profession was found on the part of those graduates coming from homes of higher economic status than among those from homes of lower economic status.

The probability that a graduate would teach was not appreciably affected by occupation of the father, formal education of parents, help secured from parents for college education, family status of parents, number of brothers and sisters, and economic status of wife's parents.

Marriage before or immediately after graduation was often associated with continuance in the profession. Wives of those who had teaching experience often possessed more formal education than the wives of those currently teaching. Graduates whose wives were prepared for teaching tended more often to leave the profession.

Experience in the armed forces appeared to have had no appreciable influence upon tenure in teaching, or in any of the other occupations.

A second and concluding article will follow in the next issue of *The Agricultural Education Magazine*. It will present the occupational experience, annual income, teaching performance, and attitudes toward the profession by the graduates majoring in Agricultural Education. It will also present some suggestions for alleviating teacher shortage. □

The supervision of - - -

(Continued from page 236)

Observations and Conclusions

1. A student should be visited on the average of at least 4 to 6 times per year.
2. Students who have programs of the largest scope are visited more often.
3. The visits seem to play a very significant part in the growth and development of the farming program.
4. If time is available it would be very desirable to visit students more than 4 to 6 times per year. A study conducted by the U. S. Office of Education¹ showed that departments classified as "Very Superior" had a visitation program where each student was visited an average of 8 times during his freshman year.
5. Supervisory visits should be instructional or for the purpose of orientation and information whenever possible. The study referred to above states that the farm program visits of departments classified as "Very Superior" were broken down into the following categories:

Functional: (having learning value for the student)	60%
Inspectional	27%
Other purposes	13%

6. The Farm Mechanics instructor should have more opportunity to visit farming programs. This may require a change in the shop practices of many schools. He would also become a more effective teacher if this could be accomplished. □

¹An evaluation of 400 Local Programs of Vocational Education in Agriculture in the United States, Fed. Sec. Agency U. S. Office of Education, Misc. 3233

A plan for course building

(Continued from page 246)

of instruction to be delivered at specified times.

When the school year begins, it will be necessary for the learner to identify his problems, and, if not already included in the tentative course, plan how they should be added. Areas which are found not to be problems should be deleted from the plan. Problems may be identified through tests, interviews or conferences. The learner should understand that he actively participates in planning the course of instruction; this promotes interest and a willingness to participate.

A plan should be followed in deciding which areas to offer in the instructional program to different groups or classes of learners. The teacher should make the final decision as to whether certain areas should be offered for beginning learners or delayed until a later year in their course. Probably an important aid in making this determination could be found by reviewing the kind and scope of objectives set with the learner.

Some Factors To Consider in Course Building

There are many physical factors facing the teacher in planning for the actual instructional program. Time is always of prime importance to the teacher.

Length of the class period should be taken into consideration, tours and field trips require additional time, size of the class will be a factor in planning some areas, such as farm mechanics. Methods of travel to and from field trips should be considered in advance of the instruction.

Considerable importance should be given to the part that farm mechanics should play in the instructional program. The nature of the objectives of farm mechanics are somewhat similar to those of the supervised farming program; they, too, contribute to the over-all objectives of vocational agriculture. Objectives in farm mechanics should be set with the learner and every effort should be made on the part of the teacher to see that the learner has ample opportunities to reach these objectives. Consideration will have to be given to the time factor involved as well as to shop facilities available and to the ability of the teacher to help the learner solve problems in different areas of farm mechanics.

The Future Farmers of America can be used as an aid for reaching objectives. The teacher will need to provide ample time, especially in the beginning year, to allow the learner to become thoroughly acquainted with this agency if the Future Farmers of America ex-

perience is to be of useful service in his later years. The teacher and the learner should decide jointly of what values the Future Farmers of America will be in helping reach objectives in vocational agriculture.

Showing a student *how* always surpasses that of *telling* him *how*. Field trips can always serve a useful purpose. The teacher should be able to recognize the values of "showing" and should be the judge as to when a trip may be planned in connection with the solution to a particular problem. An alert teacher can note and tentatively arrange for the appropriate field trip as the calendar is being planned in the early part of the school year. The length of the trip, the facilities necessary to make the trip, and the time allowed for the problem confronting the group will determine the number and nature of trips to be taken.

It would be difficult indeed to determine which problem has the greater complexities. The problems which face a young learner in his endeavor to reach major objectives, using vocational agriculture as a means, are many. But it can be said with equal sincerity that the problems which face the teacher of vocational agriculture in his effort to help the learner gain new insight in the field of agriculture are just as many. □

Of interest to those who teach and those who employ teachers.

Prediction of vocational agriculture teacher success

ANDREW P. TORRENCE, Teacher Education, Tuskegee Institute



Andrew P. Torrence

WE often wonder what it is that contributes to the success and failure of teachers of vocational agriculture. Why some vocational agriculture teachers meet with great success while others fail or attain only mediocre success is of great importance. If the success of vocational agriculture teachers could be predicted before or shortly after they enter the field of teaching, it would save the time, the energy, and the resources of the teachers and all who help to train them. More important, it would protect our schools and our agricultural communities from ineffective teachers of vocational agriculture.

A study, made by the writer at the University of Wisconsin in 1954, shows certain relationships that exist between the success attained by teachers of vocational agriculture and various competencies possessed by these teachers.

