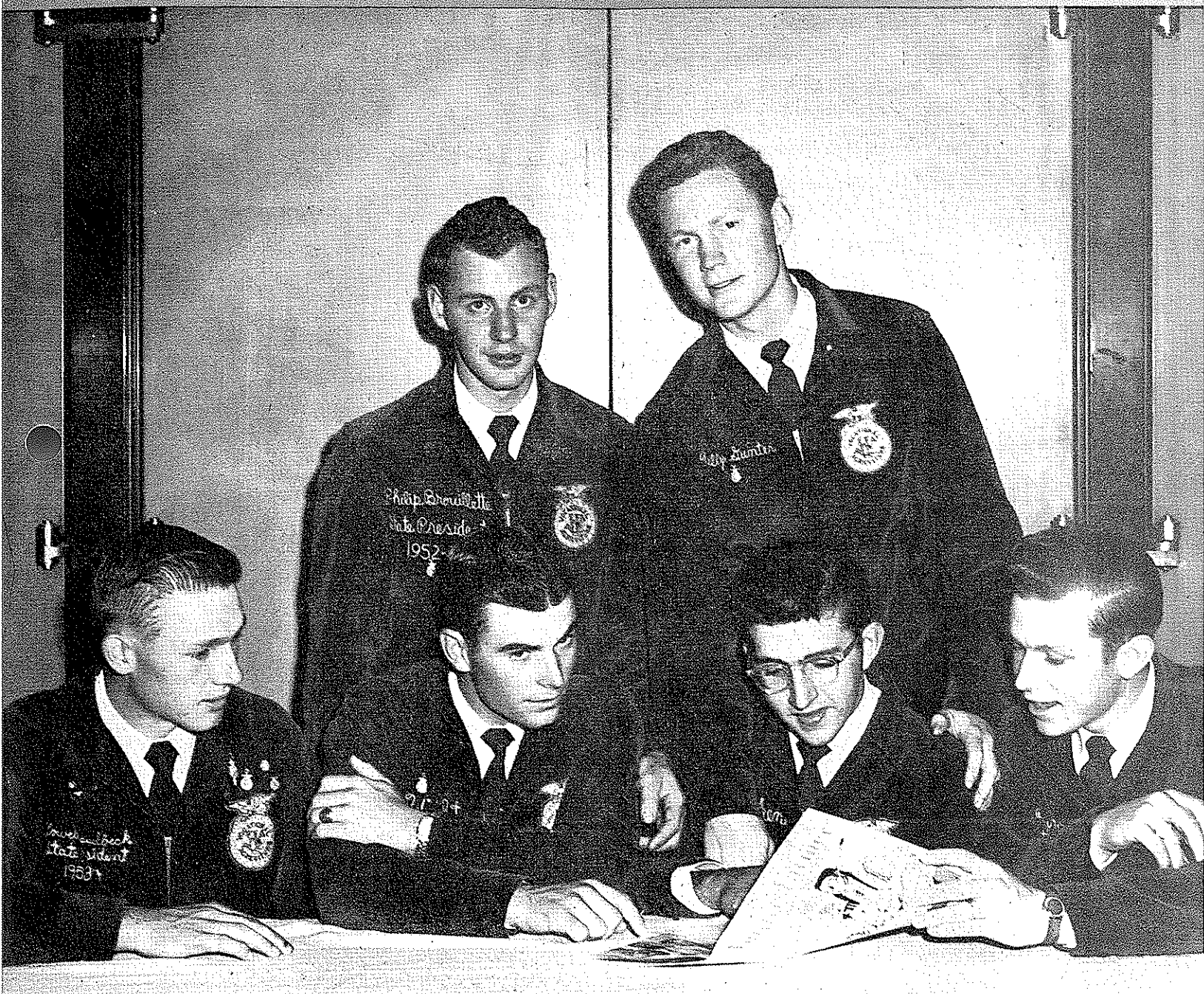


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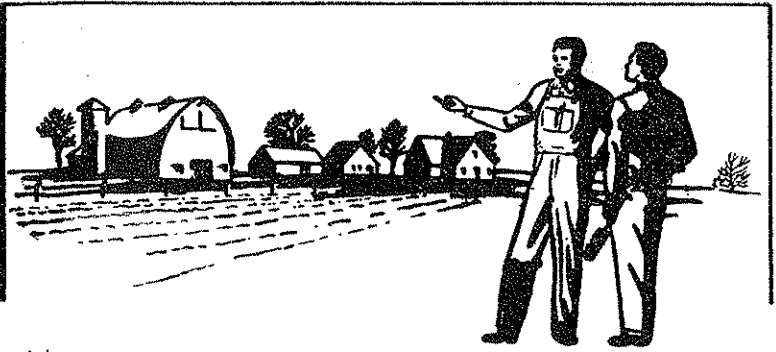
NUMBER 6



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Featuring— Improving the
FFA Program

The Agricultural Education Magazine



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THE INTERSTATE  DANVILLE, ILL.

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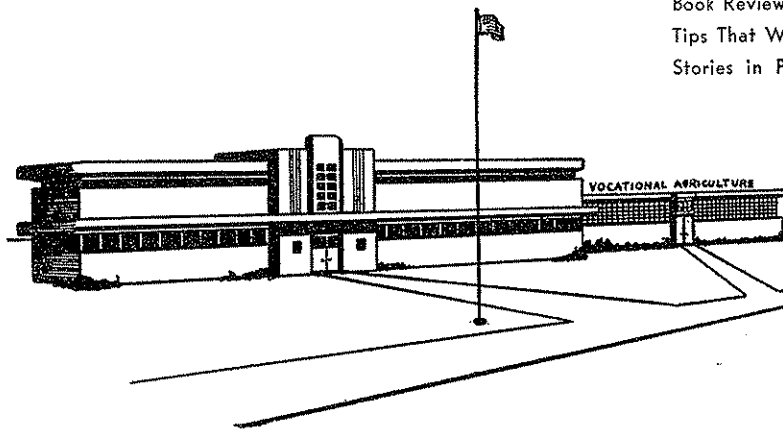
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Editorial...FFA — Synonymous or contributory?

E. E. CLANIN, Teacher Education, Purdue University

There seem to be workers in the field of vocational agricultural education today who are having difficulty in understanding the relationship of vocational agriculture to the Future Farmers of America organization. These workers are using the terms "vocational agriculture" and "Future Farmers of America" as though the terms are synonymous. To use these two terms synonymously is to suggest that we do not know what the FFA really is and in turn to suggest that we do not know how to use the FFA to best advantage.

The vocational agriculture program, in the high school area alone, is broader than the Future Farmers of America. The FFA organization is merely part of the vocational agriculture program. The FFA is not all of vocational agriculture and conversely not all of vocational agriculture can be most effectively taught always through the FFA.

Any lack of understanding of the fact that the FFA is a designed teaching method, a complex of teaching techniques and not the entirety of the vocational agriculture program is a danger to our vocational agriculture program. There seem to be some persons today who continue to think of the FFA as an extra-curricular activity organization. However, according to the official FFA manual the FFA is supposed to be "intra-curricular, having its origin and root in a definite part of the school curriculum—vocational agriculture." There is danger that we may become so enthusiastic about the Future Farmers of America, its symbolism and its publicity and competitive aspects that in our minds we finally will disassociate the FFA from the vocational agriculture program or that we will act as though the FFA is practically equivalent to vocational education in agriculture. Such over-emphasis upon the FFA organization and its activities may work to the detriment of the total instructional program of vocational agricultural education in the public schools.

A Review of Objectives

The preceding paragraphs explain a danger to vocational agriculture and the public school system—the danger that the true place of the FFA organization in helping to achieve the objectives of vocational education in agriculture may be misunderstood or that its place may be used for non-educational reasons. How may we best use the FFA as a part of the vocational agriculture program? To answer this question we must first review and understand the objectives and purposes of public education in America, secondary education (including vocational education in agriculture) and the Future Farmers of America organization.

Historically, one of the most quoted statements of the purposes of secondary education says that there are seven cardinal principles which point toward goals for which we should strive in our educational program, namely; health, command of fundamental processes, worthy home membership, vocation, citizenship, worthy use of leisure and ethical character.

This statement of principles pertains to education in

general of which vocational education in agriculture is a part. When we examine the objectives of vocational education in agriculture we find that the primary objective which has been stated is to train present and prospective farmers for proficiency in farming. This objective seems to be closely related to the goal of vocation contained in the seven cardinal principles.

The statement in the Official FFA Manual regarding the foundational goals of the Future Farmers of America organization includes (a) leadership and character development, (b) sportsmanship, (c) cooperation, (d) service, (e) thrift, (f) scholarship, (g) improved agriculture, (h) organized recreation and (i) citizenship and patriotism. It seems obvious that these goals are similar to the previous list for education in general, the seven cardinal principles. The differences which exist are, and should be, merely those of emphasis.

The primary objective of vocational education in agriculture is a phase of one of the primary goals of education in general and the goals of the FFA are readily seen to be closely related to certain of the other primary goals of education in general. Thus including the FFA as a part of vocational education in agriculture serves as a means not only for helping youth achieve proficiency in farming but also for achieving other important goals of education.

FFA and the Learning Process

The challenge to the educators in the field of vocational agriculture and to the leaders of the FFA is to direct the activities of the FFA toward the achievement of the stated goals.

How may we achieve such goals through the FFA? Actually the FFA is naturally adapted for the realization of certain of the goals. Educational psychologists have indicated that there are certain basic conditions essential for appropriate and effective learning and that the needs of youth should be considered in all educational program planning. Some of these conditions, including factors which are easily recognized as characteristic of a good FFA Chapter, are listed below as needs of youth.

- (a) The need for belonging to a group of boys who have like interests and purposes.
- (b) The need for self-recognizable achievement.
- (c) The need for recognition from others.
- (d) The need for a reasonable degree of freedom to determine one's own course of action.
- (e) The need for learning opportunities which provide for individual differences.
- (f) The need for exploratory experiences which will aid in the selection of a vocation.

By the considered use of these needs as a guide toward an improved instructional program in vocational education in agriculture, we will be led toward a fuller realization of the place and purpose of the FFA activities as a part of our total instructional program.

(Continued on Page 124)

There is much evidence that—

Rural leadership looks to the FFA

BOND L. BIBLE, Vo-Ag Instructor, Morgantown, W. Va.



Bond L. Bible

"TO develop competent, aggressive, rural, and agricultural leadership" is the first named purpose of the Future Farmers of America organization. Undoubtedly the development of rural leaders is the cornerstone upon which the FFA program is built.

A major problem facing agriculture today is the sorry state of farmer relations with the rest of the public. We urgently need rural leaders to present the facts of farm life to the city dweller.

I have always been impressed with the growth and development of a boy's leadership ability through his FFA career. Oftentimes boys who are limited in facilities at home to develop an expanded program find other phases of the vocational agriculture program so interesting that they remain with it throughout their high school careers. I know of several instances where the FFA program kept a talented youth in vocational agriculture. Invariably these individuals assume a place of leadership in the community where they find their life's work.

FFA Participation

To promote leadership training I would emphasize the importance of having the boys develop a comprehensive program of activities for their Future Farmer Chapter. The many contests sponsored by the FFA organization and the goals to be achieved in the Chapter program of activities give the boys an opportunity to develop a sense of responsibility. In fact, the Future Farmer Chapter offers such a variety of experiences that it affords boys of varying interests and abilities the type of training and development they need.

Boys learn through competitive contests the value of honest labor and effort in achieving a high rating. They learn to speak in public and to conduct their own Chapter meetings. Parliamentary procedure practices and contests, which give all boys a chance to participate, afford an excellent opportunity to learn how a democracy works.

The satisfaction of achievement and work well done, such as earning the State and American Farmer degrees, developing a working partnership on the home farm, performing the duties of an officer on the local, federation, state or national level, all have their effect on the growth, attitudes and leadership development of the individual.

Many Examples

I suppose most Vo-Ag teachers can name one or two former students who really did a superior job in their vocational agriculture and Future Farmer activities while in high school. But, how many boys showed marked attainment in the physical, mental, social and spiritual phases of life during their secondary school education.

It was my good fortune to have a student whose growth in the four-fold life was beyond the expectation of any school master. This young man started his ninth grade work in high school as any normal boy would. Examine his record today—five years later and the results are amazing.

Physically he is the ideal specimen of young manhood. Winner of 12 letters in 3 sports in high school and captain of football and basketball teams during his last two years in high school helps us see this side of his growth. Selected to play in the annual North-South football game he was awarded one of the two \$2,000 scholarships given for attendance at West Virginia University.

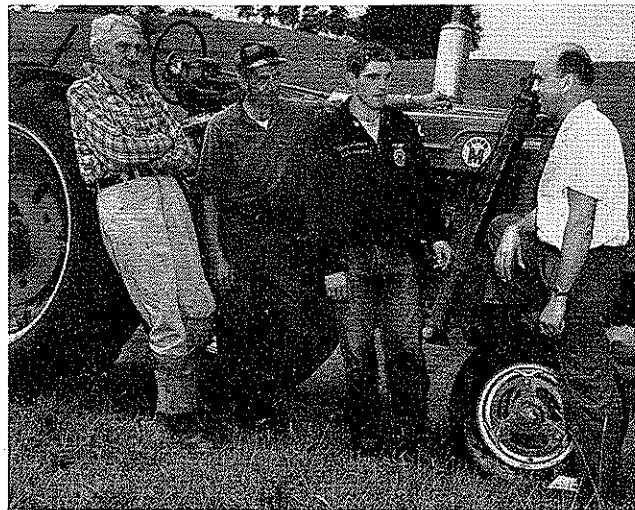
Scholastically, he was more than a good student, although he ranked among the first ten in his graduating class of 100. He was awarded a Sears-Roebuck Scholarship to attend the College of Agriculture.

As to his social activities, he has held almost every office the FFA provides. He served as vice-president and president of the Chapter, federation and state association and is president of the Collegiate FFA Chapter. In other school areas he was president of his junior and senior class in high school and president of the student body. The high school faculty will never forget how he led a group discussion on general school improvement for a high school assembly of 500 students.

He found time on Sunday to serve as superintendent of the Sunday School and is a regular participant in all church affairs.

FFA Widens Its Influence

In every department of vocational agriculture a number of graduates pursue occupations other than farming. Slightly over 50 per cent of the 1953 freshman class in the College of Agriculture at West Virginia University were former FFA members. Five of the first year students made the Dean's List for scholastic attainment and three of these



The teacher discusses with the boy, his father and grandfather the FFA program and the boy's participation.

were FFA members. State offices were held by three of these young men including the state presidency this year.

The Teacher Plays a Major Role

The enthusiasm and sincerity of the teacher in his work at school and on the farm can create the same pattern of conduct in the boy. It spurs him to work toward definite goals in life. It is catching. Outstanding FFA leaders inspire other boys in the Chapter and even their teachers.

Never in the history of our country was the need for good leadership greater than it is today. It is especially true in agriculture. We, who work daily through the FFA organization, have an excellent opportunity to develop young rural leaders for America. Are we measuring up to our responsibilities? □

Editorial - - -

(Continued from Page 123)

A Suggested Approach

In order to obtain better results with the FFA in the future, we might well do the following:

- (a) Clarify, for ourselves and others, the place of the FFA as an intra-curricular organization within the vocational agriculture curriculum.
- (b) Review from time to time the objectives of the FFA.
- (c) Plan our FFA activities so that the objectives of the FFA, vocational education in agriculture and education in general will be met and so that the learning processes will be emphasized through the methods by which we meet the needs of youth today as they strive to become proficient farmers of tomorrow.

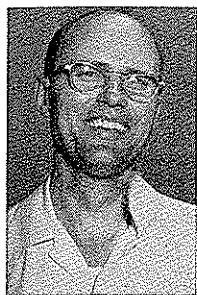
Vocational agriculture, including the FFA, can contribute even more than it does today to help reach the broader general objectives of our public school system. Let us be careful lest we be led aside from our major purposes by less

(Continued on Page 141)

Place your FFA program in proper perspective

Are we spending too much time on FFA?

D. R. PURKEY, Supervisor and Exec. Sec., Ohio FFA Association



D. R. Purkey

SOME unjust criticism has been aimed at the Future Farmer program by its critics who say that it requires too much time on the part of the teacher. True, some advisers do spend too much time on the FFA for the good which is accomplished for

their students. We are in the business of training boys. How much time should it take? We agree that some advisers may let the FFA program cause the job to be a day and night affair.

I suggest the following means of relieving the teacher of some of the time spent with the FFA program. I hope that they may be used to put time saved to better use:

1. Use former FFA Officers, State Farmers and State Officers to help the adviser in his duties. Many former Future Farmers are waiting to be asked to provide help. Special projects or events can be handled very easily by these fellows. The 4-H Clubs depend 100% on lay leaders. We can take a lesson from them.
2. Reduce the size of the FFA budget. Many Chapters have too much money in the treasury. After they earn it, they need to find an effective way to spend it. Earning money for the Chapter is not the major objective of a Chapter. How much money does it require to meet the objectives of the Chapter? Keep within a reasonable budget.
3. Don't try to enter every contest or

award. Be selective. Select those that meet the needs of and assist in building the Chapter program. Enter every contest to win. Get the most from them.

4. Delegate responsibility to the elected officers and committees. The FFA is a boys' organization, not an advisers. Let the boys do 90% of the work. Remember the meaning in the adviser's part of the opening ceremony.
5. Revise the annual program of activities each year; don't start from nothing. Build a program on past experiences. Put enough new in it each year to keep it moving. Take out the dead wood. A new print job may not be necessary each year. It may be only several pages that need to be revised.

Success Brings Happiness

Don't allow the above 5 points to make advisers lazy. Many Future Farmers are being deprived of the experiences they should have.

Teaching Vocational Agriculture is a wonderful profession. All of us are interested in making it better. We do know the job takes considerable time. A successful teacher is a happy teacher. Time to spend with his wife and family goes a long way to help him. The following "10 ways to insure a heart attack" may be applied to teachers as follows:

1. Your job comes first—personal consideration secondary—don't pay any

attention to wishes of wife and family.

2. Go to the Ag room every evening, Saturday, Sunday and holiday.
 3. Take papers and books home every evening.
 4. Never say "no" to a request.
 5. Accept *all* invitations to banquets, lodge meetings, etc.
 6. Don't eat a restful, relaxing meal. Always have a conference with Superintendent, students, etc.
 7. Regard fishing, hunting, etc., as a waste of time.
 8. Believe it is a poor policy to take all of your vacation.
 9. Never delegate responsibility to others. Do it all yourself.
 10. Work all day, drive at night, never get a good restful sleep.
- ... No ... Let's enjoy life ... We will be better teachers and produce better Future Farmers. □



D. R. Purkey, left, meets with newly elected officers of the Ohio Association of Future Farmers of America. Also in the picture are W. G. Weiler, center, State Adviser, and J. E. Dougan, who is director of the Ohio FFA Camp.

Merry Christmas to one and all



A former FFA member congratulates his son upon winning a championship award with his Corriedale ram. The father, Stanley Allgire, was one of Ohio's first American Farmers. He and other former FFA members can render much service in the local program.



Winning trophies like this is a pleasant and exciting occasion, but the FFA Adviser has to decide how many contests should be entered. Former Future Farmer members can be a real help in developing local Chapter activities.

Here is expressed the far-reaching values of FFA to guide us in the day-by-day problems

Personality as a goal of Future Farmer programs

ARTHUR K. GETMAN*

A basic problem of education in our troubled times is to find a proper balance between instruction in factual knowledge and instruction in personality. Future Farmer Chapters at all levels are making a unique and powerful contribution in creating useful ways of meeting this challenge. Leaders in psychology seem to agree that personality may be regarded properly as dealing chiefly with the *valuing* phases of man's growth and behavior while factual intelligence deals chiefly with the *knowing* phases of human experience. Valuing and knowing are, of course, intimately related. The two-fold emphasis here proposed is intended as a means of clarifying the thought that knowing and valuing are on equally high levels of teaching purpose. When educational goals center in attitudes, ideals and values, as well as knowledges and skills, teachers may guide youth in developing well-rounded personalities. In such worthy action they will be concerned not only with what is *in* each pupil's mind, but with what is *on* his mind and heart as well.