Design of the Study

The subjects used in this investigation were a random sample of sixty vocational agriculture teachers located in approximately the southern two-thirds of the State of Wisconsin. The measure of teacher success was determined by ratings given to each teacher of vocational agriculture by: (1) state supervisors of vocational agriculture, (2) high school principals, (3) high school pupils taught by the teacher, and (4) farmers in the local school community. A composite score of individual ratings and a composite score of combinations of ratings were used in analyzing the data.

The competencies of teachers of vocational agriculture that were measured were in the areas of technical agriculture, manipulative farm skills, and professional education. Technical agricultural competency was measured by administering tests of factual information in seven agricultural fields: agronomy, dairy cattle, farm management, horticulture, poultry, soils and swine. Competency in feeds and feeding was determined by the incorporation of questions on this topic into the animal enterprise tests.

Competency in manipulative farm skills was measured by a self-rating survey of manipulative farm skills completed by each subject in fifteen farm areas: dairy and beef cattle, poultry, swine, corn, meadows and pastures,

small grain, gardening, potatoes, fruit growing, concrete, electrification, farm machinery and power, erosion control, home beautification, and farm plumbing.

The measure of professional educational competency of teachers of vocational agriculture was accomplished by administering the professional information section of the 1951 edition of the National Teacher Examination to each teacher participating in the investigation.

The relationships between the two composites of scores for the criteria and the raw scores from the measures of competency were determined with the use of Pearson Product Moment correlations and regression equations. Also, standard error of estimates and residual variances were computed for the correlations and regression equations to better determine their value for predicting individual scores. Correlations that were not significant at or below the 5% level of probability were not considered statistically significant in the study.

Competency of Teachers

Percentage scores made on the tests in technical agriculture indicate that teachers of vocational agriculture in the area studied have a better knowledge of basic facts in animal enterprises than they have in other farming enterprises investigated in the study. These teachers appear to have less knowledge of basic facts in soils and farm management than they have in other areas of endeavor that were investigated.

Teachers participating in this study did not judge themselves as being very competent in performing manipulative farm skills. In the light of this finding, it would appear unwise to assume that teachers of vocational agriculture adequately learn to perform manipulative farm skills on the home farm, since all teachers participating in this study were farm-reared except one.

The mean score made by teachers of vocational agriculture on the professional educational test was about thirteen points lower than the mean score made by persons who expressed a preference for teaching vocational subjects who took the nation-wide administration of the test in 1951. However, persons taking the national administration of the test in 1951 may have made special study and reviews in preparation for taking the test because this test is used for evaluating teaching applicants, in some school districts, as a comprehensive examination for undergraduates and a qualifying examination for graduate students in some colleges. No such special preparation was made by teachers participating in this study.

Correlations of Competency Scores

There were consistently low correlations between the manipulative farm skills scores and the technical agricultural test scores, which indicates that there is very little relationship between a vocational agriculture teacher's knowledge of factual information in agriculture and his own judgment of his ability to perform manipulative farm skills.

All correlations between the professional educational test scores and scores made on various enterprises of the technical agricultural test were positive, and a majority of them were statistically significant. These correlations indicate that there is a significant relationship between a vocational agriculture teacher's information on professional education and his knowledge of basic facts in technical agricultural enterprises.

All correlations between professional educational test scores and manipulative farm skill scores were negative except one, and only one was statistically significant, which indicates that there is very little relationship between a vocational agriculture teacher's information on professional education and his own judgment of his ability to perform manipulative farm skills.

Relationship of Competencies to Success

Coefficients of correlation and regression equations revealed the following relationships of certain competencies to success of teachers of vocational agriculture:

1. There is a statistically significant relationship between a vocational agriculture teacher's knowledge of technical agricultural information and his success as a teacher.
2. There is no statistically significant relationship between a vocational agriculture teacher's proficiency in performing agricultural manipulative skills and his success as a teacher.
3. There is inconclusive evidence of the relationship that exists between a vocational agriculture teacher's knowledge of professional educational information and his success as a teacher.
4. There is a statistically significant relationship between a vocational agriculture teacher's knowledge of technical agricultural information, proficiency in performing agricultural manipulative skills, and knowledge of professional educational information and his success as a teacher.

Prediction of Success

No coefficients of correlation and no regression equations found in this study accounted for enough of the total variance of scores to make them entirely satisfactory for predicting individual scores.

The best predictor of vocational agriculture teacher success was obtained by using the combination farm management test score, dairy and beef cattle manipulative farm skills score, and the professional educational test score to predict the composite of individual rating scores.

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News and Views of the Profession

Foreign Assignment



Harold Kugler

HAROLD Kugler, Teacher Trainer in Farm Mechanics, Agricultural Engineering Department, Kansas State College, has been granted an 18-month leave of absence effective February 1 to act as vocational educationist for agricultural Engineering in the Philippines.

The Kansas State Farm Mechanics teacher-trainer will serve as an adviser in the establishment of Farm Mechanics instruction in forty-seven Philippine high schools, and also will advise in the establishment of a machinery repair and maintenance program. Kugler will have his headquarters in Manila.

He has taught at Kansas State nine years, and has served as visiting professor at the University of Minnesota, Oklahoma A. and M. college and the University of Maryland.