Future Farmer aims and purposes set high standards for helping youth to explore their values, to make wise decisions both personally and collectively, and to grow in character. The value-patterns these young people live by develop naturally from codes and principles they have come to embrace as their own. We have come to think of character as a quality of personality as a whole, resulting from the total learning experiences in the home, in the peer group, in the church and in the community. In the opinion of the writer, supported by considerable evidence from research studies, the primary means, outside the family circle, for developing enduring personality values and moral discipline is the well-guided youth group. This is so chiefly because within a youth organization in which members are helped to isolate problems, secure accurate facts, weigh evidence, decide on a course of action, and evaluate the results, members' total experiences center about a vital purpose or "core," and enrich their lives with creative personal relationships. It is surely the nation-wide experience in FFA Chapters that youth learn personality values from each other, perhaps more readily and more effectively than from any other source.

Good personal relationships are a

*Dr. Getman, a pioneer in Future Farmer programs, retired in 1952, after 41 years in public education in New York State. Formerly he was Chief of the Bureau of Agricultural Education and later Assistant Commissioner for Vocational Education. Presently, he is in service as Consultant in the state-wide program in moral and spiritual values training.

primary essential of all education. There is hardly an aim of teaching at any level, which is not facilitated by wholesome personal adjustments, and hindered by failure to adjust well to others. The greatest satisfactions and often the most bitter distresses of young people arise from contacts with others. Recent studies in occupational success or failure reveal that more persons lose their jobs because they are unable to deal well with others than because of incompetence in skill or knowledge. Likewise studies in family life show that marriage failures are due in most instances to inadequate personality maturity and adjustment. Student growth in personality accordingly has become one of the most important problems confronting our schools. The term personality is usually regarded as the total of one's abilities to live with and to influence others successfully through worthy and satisfying personal relationships. Experience indicates that habits embodying both physical and mental effort are important. Games and sports, active membership in youth groups, playing in an orchestra, making and enjoying friends, earning one's own money, being thrifty, going to Sunday School and having parents and friends who go to church and church school, tend to improve one's personality.

Creative Personal Relationships

Teachers and leaders of youth groups should direct attention to the problems of creating worthy personal relationships, because youth are keenly aware of a great need for help in this area. Some of these problems call for direct study by young people themselves while others must find specific emphasis throughout the school and especially in youth serving programs. At the center of the circle which circumscribes these activities is the *valuing* of how one thinks, how deeply one feels and, how one acts. Each person has a value-pattern which guides and regulates his life. When acting he decides reflectively or unconsciously whether or not his behavior will help or retard the realization of these values. Total values give a profile of one's character, and character is the most reliable promise of creating worthy and satisfying personal relationships. A value may be defined as whatever satisfies a worthy want or need, like radium in cancer treatment, the services of a devoted teacher, loyalty to the best ideals of conduct, and a decision made at the deeper levels of conscience. Acts of justice, tolerance, kindness, friendship, open-mindedness and respect for the rights, abilities and accomplishments of others yield *values*, but they do so because

they embody a sense of what is good and right.

Come now to some specific steps in building Future Farmer programs which enhance personality growth. Recognizing that such growth embodies highly complex phases of human behavior, let us select four activities which present experience exemplifies as sound practice. These include, (1) Create a school, class or group environment or "tone" that promotes a united attack on the problem; (2) Set goals or aims for value-patterns; (3) Provide maximum opportunities for practice of value-patterns; (4) Make a continuous effort as individuals and as a group to *evaluate* progress and to isolate weak areas which need to be strengthened.

Creating Proper Environment

1. An environment in which cooperativeness, friendliness, free and creative discussion, self-respect and respect for others, putting the common good above a personal gain, critical thinking in dealing with group problems, and the like, is a basic essential for building good human relationships. When a teacher guides youth experiences and provides a good example, the school becomes a place for creative living—the finest kind of living that the teacher and students planning and working together can create. In this way young people learn to choose and to apply the values of living well together. Many of the highest virtues and values of human life such as justice, kindness, humility and love of one's neighbor cannot be acquired solely by thought or will power, but must come from an intimate personal example in which such values are actively expressed and reflected. As Professor Whitehead declared, "the habitual vision of greatness" as revealed by great personalities is a vital asset in *valuing* one's behavior. Spiritual values are revealed day by day in the beauty and mystery of nature, in the deeper awareness of conscience, and in the "faith, hope and assurance" of the human heart. These values discipline the feelings. They embody not only aspiration for the deeper meanings and destinies of life, but also the belief that the higher happiness is supported and guided by the creative power of the Divine Will.

Goals for Value-Patterns

2. The aims and purposes as set forth in the Future Farmer Manual give a basic approach in building good personal relationships. The "Creed," the "Motto" and the "Salute" all symbolize primary values which help in developing habits, attitudes, ideals and convictions. The "tone" of the Chapter activities and the ideals and aims of programs give the factual knowledge of what is desirable. But there is a vast difference between what is good and right and in acquiring habits so to do. To know what is right does not insure the ability to do what is right. There is also a fundamental difference between having knowledge and ability to do the right thing, and wanting to do it. The behavior that the Manual proposes must not only be *known* and *executed*, but it must yield

(Continued on Page 127)

satisfaction out of which an attitude of readiness, or a sense of *value* is realized, if worthy and continuing personal relations are to be developed.

Practice Value-Patterns

3. Planning programs of action, working together to achieve specific goals and getting the "feel" and "warmth" of friendship and of shared responsibilities of leadership and followership are useful means of practicing value-patterns in living well together. The Future Farmers of America have at least three unique features for giving practice for youth to live the values which undergird personality growth. First, the movement is the direct outgrowth of school services extending from adolescence through actual farming vocations. Second, teachers are equipped through pre-service and in-service professional training to provide constructive leadership for extra-curricular youth groups. Third, the programs at all levels are truly and strictly *youth* programs. They learn to do by doing. Their Motto is a living dynamic value and insures decision making, practice under guidance, and evaluation of both the ends and means of effort.

Continuous Evaluation

4. Leading educators seem convinced that one's personality is not so much a matter of specific traits, as of the total "bend" or direction and purpose of one's life. All human activity is promoted by desire. It is extremely difficult to resist desire in the interest of morality. One acts on duty not because duty has a hold on him, but because he has a hold on duty—he desires to be dutiful. Often desires are in conflict and one must decide on a proper action. The experience of growing youth is therefore a highly selective process in which what is accepted, or decided and incorporated as personality values is dependent upon life's purposes and meanings already acquired. Personality growth is like a stream of creative purpose and self-dedication that is fed by influences from many unsuspected sources. Group activities as here appraised constitute a vital source of influence in that forward moving and ever changing stream. The nation-wide movement in training in moral and spiritual values is bringing into focus an influence of great potential power in guiding youth in meeting the appalling confusion of our generation. In a divided world ideas and values are in a life and death struggle. Our fitness to survive the dangers and the godless hypocrisy that beset us depends upon a vigorous affirmation of faith in freedom and a united demonstration of devotion to the values of our American heritage. History is littered with the wreckage of empires which sought to meet the crises of their times by physical means alone. Future Farmer programs, with a new emphasis on personality building through creative personal relationships, will help to put our convictions, our decisions, and our values on a higher level. Let us examine our American heritage in the light of moral and spiritual ideals.

Moral and Spiritual Ideals

The values of moral fibre and stamina and of spiritual insight and understand-

ing may make vital contribution to personality growth. One of the richest experiences that a youth can have is to have big-minded, spiritually sensitive and understanding teachers who have a vision of and faith in what he is capable of becoming. Of the fifty-seven teachers from the first grade through graduate school, only six gave the writer an enduring sense of life's meanings and the values of creative purposes.

Moral and spiritual values stem from three main sources: (1) from the Greeks who taught that man's search for unity in life and the achievement of happiness centered in the "good life" through goodness, beauty and truth; (2) from the American heritage which came from the Founding Fathers who forged an inextricable linkage between freedom and spiritual ideals; (3) from the Judeo-Christian tradition and the prophets with their enduring faith in a just and merciful Father-Creator, above all human events, to Whom all men are accountable.

Our forebears believed in the power of moral force and of spiritual enlightenment. Our finest institutions were molded by their deep spiritual convictions. They put their reliance upon Almighty God as they resolved to be free. In the Bill of Rights they were convinced that these "rights" came, not from the assembled representatives of the people but from God; those who shared their blessings were accountable to Him who gave them. George Washington in his farewell address declared; "Of all the dispositions and habits which lead to political prosperity, Religion and Morality are indispensable supports." President Eisenhower and Prime Minister Churchill in their joint statement of policy, declared on June 29, 1954: "We shall, with our friends, develop and maintain the spiritual, economic and military strength necessary to pursue these purposes effectively."

Our great symbols of a liberty loving people betoken our spiritual values. On the liberty bell appears, not the words of a patriot of that generation, but the words of Moses (Leviticus 25-10), "Proclaim liberty throughout the land, to all the people thereof." Our coins bear the inscription, "In God We Trust." And on each dollar bill appears the Great Seal with the all-seeing eye of God above the pyramid of masonry the sides of which symbolize God the Father, God the Son and God the Holy Spirit. The courtroom oath "So help me God" and the supplication offered at the opening of each session of the Supreme Court of the United States, "God save the United States and this honorable court," give eloquent testimony of the abiding faith of the American people.

The Hopes of the Teacher

What each devoted teacher hopes for is that each youth will retain some ideas and values that come from his own critical thinking and steadfast feeling. He hopes, too, that each youth group will harmonize the collective decisions and group sentiments that will remain forever a bulwark to help them discern the spiritual values in the arts and

sciences, in public and private affairs and in the cultural and religious heritage of the American people. He hopes also that students, through his guidance may understand that clear reasoning, aesthetic appreciation, emotional peace and poise, and the struggle for social justice have a place in the spiritual life. Reverence for life and forthright attention to the faiths of their parents and the resources of goodness, beauty, truth and Holiness should enable our youth to look beyond these activities to the Reality of the Eternal.

As men depend upon God for moral and spiritual vitality and guidance, so God depends upon men to carry out His will in their hearts, their lives and their social relations. Through the centuries God's will has been the greatest incentive for man's creative thought, steadfast feeling and righteous conduct. This is the very essence of the *valuing* phases of human life. An economic value deals with what one *has*; a moral or spiritual value is realized in terms of what one *is*. One of the greatest stories ever told concerned the Prodigal Son. On the way out he was concerned with what he *had* (Father, give me), but at his return he was concerned with what he *was* (Father, make me).

A Place for FFA

It will be clear that Future Farmer programs are but one of many experiences which influence personality. It is the writer's belief that well planned programs when joined with the influences of the homes, churches, cooperative groups and other community agencies may make an exceedingly valuable contribution to character growth of our youth. The more intelligently responsible teachers and young people become in these programs, the more will critical thinking and courage become indispensable; courage to push on when difficulties seem unsurmountable and goals unattainable. Personality building has always required thought, courage and ideals to face the never ending struggle between doubt and decision, between fear and faith. When we courageously search for truth we surely discern that personality is the primary and truly realistic element in this universe, revealing the meaning of the creation and the nature of the Creator. When we learn through science and mathematics of the vastness of space in which heavenly bodies are a billion light-years distant from the earth, and when we contemplate the minuteness of the atom with its more than 20 smaller particles, we pause in reverent humility before the creative mysteries of God. Scholars now believe that the basic factor in the universe is not physical at all, but a mathematical formula. That requires thought. Recall the opening verse of John's Gospel in a beloved translation: "In the beginning was Mind, the Mind was with God, the Mind was God." □

Dennis O'Keefe of Westerville, Ohio, won the 1954 national FFA public speaking contest with a talk on the goals and achievements of the FFA.

FFA chapter aids wildlife conservation

A community project brings varied benefits

J. E. PETERS, Vo-Ag Instructor, Salem, Virginia

THE Andrew Lewis (Salem, Virginia) Chapter of Future Farmers of America is helping to restore wildlife habitat in Roanoke County by planting bi-color lespedeza.

As a part of the wildlife conservation program of the Chapter, the organization secured 36,000 bi-color lespedeza plants from the commission through Richard Cross, wildlife technician. Twenty club members took 22,000 plants and distributed 14,000 plants to interested farmers in the county for planting. Interest grew as a contest was set up between the Future Farmers in which the Williamson Road Kiwanis Club of Roanoke was sponsor. The Kiwanis Club made available a 100-pound bag of 5-10-5 fertilizer to be used with each bi-color planting of 1,000 plants. Also offered to the boys who raised the best wildlife patch at the end of the year was \$60 in cash to be distributed among the five high boys, with \$25 to first place, \$15 for second, \$10 for third, and \$5 each for fourth and fifth places. Each of the other Future Farmers participating would receive a flashlight.

The boys were really busy in the spring clearing woodland and fence borders in preparation for planting the small bi-color plants which were six to ten inches tall when the boys received

them. As each boy received his planting of 1,000 plants, he also received the bag of fertilizer and instructions for making the planting. Each member agreed to protect his planting for three years from fire and grazing. As the weather became suitable, the plantings were made.

During the dry summer several of the plantings had a difficult time surviving, but those having the best of management made excellent growth. As the last of September rolled around, anxiety grew as the Future Farmers wondered whose planting of bi-color would be judged the best, and which member would receive the first place by a committee from the Kiwanis Club and the prize of \$25. As the judging was being conducted by a committee from the Kiwanis Club and the vocational agriculture instructors of the Andrew Lewis High School, a tabulation was kept on each of the following points:

- (a) Desirability of location.
- (b) Stand of plants obtained.

(c) Growth obtained.

(d) Management of planting.

Jimmy Wright, 15-year-old son of Mr. and Mrs. F. E. Wright of Catawba, was selected as having the top bi-color planting. Jimmy had obtained a planting nearly free of weeds, with about 99 per cent livability. Many of the plants had reached shoulder height on a grown man and were full of seed. Jimmy stated that with the help of his younger brother, Bruce, they had put in the equivalent of about eight days work on the planting.

Jim Peters and Bob Kinzie, agriculture instructors, supervised the planting and care of the wildlife plantings. Members of the Williamson Road Kiwanis Club assisted in judging the plantings. □



Wild-life conservation paid off for Jimmy Wright (second from left). He and his teachers and the representative of the Kiwanis Club, sponsor of the contest, are looking at the citation of Jim's accomplishment.

Evaluation of FFA chapters in Oregon

DARRELL WARD, Teacher Education, Oregon State College

OREGON FFA Chapters are being evaluated under a new system—the Master Chapter award. The purpose of this rating is to raise the level of accomplishment in all Chapters. It was felt that this could best be done through a contest recognizing minimum qualities of a "good" Chapter. Chapters attaining the goals set up for a Master Chapter are not compared with each other, nor are they ranked in numerical order.

Minimum qualities of a "good" Chapter as defined in the Master Chapter requirements are based upon the completed Chapter program of work. As an example, the requirements in the area of supervised farming will be cited.

Points

1. 100 per cent of students currently enrolled in vocational agriculture shall have a productive enterprise 200
2. 100 per cent of the Chapter members attend some educational tour or field trip. (Project tour must include adult members of the community) 100
3. Each Chapter shall enter a judging team in three county, dis-

trict, or state judging contests.... 100

4. Each Chapter shall have 25 per cent of its members exhibit at a local, county, state, or regional fair 100
5. 75 per cent of the productive projects above the freshman year shall show an increase in scope or investment each year.... 200
6. Every FFA member shall have at least one improvement project 100
7. Each Chapter shall award four different awards for outstanding accomplishments in farming, such as the FFA Foundation Establishment in Farming awards and Initial projects awards 100
8. Each Chapter shall have a district entry in the state-initiated supervised farming improvement award 100

1000

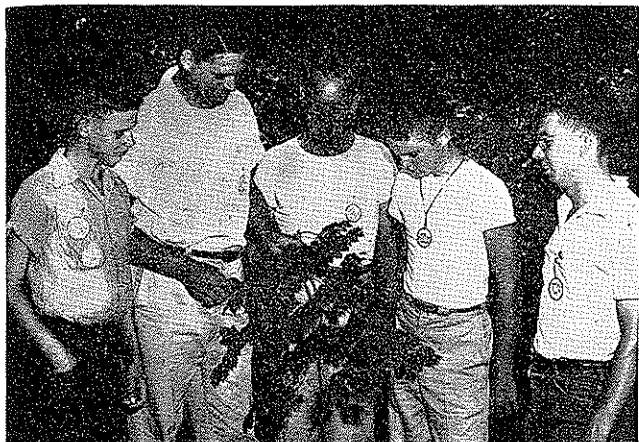
Award Criteria

The report follows the eight standard divisions of the program of work. In

meeting the minimum qualities of a "good" Chapter, at least 50 per cent of the points allotted for each major area must be attained. In addition, a Chapter must earn 75 per cent or 2,250 points of the 3,000 points allotted for a perfect score. These requirements establish minimum provisions in each of the eight component parts as well as an over-all minimum of accomplishment. In addition to the 1,000 points cited for Supervised Farming, the award includes these criteria: Cooperative Activities, 300; Community Service, 200; Leadership, 700; Earnings and Savings, 200; Conduct of Meetings, 300; Scholarship, 200; and Recreation, 100. Each of these major areas has been broken down into specific items as shown in the criteria for Supervised Farming. To facilitate entry and scoring, a simple report form has been prepared.

The Master Chapter Award replaced the Keystone Award. The Keystone Award was, in essence, a Chapter contest based upon the National Chapter contest criteria. A pattern of the National contest score card was used in judging, giving emphasis to a few top Chapters in the state. This contest was burdensome, both for those reporting, and those judging the contest.

(Continued on Page 130)



Meeting in small informal groups, FFA members are taught to identify the trees in our forest and the purpose for which they are used. This is important in knowing which trees to thin and which trees to grow. In the above picture, FFA members and a Vo-Ag teacher get pointers from a professional forester.



How to plant pine seedlings is important to Future Farmers in Alabama, who plant over a million seedlings on their farms each year. In the picture above, retired assistant state forester, Grady Cleveland is showing FFA members just how it is done while a Vo-Ag teacher attending the camp looks on.

Alabama forestry camp teaches FFA'ers forestry

FFA members prove that learning can be fun

WILSON W. CARNES, Alabama FFA and Vo-Ag Editor

PEOPLE in the field of vocational agriculture have long recognized that some of the best teaching is done outside the classroom.

In Alabama, we are finding that one of the best classrooms for teaching forestry is the week long Alabama Forestry Camp held at Camp Grist in Valley Creek State Park. Each summer, about 100 FFA boys having the most interest and ability in forestry fan out over a 1,100-acre wooded classroom for instruction in the fundamentals of forestry. One or more delegates attend from each of the state's 67 counties.

Future Farmers selected to attend the camp can look forward to a week of practical forestry instruction combined with all the fun and fellowship of a summer camp.

Camp instructors are experienced foresters from the Alabama Division of Forestry, paper mills and saw mills, who spend their week at camp with the boys. Also, ten teachers of vocational

agriculture have attended during recent years to assist with the camp.

Variety of Instruction

There are plenty of things for the boys to learn from the experts such as identifying trees; preventing and controlling forest fires; harvesting, utilizing and marketing forest products; managing timber land; practicing farm safety and administering first aid.

In the tree identification course, Future Farmers learn the types of commercial timber to grow and how they are used. They are also taught to identify poisonous shrubs and plants.

Foresters show the boys how to keep a fire from starting and how to fight a fire that has gained a toe-hold on a stand of timber. They demonstrate the correct way to use the various types of fire-fighting equipment needed for the job and the boys wind up this course with a trip to a lookout tower.

The foresters point out the best methods for making pulpwood, sawlogs and

cross-ties. They also show the boys good cutting and logging practices, care for timber and treatment of fence posts. On the business end of the line, the future foresters are taught how to sell lumber by contract.

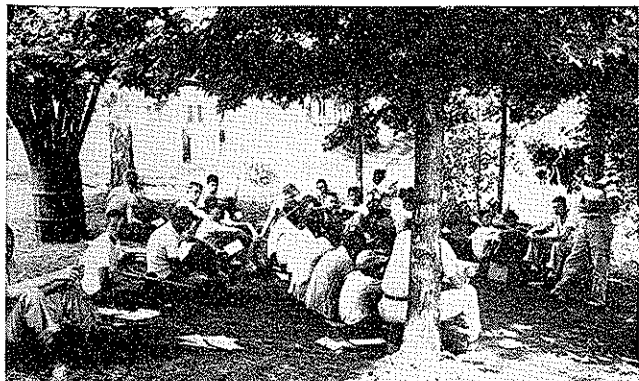
In the timber management course, the boys learn to understand volume tables and log rules and develop a working knowledge of forest tools like the caliper, diameter tape, increment bore and Biltmore stick. But most important of all, they come to realize the value of properly managed forests and wood lots.