Kugler is the author of the welding text "Arc Welding Lessons for School and Farm Shop" and co-author of the Farm Mechanics text "Shop Skills," Sampson, Mowery, and Kugler. □

1955 Program of Work of the Agricultural Education Division, A.V.A.

LLOYD J. PHIPPS, Secretary, Agricultural Education Division, American Vocational Association

THE Agricultural Education Division of the American Vocational Association, has five standing committees which report and present plans for the following year at each annual A.V.A. convention. These committees are:

1. Professional Information Committee
2. Professional Relations Committee
3. Research Committee
4. Standards and Policies Committee
5. Teacher Education Committee

The following plans of these committees were adopted by the Agricultural Education Division of the A.V.A. at the convention in San Francisco, December 1-7, 1954.

Professional Information

Last year, it was suggested by the chairman of the Agricultural Division of the A.V.A., that this committee should initiate and undertake one major project for the year.

The project selected was a program of identifying and publicizing professional materials in agricultural education which had been developed in the several states. Each regional representative on this committee appointed contact men in each state in his region who would keep him

informed as to the professional materials published in his state. The regional representatives, in turn, passed on this information to the chairman of the committee, and he prepared abstracts of this material for publication in the *Agricultural Education Magazine*.

This project was carried out as planned, and the *Agricultural Education Magazine* has carried this material under the heading *Professional and Teaching Aids*.

The committee, in this 1954 meeting, evaluated the results of this project and felt that it was worthy of continuance for at least another year.

During the past year, the committee was informed of the program of the national project on agricultural communications and was urged to investigate possible cooperative projects with this organization. As a result, a subcommittee was appointed. This subcommittee, composed of Dr. Ralph Woodin, chairman, Dr. George F. Ekstrom, and Dr. H. Paul Sweany, met with a representative of N.P.A.C. early last fall and outlined with him six possible cooperative activities as follows:

1. The development of a uniform filing system for agriculture.
2. The production of occupational films for related agricultural occupations.
3. The development of a procedure for communicating the results of research in agricultural education.
4. The development of a digest of agricultural information from all sources.
5. Teacher recruitment.
6. Public relations for vocational agriculture.

These possible cooperative activities have been considered by this committee and by N.P.A.C. and the following recommendations are hereby presented to the Agricultural Division of the A.V.A.:

1. That we undertake immediately two cooperative projects with N.P.A.C. as follows: (a) the development of a procedure of communicating the results of research in the professional aspects of agricultural education, and (b) the development of a uniform filing system (index) for agriculture.
2. That the chairman of the professional improvement committee or his representative serve as a member of the advisory committee on research proposed by N.P.A.C. representing vocational agriculture. This committee will advise regarding a program for communicating the results of professional research in agricultural education.
3. That a member of the professional information committee or a representative appointed by his chairman serve as a member of a steering committee composed of representatives of the U.S.D.A., Agricultural Experiment Stations, and vocational education in agriculture to work with the N.P.A.C. on the develop-

ment of a uniform filing system for agricultural publications.

4. That the Agricultural Division of the A.V.A. go on record as endorsing these and possible future cooperative projects with N.P.A.C. and that their associate director, Mr. Francis C. Byrnes, be sent a copy of this resolution.

Respectively submitted:

- Joe J. Slaven, representing J. C. Atherton, Southern Region
 R. W. Montgomery, representing Arthur Floyd, Negro Region
 W. A. Smith, representing W. R. Kunsela, North Atlantic Region
 David R. Archer, representing Joe Duck, Central Region
 G. F. Ekstrom, Missouri
 A. G. Gordon
 J. R. Powell
 Robert W. Bishop, N.V.A.T.A.
 S. S. Sutherland, Western Region, chairman

Professional Relations

The members of the professional relations committee did not meet at the San Francisco A.V.A. convention, and therefore did not submit a report at the convention.

Research

The activities of the research committee during 1953-54 were as follows:

1. Encouraged and assisted the development of research in the several regions.
2. Promoted research sessions in the regional conferences and special research workshops in the regions.
3. Compiled lists of agricultural education studies in progress during 1953-54 for publication in the May, 1954, issue of the *Agricultural Education Magazine*.
4. Assembled copy for the supplement to the "Summaries of Studies in Agricultural Education" for 1953-54. The manuscript includes 228 studies comprising: 99 Master's theses; 66 research problems, other than theses completed in graduate programs of study; 15 Ph.D. and 14 Ed.D. dissertations; and 34 professional non-thesis studies completed by staff members and research workers.
5. Proceeded in accordance with action taken at the Chicago A.V.A. meeting with the "Experiment in the Development of Young Farmer Classes in Vocational Agriculture." Nominations for the advisory committee for this study, which is to include one chief state school officer, one state director of vocational education, one state supervisor of vocational agriculture, and one secondary school administrator, have been secured from the four regions. A tentative draft of the instrument for gathering data for the first or descriptive phase of the study has been developed. This instrument is organized so that the data are coded and can be tabulated by machine.
6. Planned a session on research for the program of the Agricultural Division of the 1954 A.V.A. convention.

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The conclusions of the committee in their meetings at the A.V.A. convention in San Francisco were as follows:

1. It was agreed that the chairman of the committee should provide each member with a supply of format instructions for the next supplement to bulletin eighteen. The members of the committees are to discuss these instructions at their regional conferences. It was further agreed that these instructions, in addition to repeating the importance of the standard punctuation and spacing arrangement, should stress the necessity for limiting the summaries to approximately three hundred, and in no case more than five hundred words.
2. The chairman of the committee was authorized to invite the following, or alternates as indicated in parentheses, as members of the advisory committee for the national study, "Experiment in the Development of Young Farmer Classes in Vocational Agriculture," in accordance with authority granted by the agricultural section at the Chicago A.V.A. in December, 1953:
 - a. To represent chief state school officers—Shelby Jackson, Louisiana (alternate—R. M. Eyman, Ohio).
 - b. To represent state directors of vocational education—J. Strobel, New York (alternate—R. D. Anderson, South Carolina).
 - c. To represent state supervisors of agricultural education—Harry Nesman, Michigan (alternate—John Buntun, Nevada).
 - d. To represent secondary school administrators—Lloyd C. R. Tadrer, Logan, Utah (alternate—Al R. Moon, Cochran, Pennsylvania).
3. The chairman was authorized to proceed with arrangements for a meeting of the research committee with the advisory committee for the national young farmer study. With consideration for the convenience of the members of the advisory committee, it was suggested that the possibility of holding this meeting in connection with the school administrators' convention in Atlantic City in February, 1955, should be investigated.
4. The tentative draft of the instrument for gathering data for the first or descriptive phase of the national study of young farmer classes was studied briefly by the committee. The members of the committee agreed to study the instrument thoroughly and to give their suggestions regarding the instrument to the chairman within two weeks. The instrument, revised in accordance with these suggestions, is to be presented, along with proposals for sampling procedures, to the advisory committee.
5. The committee passed, by unanimous agreement, a resolution requesting early attention and all possible expediting action on the part of the chief of the Agricultural Education

Service and the deputy commissioner for vocational education in the U. S. Office of Education to the appointment of a research specialist in agricultural education.

6. The committee resolved that because research must provide the basis for the thoughtful development of agricultural education, and because the studies conducted by the workers in the different states may provide the most significant and specific information to point the direction of changes to bring about improvement in the service of agricultural education, the A.V.A. program planning committee shall be directed to allow at least one full half-day session for the reporting of significant research studies at the next annual convention of the A.V.A.
7. J. Bryant Kirkland reported that the last Southern Regional Conference selected Thomas J. Horne, of Virginia, to represent that region for the coming three-year period on the research committee. A letter from Vice-President R. D. Anderson stated that J. N. Freeman was re-elected for a three-year term as the representative of the Negro Region. The committee re-elected Henry S. Brunner as chairman and Leo L. Knuti as secretary for the coming year.

Respectively submitted:

Leo L. Knuti, Western Region,
Secretary
Henry S. Brunner, North Atlantic
Region, Chairman
Ralph E. Bender, North Central
Region
J. N. Freeman, Negro Region
J. Bryant Kirkland, Southern Region
(Leon M. Johnson, N.V.A.T.A.,
and H. B. Swanson, consultant,
U. S. Office, were absent).

Standards and Policies

R. C. S. Sutliff, chief of agricultural education, State Department of Education, Albany, New York, was selected, in absentia, as the chairman of the committee and the secretary of the committee was instructed to inform Mr. Sutliff of this appointment. George P. Deyoe acted as temporary chairman of the meetings of the committee at the San Francisco A.V.A. convention.

The committee recommended the continuation, on a permanent basis, of a committee to serve in an advisory capacity to the Agricultural Education Section of the U. S. Office of Education. The expenses of bringing the participating personnel of this committee together for meetings should be paid by the U. S. Office of Education. During the past year, the U. S. Office of Education, Division of Agricultural Education, did call such a committee to Washington for a meeting.

Respectively submitted:

H. T. Hall, representing Clarence
Bundy, Central Region
Robert S. Corless, Representing
Burt L. Brown, Western Region

E. M. Norris, Negro Region, acting secretary
G. P. Deyoe, acting chairman
(R. D. Anderson, Southern Region, R. C. S. Sutliff, North Atlantic Region, S. F. Peterson, N.V.A.T.A., and W. T. Spanton, U. S. Office of Education, were not represented at the committee meetings).

Teacher Education

The teacher education committee submitted as their report the letter which they sent to the Senate Committee of the Association of Land Grant Colleges and Universities on Training Teachers of Vocational Agriculture.

The letter stated: "The sub-committee of the American Vocational Association Teacher Education Committee for Agriculture met in Chicago last March, one of the purposes of which was to review the criteria for institutions training teachers of vocational agriculture prepared by the Senate Committee of Land Grant Colleges. The committee on teacher education for agriculture considers the criteria a very constructive step in improving the training of teachers of vocational agriculture in the country as a whole. However, the sub-committee believes that this statement of criteria could be improved at some points. The following suggestions are being offered:

1. It appears that these criteria as set up are designed primarily for setting standards for four year institutions. While it is true that no institutions in the country of less than four years are attempting to offer complete curriculums for training teachers of vocational agriculture, in some sections of the country there are junior colleges with departments of agriculture which are offering work including courses in agriculture which are later presented to senior colleges for evaluation towards meeting the requirements for teaching vocational agriculture. It is believed, therefore, that two sets of criteria should be prepared, one designed to set standards for junior colleges offering courses in agriculture and basic sciences, and the other designed to set standards for four year senior colleges offering four-year curriculums for training teachers of vocational agriculture. There are points at which improvements are needed in both types of institutions, and the Teacher Education Committee of the American Vocational Association for Agriculture would be pleased to see the Senate Committee of Land Grant Colleges devote their attention to criteria for both types of institutions. The Teacher Education Committee pledges its full cooperation in assisting to this end.