The farm safety course teaches the Future Farmers how to prevent accidents. But, should an accident occur, their first-aid instruction will be of great value. It includes the treatment for snake bites and other first aid techniques needed around the farm.

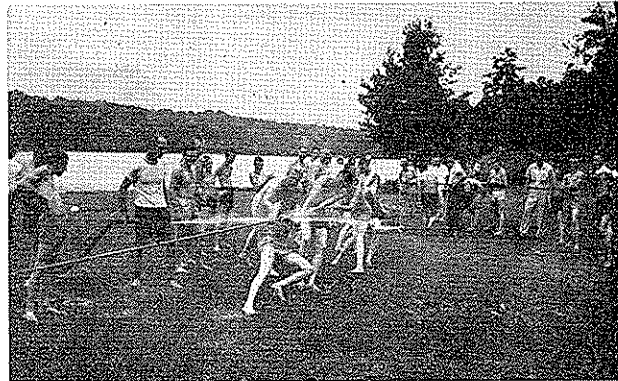
Time for Relaxation

After the forestry instruction each day, there are games, contests and fun. The camp's 100-acre lake is ideal for relays, water-jousting contests in addition to boating, fishing and swimming. Favorite spare-time sports are volleyball, basketball, softball, horseshoes, box hockey, and ping pong, with archery and rifle shooting added attractions.

Tournaments are held between the different cabins in softball, basketball, (Continued on Page 130)



Outdoor classrooms provide excellent conditions for the teaching of forestry. FFA members above are studying timber marketing under an experienced forester at the ninth Annual Alabama Forestry Camp. All classes at camp are held in the open.



A camp must have its fun, too. FFA members are shown getting soaked with water after being on the losing end of the rope during a tug of war. The last afternoon of the camp is given over to fun, tournaments and contests.

There are limits to FFA programs

Where should responsibilities be placed?

What is the role of the adviser?

A teacher proposes some answers

GEORGE M. FAUSOLD, Vo-Ag Instructor, Greensburg, Pa.



George M. Fausold

I believe the line on FFA activities should be drawn where the boys' abilities to accept responsibility for their action ceases. I feel that probably many Agriculture teachers (myself included) have a tendency to want to have an active looking record and will themselves take too much responsibility in an effort to make the record look good. I believe it would be far better to have a less expansive looking record and to know that your boys are learning to plan their activities in detail and to accept and carry out their own responsibilities.

How easy it is for a boy to "move we have a square dance" and to have it seconded and passed. But who is going to do all the planning, for this is the important phase—this is what takes thought and time. Is the teacher going to sit down and tell the boys what needs to be done and even perhaps do much of it himself, or is he going to let them think it out. I think they should think it out and go ahead with their own ideas (within reason) even if they make some mistakes (how better can they learn). If they feel they can always fall back on their adviser they won't take things too seriously for they know the adviser will step in and solve all their problems. My feelings then are that the adviser should be used only as an adviser and his activity as to planning and responsibility should be held to a minimum.

Whose Responsibility?

Now these thoughts come from my one year of observation in teaching Agriculture. Being my first year and having much to learn I rather let myself stumble through hoping I would have some answers for my second year of teaching. We had what I feel was, at least so far as the record is concerned, a pretty active year. However, I am not satisfied that it was enough the boys' year—their adviser was too active. He did too much planning for them, too much work for them and took too much responsibility for them—yes, and he talked too much. I think the answer may be to allow the boys to go ahead at times in meetings with activities and procedures that may seem unwise, for in this way the learning experience will be more vivid than to merely have the

adviser get up and say: "Boys, it just won't work!"

Some Examples

We had a committee plan a trip of agricultural interest to Pittsburgh. The committee met a number of times. They sent for information which they received. They were naturally to plan the trip in detail—an itinerary for the bus driver to follow. Two days before the trip there was no itinerary—we weren't even sure where we were going. Who planned it? The adviser, of course. A good lesson would have been to call off the trip, but I was too soft hearted.

The boys planned a Father and Son banquet—a committee was appointed. The adviser insisted on the committee holding meetings and planning their banquet. When they met little was accomplished. The adviser helped make a list of things to do. Nothing happened. Time was drawing near—nothing was getting accomplished—the date was postponed from May 12th to May 26th. I would not do all their planning for them—I had already made a list of things to do—they weren't getting done. Finally they called the banquet off. I could have easily done the things for them but of what value would that have been to them. The president must appoint committees that will work. The adviser must make clear to the president and the club where their responsibilities lie. I could not blame the club. They did not know where they stood so far as their adviser was concerned. I think they learned a lesson. I hope we'll have a real banquet next year and one planned and put on by the boys.

Who Should Benefit?

I have a fine bunch of farm boys (36 in number) and we had a good year in spite of the way it sounds: basketball team; sold \$350.00 worth of seeds; 3 days at farm show; sold 7 crates of onion transplants; entered 17 boys in County judging; had one gold medal winner in livestock judging in the FFA week program, etc. We had a good year but the club will be of more value to the boys when they learn to take more responsibility for their actions and their adviser less. My responsibility is to see that they learn wherein their responsibilities lie.

Boys should be encouraged to take on many activities, but only at a rate that they can absorb the responsibilities for them. To teach responsibility is the most important function of the FFA and should be the first concern of every adviser.

Relation to School Time

Herein arises another problem: How much of this activity should take place

Alabama Forestry - - -

(Continued from Page 129)

and volleyball with the finals coming on Thursday and Friday. Other competitions are held in hog calling, wood chopping, log sawing and similar contests.

And to top it all, there is a relaxing movie after the full day.

Just before noon on Friday, a final examination is given on the courses covered at the camp. From the ten who make the highest grades the forestry camp officials are elected Friday night by the delegates to the camp. These include a Chief forester, assistant chief forester, district forester, camp dispatcher and six rangers. Attractive awards are given each of these ten boys.

The camp is administered by the Division of Forestry of the Alabama Department of Conservation and ten vo-ag teachers are selected to assist in its operation each summer.

The Selma YMCA leases the camp to the Southern Pulpwood Conservation Association and its member mills in Alabama who make FFA forestry training week possible by underwriting the cost of the camp.

The camp is not only of value to the delegates who attend but they carry many worthwhile things back to their schools and communities. □

Evaluation of FFA - - -

(Continued from Page 128)

Manner of Evaluation

Evaluation of Chapter reports is performed jointly by the Collegiate FFA Chapter at Oregon State College and the State Executive committee of the FFA. The Collegiate Chapter handles the actual scoring of the reports. Their evaluation is then submitted to the State Executive committee. State officers supplement this evaluation with personal reports of Chapter visits. Final judging is then performed by the Executive committee.

Outcomes

The Master Chapter contest was set up by Oregon Vocational Agriculture teachers at their summer conference in 1953. Awards are given annually at the State FFA Convention. This year's winners received their awards at the convention held March 15th through 18th, 1954, at Oregon State College. Of 83 Chapters in the state, 43 entered and 38 received

(Continued on Page 131)

during school hours? This will have to be determined by each adviser for each activity. So long as the activity is a learning process in the field of Agriculture and does not become too time consuming and repetitious the school time may be well spent. For example to put out 500 to 1,000 pines on school time would be a real learning process. To put out 5,000 pines becomes repetitious and time consuming and is no longer a learning process. This time might better be spent on another activity or phase of teaching Vocational Agriculture. □

Learning through doing brought results

Forming an FFA co-operative

EDMUND R. BARMETTLER, Vo-Ag Instructor, Eureka, Calif.

"EXPERIENCE is the best teacher," has been the comment of many people in the past, and I imagine it will be a comment that shall be many times repeated in the years to come. The Future Farmers of America have another way of saying it in their motto, "Learning to do, Doing to learn, Earning to live, Living to Serve." That the Future Farmers of America really believe their motto is much evidenced by their many and varied projects both productive and service.

Not long ago the Future Farmers of Humboldt County had their co-operative quiz program which is sponsored by the various co-operatives in California. This program tries to bring about a better understanding of co-operative activity. I had not thought much about the way I would go about developing this understanding until just a short time before the co-operative program was to take place. When the time came to act, I found that I had very little to go on. It was easy enough to bring out many of the interesting facts about co-operatives and to visit a local co-operative to see it work, but I could not seem to develop a real strong interest in my agriculture boys.

A Problem to Be Solved

There are times when a teacher wonders how best to put over a topic to typical high school age young men. It often seems that where one way will work best with one group it may very well fail with another group. This is probably not new to most teachers and certainly not news to the agriculture teachers. Since this was my first year, I was willing to try out something new to me. Like most Agriculture Departments in California we strongly believe in the Future Farmers' motto, and in particular do we believe that portion that would indicate that experience is the best teacher.

I had been having some trouble in developing satisfactory shop projects because materials such as nails, screws, bolts, lumber, metal and other materials had not been purchased or were not on hand when needed, in addition to being expensive. I considered the problem for a while and finally called the Executive Committee (Officers of the FFA) into session. During the general meeting I asked them if we couldn't buy some of the materials required for our shop projects with Chapter funds and form a purchasing co-operative. This brought up a variety of problems that seemed to be obstacles to the program. First it was felt it would cost too much money. Second, who would do the buying and lastly, could we make a saving when and if we did form a co-operative.

Some years ago the boys had had some experience in setting up a Chapter loan fund which is operating very well today.

Someone suggested that we should set up a committee to investigate the possibilities of forming a co-operative.

The Boys Take Action

Since we had been studying about co-operatives, one of the boys suggested to me after the meeting that we set up a purchasing co-operative to which all active FFA members in the Eureka Chapter might belong as long as they were in good standing. The idea had merit. I recommended that the boy suggest it at the next regular meeting. He readily agreed. Here we go, so I thought. All we will have to do now is follow through like our big brothers, the Poultry Producers or Sunkist Citrus Growers, in a small way of course. At the next meeting the motion was introduced and it passed with flying colors. A committee was appointed to study the situation. The need for a purchasing co-operative seemed pretty well established by now. The committee reported that we had need for supplies that would not cost the Chapter as much as the individual if he bought from a retailer. There were yet many things to be studied. Where could we find a sufficient supply of lumber, at least a truck load at a time? The committee suggested several sources. How about financing? There was a real corker. No one has much money it seems. Why not let the Chapter finance it from the Chapter loan fund that had been established. The treasurer talked it over with me and we decided that we could borrow about \$75.00 from this source. How much should we charge for the supplies? That may seem pretty easy. It was decided to charge a little extra for service so that we could eventually retire the loan from the fund. It seemed like a good idea, but how much to charge was a real problem.