2. The criteria as set up propose too many courses to be covered in the conventional four-year curriculum of Land Grant institutions. Some suggestions for correcting this would be: (1) Cut down on the scope of some of the suggested areas in the curriculum. (2) Extend the training period beyond four years. (3) Revise and adapt courses, particularly in agriculture and science, more towards meeting the needs of teachers of vocational agriculture. In this con-

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nection, the Teacher Education Committee for agriculture would like to observe that it appears that courses in agriculture and science now offered by the Land Grant institutions in the curriculums in agricultural education are designed primarily to meet the needs of the technical specialist who, to reach the terminal point in his formal study for specialization, is expected to continue his study three years beyond the four required for the bachelor's degree and thus meet the requirements for the doctorate. Such specialization is not well adapted to meeting the needs found in teaching vocational agriculture. Therefore, it seems that differentiation in the curriculum in agriculture offered by Land Grant Colleges should begin earlier and be pointed towards eliminating some of the prerequisites appropriate and pertinent to advanced specialization and to the re-designing of the courses in agriculture offered in the curriculum for preparing teachers of vocational agriculture, with emphasis in these courses on applied scientific agricultural information to meet the practical needs of farmers. Too, there is a serious question to be considered by everybody concerned as to how much emphasis should be given to general education in shaping curriculums for training teachers of vocational agriculture. General education courses designed to broaden one's appreciation and add to his general culture have much merit in intent. There is need for careful evaluation to determine the extent to which the intent of such courses is being realized. Certainly, too, general education courses are consuming time which otherwise might be used in taking or doing more study in the practical phases of applied agriculture. It is hoped that requirements to insure broad cultural training to teachers of vocational agriculture and requirements to give them practical training in modern day agriculture can be reconciled. It may be that we shall have to choose between a "cultured" unenlightened agricultural worker and an enlightened "uncultured" agricultural worker.

3. The Teacher Education Committee subscribes to the four statements of objectives which are expressed as areas of education, namely: general education, natural sciences, agriculture, and professional education. We believe as a matter of putting these in appropriate order with respect to relative emphasis that they should be listed as follows: (1) technological knowledge in the sciences and agriculture, including both agricultural subjects and related science; (2) professional education with primary emphasis on agricultural education; (3) general education; and (4) electives. We propose further that a percentage distribution within recommended ranges be assigned such as: in the general and specialized field of general agriculture, 35-45 per cent; related sciences, 10-15 per cent; professional education, 12-15 per cent; general education, 20-25 per cent; electives, 10-15 per cent.

4. We subscribe to the statement of qualifications for staff members who teach courses in technical agriculture as set forth in your report under Section

Professional and Teaching Aids

My Farm Study Book for Vocational Agricultural Students. Association of Teachers of Agriculture of New York, Officer of Supplies, c/o State Education Department, Albany 1, New York. Limited distribution. 60 cents per copy. 1952, 80 Pages.

A workbook for recording description of pupil's farm, farm business and individual enterprises to determine problems of the total farm for which he may develop plans and solve.

My Farming Program in Vocational Agriculture. Association of Teachers of Agriculture of New York, Officer of Supplies, c/o State Education Department, Albany 1, New York. Limited distribution. 75 cents per copy. 1954, 64 pages.

A looseleaf workbook for recording pupil's farming agreements, plans for solving farm problems, and achievements in farming.

Supervised Farming Programs in Vocational Education. Bureau of Agricultural Education, State Education Department, Albany 1, New York. Limited distribution. 80 cents per copy. 1954, 37 pages.

A manual dealing with the more basic concepts that are fundamental to effective farm training in describing to parents and cooperating farmers what the agricultural department in the local high school is attempting to do. Profusely illustrated to guide the pupil.

Study Units—Farm Purchasing and Marketing. Bureau of Agricultural Education, State Education Department, Albany 1, New York. Limited distribution. \$1.60 per copy. 1952, 173 pages.

A handbook for teachers and pupils in analyzing purchasing and marketing needs; pupil worksheets, pertinent information about agencies, and guides for developing pupil plans.

II, Item 1, except we consider the reference in the last sentence of this item regarding who should not teach as irrelevant. In the main, your statement is positive rather than in negative terms and is well put. It seems there is no need for any negative hedging when the positive requirements are met. We believe that if your statement of positive requirements are met that any addition thereto which would ensue from a degree in agricultural education would be an asset rather than a liability. It would seem proper, therefore, that your statement relative to this be deleted.

5. Items (1), (2), and (3) under general Item 2 of Section II should be combined under a general category of agricultural engineering.

6. Under Section II, laboratory facilities should differentiate between requirements for junior and senior colleges.

"Finally, the Teacher Education Com-

Simplifying Farm Work. Bureau of Agricultural Education, State Education Department, Albany 1, New York. Limited distribution. \$1.50 per copy. 1952, 157 pages.

A manual for teacher and pupil in analyzing work methods for dairy and poultry chores on the home farm. Teacher's information, objectives, analysis of the problem and teacher-pupil activities, worksheets, and examples are provided for each major chore.

Research Data—Farm Management and Production. Bureau of Agricultural Education, State Education Department, Albany 1, New York. Limited distribution. \$1.50 per copy. 1951, 148 pages. Sixth revision.

Presents results of research in farm management, production, and marketing in New York State for use by teacher and pupil in developing farming programs and making comparisons.

Horizons in Vocational Education in Agriculture. Agricultural Education Division, Rural Education Department, College of Agriculture, Ithaca, New York. Limited distribution. Serial. Mimeograph. 15-40 pages.

A research and professional service to teachers through the presentation of comprehensive instructional units involving farm management decisions as a suggested pattern for teaching.

Regional Consulting Committees for Vocational Education in Agriculture. W. Howard Martin, University of Connecticut, School of Education, Storrs, Connecticut. Available in limited quantities at present time. January, 1955. 15 pages.

This publication is designed for use of teachers and others in establishing and using a consulting committee representing more than one school district. Problems considered include: Organizing

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mittee desires to re-state its acceptance of the general import of your statement of criteria. Again, we should like to assure your committee of our desire to continue working cooperatively and whole-heartedly with your committee towards continuing efforts to improve training programs for preparing teachers in vocational education in agriculture."

Respectively submitted:

V. G. Martin, Southern Region

R. L. Cline, Western Region

Harry Kitts, representing Milo J. Peterson, Central Region

W. A. Smith, representing Harold Cushman, North Atlantic Region

W. F. Hickson, Negro Region

Leon M. Johnson, N.V.A.T.A.

(H. B. Swanson, Consultant, U. S. Office of Education, was not present.)



SUCCESSFUL PRACTICES IN ADULT FARMER EDUCATION, by Lloyd J. Phipps, illustrated, pp. 327, published by Interstate Printers and Publishers, Inc. Price, \$4.00.

This book is a compilation of a great many practices used by teachers of vocational agriculture in the organization, conduct, and evaluation of adult farmer courses. It is a "how to do" book including chapters on administration and supervision, public relations, planning an adult farmer program, organizing courses, conducting courses, conducting large group meetings, providing on-farm instruction, evaluating adult farmer programs, satisfying related interests of farmers, and undesirable practices.

This book is intended to be used as a source of ideas, not as a book to be read from cover to cover at a few sittings. Each chapter consists of a group of related practices—each practice being followed by a brief discussion to point out how the practice was actually used by the teacher and a discussion of the value of the practice. The following are illustrative of the practices included: delegating responsibility for enrolling members; establishing limits on size of classes; outlining a long time course; following a "Work Shop" procedure; using role playing; dividing a group for problem selection and solution; conducting a postal card survey.

The book is well illustrated with cartoon type sketches to emphasize the more important practices used by teachers in their adult education programs. This publication should be a valuable addition to the professional libraries of teachers of vocational agriculture.

Lloyd J. Phipps is Associate Professor of Agricultural Education at the University of Illinois. He is co-author of several other books used by teachers of vocational agriculture.

—A. H. K.

WOODLAND MANAGEMENT by W. E. Hiley, pp. 463, illustrated, published by Faber and Faber, London, distributed in U.S.A. by John de Groff, Inc., New York, N. Y. Price \$12.00.

Woodland Management was written in Great Britain and deals with forestry problems in that country. Intended primarily for persons who have charge of private woodlands, it deals with administration, finance, working plans, taxation, Government control, the cost of operations and the reasons for adopting one method of cultivation rather than another.

The book is well written, and the photographs are of excellent quality. The appendix contains yield tables for conifers in Britain and other items of interest to the professional forester. Sources of information and data quoted in the text are recognized by footnotes.

The author, W. E. Hiley, taught forestry at Oxford for many years before becoming a forest manager. He is a recognized authority on forestry and is the author of several books and papers on the subject.

—A. H. K.

SOIL, by G. V. Jacks, pp. 221, illustrated, published by the Philosophical Library, Inc., New York, N. Y. List price \$5.00.

This publication is intended to give readers an insight into the science of soil management. It contains chapters on what the soil is, soil architecture, soil chemistry, soil water, soil population, humus, cultivation, forest soils, plant-made and man-made soils, soil classification, soil erosion, and the history of British soils.

This is not intended as a practical reference for vocational agriculture students at the high school level. Much of the book would be of interest to the teacher of vocational agriculture as background information. From this point of view, it is very interesting and very well written.

G. V. Jacks, the author, is Director, Commonwealth Bureau of Soil Science, Rothamsted, England.

—A. H. K.

THE HIDDEN LIFE OF FLOWERS, translated from the French text of J. M. Guilcher with photographs by R. H. Noailles, pp. 93, illustrated, published by the Philosophical Library, New York. Price \$4.75.