A committee checked with some of the suppliers to see what the costs were for some of the materials to be used. \$75.00 was not going to go far, and it didn't. Now comes our first real break.

Community Resources Used

A committee went to see some of the lumber people in town and since this is a lumber manufacturing area we could get some "factory out" lumber at a very low cost. Several of the lumber people made an outright gift of the lumber to us. This helped the budget right along. We could buy nails and other hardware with what we could save and the supply certainly would develop the shop project program.

Our co-operative has been in effect for several months, and we are progressing very satisfactorily. We have quite a good sized supply of many of the more useful materials required in the shop such as lumber, both plywood and straight grained lumber, nails bought in quantity, a small assortment of

bolts, and some mild steel. We have decided to repay the Chapter loan over a three year period at 6% interest. We have elected a regular group of Board Members and a Manager.

True, we have much to do on our co-operative, but the boys are beginning to see results and, in general, feel that they have in part solved their supply problem although the prices are not too much lower than on the open market.

One problem facing us is the collection of outstanding bills. Every boy is required to pay his bill in full before each grading period so that no bill will grow so large that it will become a burden to either the member or the organization. We require regular payments in order to keep our supplies on hand.

Committees Are Used

Problems that were identified, discussed and partially solved in committee include the following:

1. Establish need for co-operative. Do we really need a co-operative?
2. Are there enough students that would buy from co-operative?
3. How can we finance our co-operative?
4. Can we sell cheaper to members or give members a saving?
5. Who should be able to use facilities of co-operative?
6. How shall we elect the manager who shall be asked to serve on Board?
7. Draw up by laws for co-operative.

Supplies to be stocked by co-operative of this kind include:

1. Plywood $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{8}$, $\frac{3}{4}$.
2. Lumber—all types required in projects.
3. Metal—all types required on projects.
4. Hardware—all types required on projects.
5. Miscellaneous—nails, screws, bolts.
6. Paint.

Ninety-six representatives of donors to the Future Farmers of America Foundation were platform guests during the October 13, evening session of the national FFA convention.

Evaluation of FFA - - -

(Continued from Page 130)

the Master Chapter rating. One entry received the maximum number of points possible (3,000) as allotted in the scoring system.

This contest is serving to improve Chapter programs. It serves to guide and give directions to participating Chapters. In striving to meet the requirements of a "good" Chapter, Oregon FFA programs are being improved. The evaluation of these reports is considered a valuable opportunity for prospective teachers of vocational agriculture. The Collegiate FFA Chapter includes this activity as a major item in their program of work and looks forward to this experience.

Purposeful study

The Basis for Effective Learning

PAUL M. HODGSON, Teacher Education, University of Delaware

STUDY and Learning are closely related and continuously overlapping. The chief concern of educators is to provide an educational program that will meet the needs of youth so that they may, through study, learn to make wise adjustments not only to their problems today but throughout their entire lives. Since educators agree that people learn most effectively through their own purposeful activities and that purposeful activities depend largely upon the goals or objectives of each individual, it shows clearly the task of our schools to help people set for themselves purposeful goals toward which they will conscientiously strive. The work and progress of the individual in trying to reach this goal, we may call *study*. Guthrie and Powers¹ define study as the progressive modification of behavior of the individual in the direction of selected and defined goals.

Anyone concerned with improving teaching through improved study and learning must develop an understanding of the meaning of the word "study" for his own frame of reference, especially as it relates to learning. One might readily conclude that study and learning are interdependent and this would be true. One might also conclude that the amount of learning would be in direct proportion to the amount of study; but this may or may not be the case for we know that not all study is effective in terms of maximum learning. In fact, much can and should be learned about how to study not only by students but also by teachers, for the job of the teacher is to help people learn. We should add "learn effectively" and thus help the individual get the most out of his educational efforts.

What Is Meant by "Study"?

A review of some of the materials available indicates the kind of information which teachers and students may use as they consider this area of study in relationship to learning. Robinson² points out that although contrary to the opinion of many students the way to achieve effective study is not necessarily by more study or more determined concentration but by changing the quality of the study method. Good students, he thinks, study no more than poor students, they just use their time more effectively. An analysis of ineffectiveness of study shows several causes: defects in reading rate, poor grammar, poor study habits or some worry or outside interest which distracts the attention so that one finds it difficult to concentrate on his work or study. This analysis may serve to help teachers in correcting the study of individuals.

When we look at the work of a teacher and try to evaluate concepts of the teacher's function, it may be helpful to review the history of the teacher's function as it has changed over the years.³ First we see the disciplinarian—the teacher was considered the assigner of tasks and

hearer of recitations in our schools until near the close of the 19th Century, at which time consideration was given to a second concept: a "method of recitation" or teaching lessons. This concept appeared during the '90's. Its development became prominent in the thinking of educators and centered their attention on the work of the teacher—the conclusion being that the teacher taught lessons. Around 1910, the third concept started to develop: the teacher was given a supplementary responsibility for directing pupils in study engaged in outside the class period and "supervised study" within the classroom. This concept was followed largely until about 1935 when due to its misinterpretation and misuse as far as a teacher's device was concerned it was ill-regarded by leading educators and lost its status as a major concept. This resulted in a change to the fourth concept: that of guiding pupils' study through class instruction especially by teacher-pupil planning—adjustment of learning experiences to pupil readiness, increased attention to reading as a means of learning and various aspects of pupil personnel work.

Individual Differences

Tilton⁴ points out that learners are unequally resourceful. Some can be depended upon to make much progress from their own efforts, others are more dependent upon the instructor and a model. One will prefer to read the directions, another to be told, and another to be shown. Teaching which is not designed to fit individual needs cannot be expected to result in the most efficient learning. He states that the art of teaching is the art of controlling and directing attention.

Other writers,⁵ in considering study as a factor in success in college, indicate that the level of achievement of a student depends upon two things: the mental ability (about which one can do little) and the expertness with which one masters the skills (most of which must be learned) necessary for college work. They point out that individuals have developed certain study skills but that some of them may be undesirable habits that definitely handicap the learner and decrease proficiency (acting sleepy when one starts to study may be a subconscious attempt to avoid an unpleasant situation), but that through well-directed effort on the part of the student, he can improve his study skills and thus the level of his achievement in college. They place the responsibility for successful achievement on the student whom they indicate will succeed if he is sufficiently interested and is willing to put forth the required effort to improve. The study skills needed in college which they suggest are: reading, writing, locating information, note taking, listening, preparing lesson assignments, recalling information and facts, taking examinations, using the library, preparing written re-

ports, participating in discussions, making oral reports, performing experiments, and many others. Several questions posed to guide the learner in self-analysis are: Can you concentrate? Are you able to locate materials in the library easily and quickly? Do you read rapidly enough to complete all your assignments? Can you summarize and construct good outlines? They make the point that no matter what kind of record one made in high school, it is probable that he can improve upon his methods of studying and learning.

Competition for Time

The individual is the manager of his time and should organize his activities and use his time effectively as a means to high achievement. They list the following specific types of activities for which one must allow time and must be considered as competitors for study time: sleeping, eating, personal grooming and care, attending class, recreation and social activities, working for income, and study. They recognize that each is important but indicate that it is up to the individual to decide how his time should be used. As a means of helping the student evaluate himself and the use of his time, a list for checking is provided. The final decisions should be made by the individual in terms of the best method to use in accomplishing the purpose for which he is in college.

After organizing his study time efficiently, then the student should plan to use that time to the best advantage by writing down assignments, preparing for studying (assemble things needed where he needs them: study table with light, book, pencil, dictionary, paper supply, etc.), starting promptly and concentrating. Establish goals and purposes that can be reached, take notes, evaluate progress, prepare for examinations.

Students Need Help

Robinson⁶ in covering a topic of "high level work skills" as related to the success of students in college emphasizes the responsibility of the college for going beyond providing educational offerings to the showing of students how to take full advantages of their college opportunities and he develops detailed plans for improving the study habits of college students. In reviewing the research in the field he indicates that even good students have bad habits of study and are on the whole relatively inefficient in their study methods. In this situation students have been given assignments and each has had to figure out the best method of studying or preparing them. He points out that bright students would likely succeed even with their inefficient methods but challenges the educators to improve those methods of study in order to raise the level of efficiency of the brighter student as well as that of the poorer student where improvement is a necessity if the individual is to stay in college. The characteristics which he uses as a guide are as follows: 1. Individualize to meet students' needs. 2. Give student an opportunity to determine his own level of skill (used in terms of progress in learning) in order to be able to see his improvement and what is

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needed next. 3. Provide a method for efficient study. 4. Provide maximum motivation and increase transfer of skills to actual study—as closely allied as possible to a student's lesson in his other courses. 5. Arrange projects so that student can select (of his own volition) those courses of interest with specific directions to make it possible for him to go ahead on his own. The author makes the observations that this arrangement frees the instructor so that he may become a counselor rather than a task master. It is obvious that this program calls for self-initiated, purposeful study. In devising more efficient study methods, two types of evidence are used: 1. Cues provided by the textbooks, lectures, and quizzes are prepared. 2. New learning techniques obtained through extensive experimentation. A detailed discussion is given of each of the above items.