The Hidden Life of Flowers is a book of photographs, mostly enlarged with magnifications given, showing in an unusually vivid manner the various phases of the reproductive process of a great many plants. The life-history of the poppy from the bud stage to the seed stage is pictured in great detail. Other plants were photographed to show differences as they actually exist in the various stages of the reproduction cycle.

Although not written for use in vocational agriculture classes, it is the kind of book which will attract students and may bring about a greater interest in the nature of crops grown on the home farms. For this reason, it should find a place in the general interest section of the vocational agriculture department libraries.

—A. H. K.

TOBACCO DICTIONARY, edited by Raymond John, pp. 199, published by the Philosophical Library, New York, N. Y. Price \$5.00.

This publication is exactly what the name implies—a dictionary of the many terms and names which relate to the tobacco industry. Included are many interesting and curious facts about the history, manufacture, and use of tobacco. Probably the only book of its kind, the *Tobacco Dictionary* will bring to all a great deal of information not readily available in any other form.

—A. H. K.

Prediction of - - -

(Continued from page 259)

The technical agricultural tests were better predictors of vocational agriculture teacher success than were the manipulative farm skills, which had very little relationship to success, or the professional educational test, whose exact relationship to vocational agriculture teacher success was the farm management test.

Implication for Further Study

As a result of findings in this investigation, the writer made certain recommendations for further study along the line of predicting vocational agriculture teacher success:

1. That the farm management test, the poultry test, the soils test, the swine test, and the professional educational test which were used in the investigation be given further study with a view toward making them, if possible, better predictors of vocational agriculture teacher success.
2. That additional objective data such as age, teaching experience and college grade point average be employed in a statistical way to determine their usefulness as predictors of vocational agriculture teacher success.
3. That certain subjective data in the areas of human relationships and personality be employed in a statistical way to determine their importance as predictors of vocational agriculture teacher success.
4. That further study be given the use of subjective ratings, and the possible use of residual pupil gains as success criteria in studies of vocational agriculture teacher success. □

Professional Aids

(Continued from page 262)

a consulting committee; Studying Regional Problems; Participating in Program Activities; Development of Policy Recommendations; and Keeping Good Working Relationships.

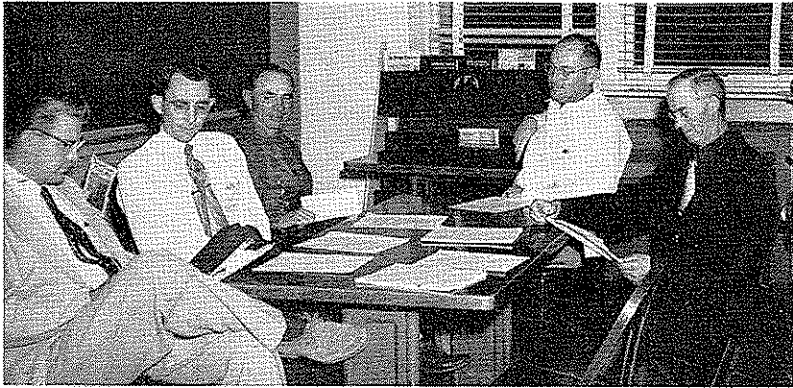
Connecticut Progress. (A bi-monthly newsletter for teachers of vocational agriculture. Published by the University of Connecticut.) W. Howard Martin, Associate Professor of Agricultural Education, University of Connecticut, Storrs, Connecticut.

Colorado Vocational Agriculture Activity Handbook, Colorado Vocational Agriculture Teachers, Supervisors, and Teacher Trainers, Interstate Printers and Publishers, 19-27 North Jackson Street, Danville, Illinois. Write publisher for price.

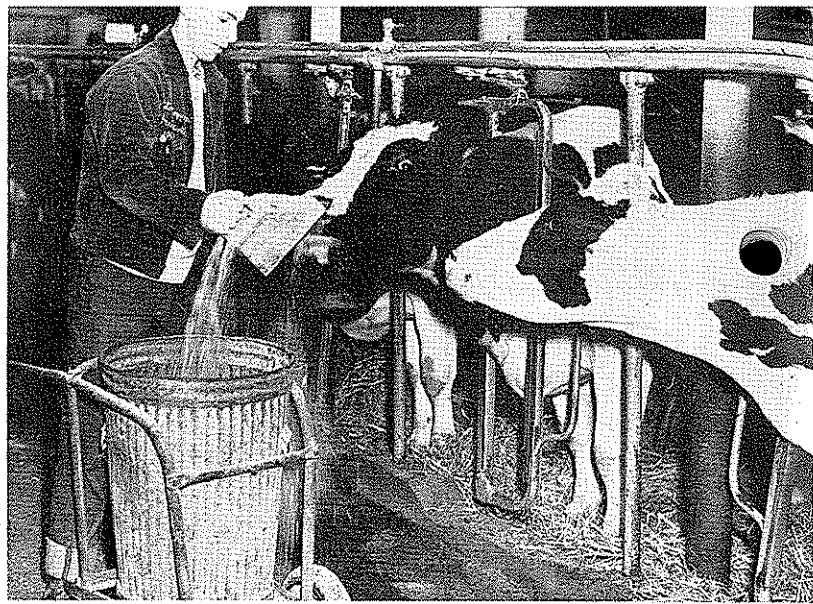
This activity handbook attempts to provide for all records needed in State or National degrees under one cover. A complete listing of farm practices are included for progress checking. To be student kept.