The other approach to assist students in study is based largely upon the development of work study skills, the development of habits of efficient time use, setting up of better time study conditions, and motivation. In commenting upon the habit of inefficient time use, he indicates that it is three-fold: 1. Students have a feeling of guilt because they think they don't study enough. 2. Students waste time in moving from one activity to another. 3. They have difficulty in settling down to work even after they have made up their minds to start. Each of the points may be elaborated on in detail and serve as a guide to students and teachers interested in improving study habits. These are accompanied by questionnaires, checking charts, etc., to help the individual make a self-evaluation. Included with the classroom skills might be considered the reading ability as well as writing ability, both of which have a direct bearing upon all of the other skills outlined. Classroom skills or the operation of a classroom has a definite relationship to study and learning and the main principles may be classified in four parts: 1. Improving abilities to handle lectures. 2. Improving abilities to discuss and recite in class. 3. Improving class manners. 4. Having conferences with teacher. The success of each of these items will depend largely upon the pupil-teacher relationship or the social climate of the classroom. Since most of the organized learning time of children in today's schools is spent within a classroom, it seems logical that one should consider this classroom—this center of learning—in terms of the degree to which it furnishes opportunities for the personal and social development and growth of students. Wrightstone,⁶ points out that what takes place within the classroom depends upon many factors but is largely influenced by the philosophy of the teachers and the type of student-teacher relationship which he is able to develop. The classroom activities including the teacher, the students, the materials, projects, techniques, etc., indicate to an observer (visitor in the classroom) the kind of student-teacher relationship which exists and to a large degree the kind of learning situation. It is this learning situation which is referred to as: "warm and friendly," "temperate and cooperative," or "cool and unfriendly." Teachers interested in eval-

uating themselves in their classroom situation with the students in terms of "social climate" should find the report scale developed in this study a useful guide.

Relation to Teaching Method

Sorenson⁷ places much emphasis upon teaching methods as controlling the way in which people study and proposes that the "methods of study vary with the purposes of the learner which in turn reflect the methods of the teacher." He points out that if a teacher is a textbook teacher and demands facts, the students tend to stimulate problem solving, critical evaluation of knowledge, the student will prepare his lessons accordingly, and will search for information and endeavor to relate it to the solution of the problem. He emphasizes the importance of purposefulness of the work to the students as a means of motivation. In outlining a good system of study, he lists: first, to acquire the habit of studying systematically or regularly and working until it is done—success to a large degree depends upon the student's efforts; second, to provide a definite place and time for study. In the elementary school where homework is being minimized, this would be provided for within the school program. In the high school, the need for organization would be greater, and in college the responsibility would rest almost entirely upon the individual. He points out that the student must also learn to work and study under many different circumstances including noise and distraction and to use any time, whenever available, in the interest of economy. He further outlines points for becoming an effective student, most of them being related to those already made (in this paper) by other authors. He suggests that teachers can help students by making an insightful assignment and by pretesting students to see what they actually know before they take up a topic. We might summarize his thinking by stating that good rules of study consist of putting in an adequate amount of time and using effective methods that have been described and that teachers may improve the work of students by supervising their study and teaching them to read and interpret with due consideration given to interest and fatigue.

Study Habits Are Learned

Mursell⁸ considers that there is a learnable technique of mental functioning and proceeds to apply this technique to study problems and conclusions that "studying, by and large, is a very inefficiently conducted business." He feels that our system of study develops little practical "know-how" to meet the real needs of students in all areas of education from elementary to graduate study. He considers study as a part of the field of mental effectiveness and points out that persons can learn to properly organize their mental processes in school and that this ability would be useful not only to the individuals while in school but in all of their activities and affairs of life. He further parallels the study problems with the problems that arise in life. He points out that a person uses his mind well only when he thinks well and that good thinking has the same characteristics wherever it is found. It challenges the student who

wants to improve the study processes to make himself a better thinker. In his study he also emphasizes the practical aspects of study such as skillful reading, note taking, outlining, revising, memorizing, and controlling time; and that by analyzing these factors more efficiency can be developed in learning and thinking. He indicates that there probably are many long term values in every course provided you really mastered the material of it through using the mind effectively. This he defines as *understanding* and suggests that if you understand the insights you achieve and the intelligent attitudes, that go with them, they will never be lost—details may go, but if understanding has been achieved it remains. The mind, he believes, is effective only when one uses it to think and understand, and that mental effectiveness makes for the long term lasting success for the learner. A detailed guide for "using your mind effectively" is worked out with specific suggestions for improvement—suggestions similar to those listed previously, but with somewhat different approach.

Burton⁹ suggests and outlines procedures to be used to develop independence on the part of the individual in the use of study habits and points out advantages of "how to study" courses. His report seems to indicate more favorable results when taught by the regular classroom teacher than by an outside person and as an academic course without stimulation and guidance. This again suggests the pupil-teacher planning and desirable social climate as an advantage in study and learning. Kelley and Rasey¹⁰ stress this same idea when speaking of freedom in the schools they state that the need for rapport with one's fellows is the most powerful deterrent to unsocial conduct. They stress the fact that powerful inner forces which can produce the disciplined man cannot function unless teachers arrange settings where they can come into play.

A Challenge to the Teacher

All of these studies present us with a challenge—that of analyzing the opportunities and responsibilities we each have in terms of the needs and interests of our students; and to apply these findings to means of providing learning activities which will stimulate these students with whom we work to set for themselves worthwhile and attainable goals. This challenge applies whether our work be directly as a teacher in a face to face teacher-student situation or indirectly through supervisory activities with teachers and their classes. A second part of the challenge is to help students to learn how to apply themselves to the attainment of the goals through efficient study. If, as is has been stated, the student's action reflects the method of the teacher our relationship with them and the techniques we use must be carefully selected and applied. It may be that the way we teach is more important than what we teach. If we can develop our students to become not only "self-starters" but also "self-continuers" in their study, problem solving, integrating, and adjusting throughout life, then we will have helped them to make a "Purposeful

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Evaluation practices for adult education in vocational agriculture

PART II

W. P. SCHROEDER, Teacher Education, Michigan State College



Walter P. Schroeder

THIS article is the second in a series dealing with evaluation in adult education in vocational agriculture.

Following the identification of valid criteria for evaluating a program of adult education in vocational agriculture, reported in the November issue of

The Agricultural Education Magazine, the value of 30 evaluation practices recommended by people working in the field of agricultural education was determined by finding the relation of each evaluation practice to the valid criteria. This procedure provided some evidence of the worth of each evaluation practice to teachers of vocational agriculture and others who assist in planning, carrying out and appraising programs of adult education in vocational agriculture.

Since programs and objectives vary considerably from community to community, program planning and the closely allied activity, evaluation, must be done largely on a local basis. An objective of the study which provided the information for this article was to locate effective evaluation practices for local people to use in continually developing a program based on solutions of local problems. The evaluation practices which follow can be used in any community and should be closely associated with plans for the adult education program. The real value of any educational program is finally determined by its participants. The use of nearly all the 30 evaluation practices involve, or could involve, the participants of the adult education program. People from outside the community have a place in local evaluation. This point is described in several of the practices.

An attempt has been made in this article to group the practices in categories where greatest relation exists. It is not held that the grouping presented is the only one nor is it necessarily the best for all people. The grouping is provided to show relation of activities in conducting evaluation. Interpretation, suggestions and implications for use of the practices appear with each group. Further information on the study may be secured from the thesis cited in Part I or from a bulletin being published by the Department of Agricultural Education at Michigan State College. The bulletin will contain helps for local people in making measurements and comparisons in the areas of clientele served, flexibility, results, methods, cooperation and coordination.

Group I Practices Identifying the Persons Who May Assist with Evaluation

- a. Business men assist in the evaluation of the program. (3)¹
- b. People from other agricultural agencies assist in the evaluation of the program. (6)
- c. Class members assist in the evaluation of results of instruction. (9)
- d. Other teachers in the school, administrators, school board members, state supervisory staff and college or university education staff help evaluate the program. (12)
- e. Advisory committees assist in the evaluation of the program. (18)

None of the 30 practices can be used without the involvement of one or more people. Practices in group I place special emphasis on the use of people who have differing relationships to the program of adult education in vocational agriculture.

The five practices listed in this group might be combined and used as a part of an advisory committee. The grouping does indicate the importance of using local people in evaluation and the importance of using people who are not directly associated with the program. Local business men, for example, may be used on the advisory council. They may serve on planning committees, act as special teachers or serve as special teachers. Any one or all of these functions would enable business men to evaluate from a point of view different than the point of view of the teacher or the farmer class member.

The use of people from other agricultural agencies in evaluation is an indicator of cooperation found to be related to high quality programs of adult education in vocational agriculture. Other agricultural agencies can assist in evaluation and thereby promote good inter-program coordination and cooperation. Needed technical information can also be secured through good working relationships with people in other agricultural agencies.

Class members may assist at any time in evaluation of instruction. Such evaluation may occur formally or informally both in the classroom and on the farm. The total class, a small group, or individual class members may assist with the evaluation. The only limitations to the use of such a practice will be the limitation of the imagination of the teacher or the limitation of his ability to use many methods of evaluation. The practice of using class members to assist in the evaluation of results of instruction is highly recommended because of its

¹The number in parentheses following the statement of each practice indicates the rank order of the practice in relation to the other 29 practices. Practice "a" was third from the highest in the rank-order-of-merit list.

high place in the rank order of merit and its great flexibility.

The use of professional people implies that using ideas, methods and objectivity from outside the local program of vocational agriculture is helpful in the evaluation program. Professional people from outside the community usually have broad experience and have the ability to provide worthwhile suggestions for improvement of local evaluation. The influence of outside people is stimulating. Local people not in the program of vocational agriculture are also valuable for the different viewpoints they can provide for evaluation. Local school people and professional workers in education from outside the community should work together to create greater mutual understanding.

The use of advisory committees can be a time saver compared to the use of individuals for evaluation. The techniques for using such committees can be simple or complex. For example, a committee from a class can help plan instruction, social activities for the class or an achievement program. On the other hand, a larger committee or council representing the whole community can aid in planning a comprehensive program of adult education in vocational agriculture. Persons desiring further information on the use of advisory committees are referred to a study of the literature in the field.

Group II Practices Dealing with Time or Place for Evaluation

- a. Part of a special field day is devoted to evaluation. (10)
- b. Practices used are observed on tours to farms of class members. (16)
- c. Part of an on-farm meeting during the summer is used for evaluation. (29)
- d. The instructor evaluates results of instruction as he visits the farms of class members. (20)
- e. Part of the last meeting of the course is used for evaluation. (19)
- f. Evaluation occurs at specific intervals throughout the year. (23)

The first four practices in this group deal with visible results of instruction as observed on farms. Field situations for observing results of instruction provide an informal atmosphere highly desired by farm people. A field day could include demonstrations on the operation of farm equipment, on proper tillage, seeding and harvesting operations, on farm construction methods, on livestock raising, sanitation and disease control, on landscaping or other farm problems. Closely associated with the field day is the tour to farms of class members. Skill is needed by the teacher to help farmers analyze good agricultural practices without embarrassing anyone, which might lead to alienation. Tours can occur at any time of the year and can be arranged to study any farm problem or activity. Tours need not be limited to farms of class members.