Articles for the Magazine are due three months in advance of publication.

Stories In Pictures



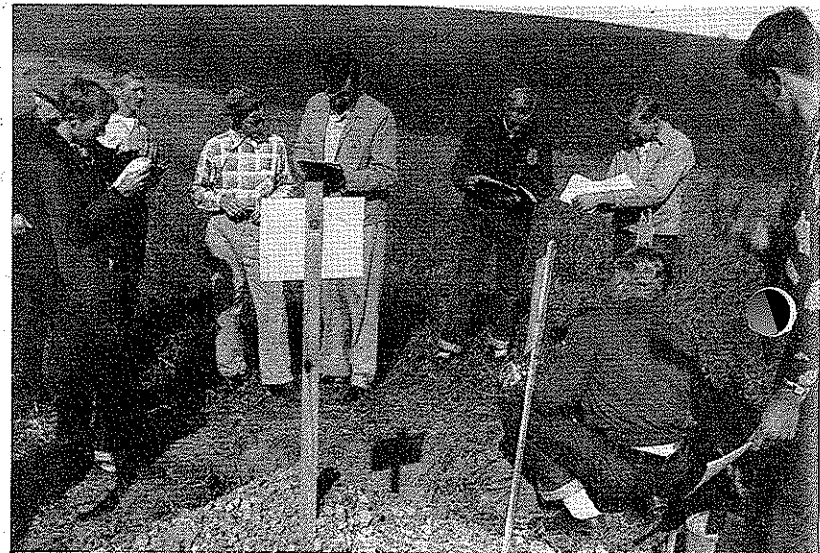
↑ The formation of a Vo-Ag Advisory Committee for the Gunnison, Colorado, Vo-Ag department gets underway. The group pictured, consisting of the Principal, the Vo-Ag instructor, a rancher, a local businessman and Secretary of the local Cattlemen's Association, and a dairy farmer, met to get the committee organized. Decision was reached to add three other ranchers to the group. Picture supplied by S. S. Richardson.



↑ Victor Cappucci, Star Farmer of Pennsylvania for 1955, measures out the feed for his dairy cows. Victor is a graduate of the Tunkhannock Vo-Ag department, class of 1954, and now is farming with his father. He is in the process of buying a neighboring farm for himself. The title of Star Farmer was awarded at the time of the Pennsylvania State FFA Convention in Harrisburg in January. Picture supplied by Charles Wiggins, Vo-Ag instructor.



↑ The Lakeview, Oregon FFA Chapter obtains a variety of first-hand experience through the operation of its 160 acre farm. The Chapter owns a complete line of machinery including a Caterpillar, two tractors, a truck, two combines, grain elevators, and the necessary machine sheds and granary. A part of the equipment is shown in the picture of the members as they clean, treat and sack grain preparatory to planting and for distribution to members.

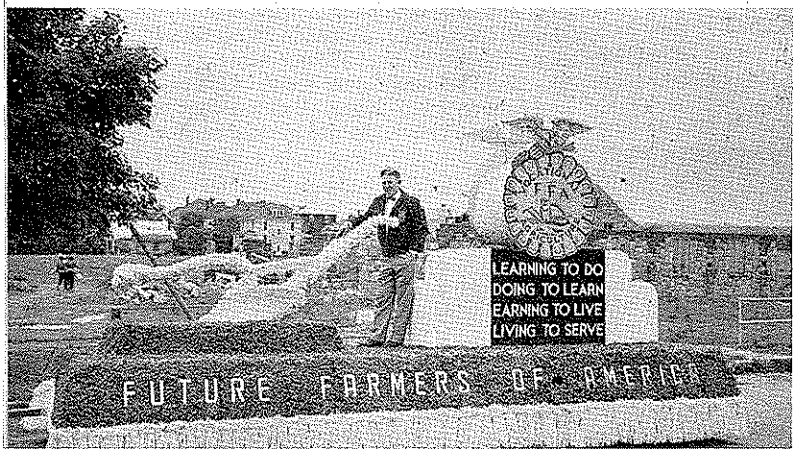


↑ A Vo-Ag class in the Barrington Consolidated high school, Barrington, Illinois, participates in a land judging contest. This picture was contributed from the scrap-book of the Barrington FFA Chapter which maintains a pictorial record of activities each year. Ellery L. Knake is the instructor.

Indicative of Future Farmer ingenuity is the float built by the Somerset-Fayette Future Farmer Chapter which swept down the streets of Somerset, Pa., last July during the Sesquicentennial celebration parade.

An admiring crowd of 75,000 cheered this presentation showing forth the purposes of the FFA and demonstrating the ability of the students to prepare a symbol of grandeur not to be excelled by similar presentations in the Tournament of Roses Parade.

—Photo, courtesy of The Keystone Farmer.



↓ Titus Albarado, awarded first place in Louisiana and the Southern Regional Award in the National Dairying Contest, proudly looks over his herd of dairy animals with his teacher, Sidney Arceneaux. The herd represents a part of the program of supervised farming by which Titus is preparing for farming and getting himself established as a full-time farmer. Photo furnished by A. Delmar Walker, Exec. Sec., Louisiana FFA Association.