The relationship of the teacher to the individual farmer has always been emphasized in vocational agriculture. This study substantiates the emphasis. When

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working with a class member on his farm the teacher may determine weaknesses in his instruction and the farmer may detect inadequacies in the application of supposed learning. The alert teacher probably would draw the farmer into the evaluation of results of instruction. Some method of keeping a record of changes proposed by the farmer should be helpful. Approved practice lists developed by the class and used by members, or an accumulative record kept up to date by the farmer and the teacher, should be helpful in making appraisal of instruction on the farm.

Much of the information needed for evaluation can grow out of the classroom teaching situation. The use of informal comments on various phases of the class activities, check lists, rating scales or written evaluation statements all have a place in the last meeting of the course. It may be more helpful to evaluate situations as they arise if succeeding learning activities in a course are to be improved.

Group III

Practices Dealing with Types of Things Evaluated

This group will be divided into three sub-groups.

A. Practices Dealing Largely with the Community

- a. Progress comparisons are made within the community and with other communities. (1)
- b. Systematic study of the community is made to discover changes in farming due to instruction. (8)

The high rating of these two practices warrants serious consideration of them. Consultants may be necessary to assist in complicated evaluations implied by these two practices. Certainly to be desired is the keeping and comparison of adequate records from year to year within the community and with other communities. Persons responsible for evaluating must judiciously decide on the frequency and the type of community evaluation.

B. Practices Dealing Largely with the Individual

- a. Leadership development is noted. (4)
- b. Change in attitude of class members is noted. (27)
- c. Results of instruction with class members are compared with the economic and social achievement of non-class members. (15)
- d. Enrollment records are analyzed to determine the extent to which the program serves all who want, need or can use adult education. (14)
- e. Attendance records are analyzed to determine regularity of attendance and the type of farmers who are attending. (17)

Before a change in farming can occur there must be a change in the attitude of the farmer. Teachers who are skillful in detecting attitude and leadership changes can determine receptiveness for instruction. Attitude change may be detected by observing the farmer in class, in on-farm learning activities or in other situations. Practices adopted through the influence of other farmers is indicative of leadership.

Teachers should study the population composition of the community and make a cross check between groups present and groups being served. For example, a study of age distribution of farmers may provide the basis for developing a program to meet the needs of a group that is being overlooked.

Although often difficult to measure, results of instruction between class and non-class members have value. Certain visual changes in crop and livestock production, care and repair of home grounds, buildings, machinery and equipment may be measured without great difficulty. The development of leadership and social activities may also be observed.

C. Practices Dealing Largely with Agriculture

- a. Production records of class members are used to indicate effectiveness of instruction. (28)
- b. Cooperative organizations formed are noted. (5)
- c. Cooperative activities developed are noted. (2)

Types of productions used in vocational agriculture include yields per acre in crops, weight of pigs at 56 days, number of pigs raised per sow, weight of lambs at five months, pounds of wool per ewe, pounds of butterfat per cow, weight of broilers at 10 weeks, and the number of eggs laid per hen. Related efficiency records include gains per pound of feed fed.

Cooperative organizations such as artificial breeding associations, livestock and crop purchasing and marketing associations, insurance and fire protection associations are examples of cooperative associations that teachers of agriculture help develop.

The very high rating of evaluating practices dealing with cooperation may be a reflection of emphasis placed on this area of agriculture in the objectives for vocational agriculture.²

Cooperative activities developed at the adult level might include the cooperative buying of livestock, seed, fertilizer, farm equipment and supplies. Other cooperative activities might include cooperative use of farm machinery, cooperative harvesting of crops and cooperating to promote social and economic benefits for people in the community. The activities are important though not as formally organized as associations.

Group IV

Methods Used for Getting Evidence

- a. Clearly stated objectives are used to form the basis for evaluation. (11)
- b. A list is made of the kind of evidence needed to indicate that objectives are being met. (22)
- c. A list is made of the methods and devices to use in collecting evidence which will reveal that objectives are being met. (7)
- d. Farmers and teacher agree on the value of an approved practice. (25)
- e. Instruction is evaluated by analyzing check-lists of approved practices planned and used. (21)

²Educational Objectives in Vocational Agriculture. Vocational Division Monograph No. 21, U. S. Office of Education Bulletin, 1940, Washington, D. C.: Government Printing Office, p. 1.

- f. A check of approved practices carried out is maintained on a chart. (30)
- g. Results of instruction with class members are compared with standards, averages, individual or other goals. (26)
- h. Pictures of "before" and "after" situations are used. (24)

A decision must be made regarding the specific phases of education in agriculture that are to be taught and evaluated. These phases might be farm management, crop raising, livestock raising, farm mechanics, leadership development or other general or specific phases of farming. Kinds of evidence needed to evaluate progress toward the objective might include approved practices and/or skills adopted, production and efficiency records, accumulated data which will reveal accomplishment in terms of goals set, annual profits, net worth statements, improvement in farming status, home grounds improvement, elected or appointed leadership positions held in the community by class members and cooperative buying and selling activities. Ideally, the class members and the teacher should agree on objectives, evidence, methods and devices for collecting the evidence needed to evaluate progress. Much of the evidence related to the farmer's stated goals should be collected in consultation with him in the class or on his farm. The school administration should also have a voice in the evaluation procedures.

The agreement of the value of an approved practice may occur during the teaching period, or on the farm of a class member before, during or following class instruction. Advisory committees and councils may also help determine the value of an approved practice.

Mobley found that approved practices planned was not a satisfactory method of evaluation.³ The present study certainly substantiates the analysis of the use of the approved practices. The analysis of approved practices planned and used should show the instructor how completely class members carried out earlier intentions. Maintaining a chart on the adoption of approved practices is a device to aid in the analysis of approved practices used.

Results of instruction with class members can be compared with standards, averages, individual or other goals by making comparisons of individual income and production records with farm management reports published by the land grant colleges. Crop and livestock production records of the individual may be compared with individual or group goals, or state or national averages. Quality of crop and livestock products may be compared with the legal standards, or standards established by the individual or group. Other suggestions may be secured from part C in the preceding section. (Continued on Page 136)

³M. D. Mobley, "An Evaluation of Evening Class Instruction in Terms of Changed Practices." Unpublished Master's Thesis, Library, Cornell University, Ithaca, New York, 1930, 155 pp. (From *Summaries of Studies in Agricultural Education*, Vocational Division Bulletin No. 180, Federal Security Agency, Washington, D. C.: Government Printing Office, p. 127.)

Fiction for future farmers

The reading habits of youth can influence their development of citizenship understanding and abilities

HENRY S. BRUNNER, Teacher Education, The Pennsylvania State University



Henry S. Brunner

WHY do so many of the boys enrolled in vocational agriculture regard outside or leisure-time reading with pain rather than with pleasure?

Why do school librarians find it difficult to interest FFA boys in reading?

Should Future Farmers be required to do outside reading?

Are "book reports" necessary, or even desirable?

Should we provide a shelf of non-technical books for Future Farmers, either in the school library or in the department of vocational agriculture? If so, what kinds of books are suitable, and which books have been proven interesting to Future Farmers?

In an effort to shed some light on the problem indicated by these questions, Daniel E. Koble, Jr., teacher of vocational agriculture at Northumberland in Pennsylvania, recently conducted a field study among teachers of agriculture and high school librarians. Forty per cent of the teachers of agriculture report they have a non-technical reading shelf in their departments. Another 43% said they wanted to develop such a shelf. Their responses took the form of a question: "What are the books we should get—which books will our boys read?"

Fifty-six per cent of the school librarians freely admitted that their libraries are inadequate in this respect. Seventy-three per cent reported they find it difficult to interest the agriculture boys in reading, and by actual count, 76% asked for a list of books they could put on their shelves to appeal to these boys.

Using the experienced teachers and librarians, and with a good deal of original research on his own part, Dan Koble then made the following list of 100 plus non-technical books for Future Farmers.

A Suggested Reading List for Future Farmers

Adams—Dynamo Farm
Adams—The Living Jefferson
Adams—Log of a Cowboy
Adler—How to Read a Book
Aldrich—Story of a Bad Boy
Allison—Kid Who Batted 1000
Anderson—Horses are Folks
Bailey—Tims Fight for the Valley
Beard—Starting to Farm
Best—Long Portage
Bowers—Jefferson and Hamilton
Bromfield—The Farm
Bromfield—Malabar Farm
Bromfield—Pleasant Valley
Bromfield—Out of the Earth
Buck—Rifles Beyond Fort Pitt

Campbell—Thorn Apple Tree
Campbell—The Tower and the Town
Carroll—As the Earth Turns
Case—Moon Valley
Case—Peace Valley Warrior
Case—Tom of Peace Valley
Charnwood—Abraham Lincoln
Clemens—The Adventures of Huckleberry Finn
Connor—Glengary School Days
Connor—The Man From Glengary
Cooper—The Last of the Mohicans
Davis—Sid Granger
Dickens—A Tale of Two Cities
Doyle—Adventures of Sherlock Holmes
Dumas—The Three Musketeers
Eggleston—The Hoosier School Master
Elkins—Chuck
Faulkner—Plowman's Folly
Ferber—So Big
Gorsline—Farm Boy
Gould—Yankee Storekeeper
Greeley—Forest and Men
Grey—Fighting Caravans
Grey—Riders of the Purple Sage
Hertzler—The Horse and Buggy Doctor
Holbrook—Tall Timber
Hough—Country Editor
Houghs—Tom Brown's School Days
Ise—Sod and Stubble
Johnson—Westward Bound in the Schooner Yankee
Jordan—Apple in the Attic
Judson—Public Speaking for Future Farmers
Kipling—Captain Courageous
Lager—Breaking Sod on the Prairies
London—Call of the Wild
Lillenthal—TVA: Democracy on the March
London—Cruise of the Shark
McDonald—The Egg and I
Meador—Traplins North
Melville—Moby Dick
Nolan—Short stories for Future Farmers
Nordhoff—Men Against the Sea
Nordhoff—Pitcairn Island
Nordhoff—Mutiny on the Bounty
O'Hara—My Friend Flica
O'Hara—Thunderhead
Parkman—The Oregon Trail
Pearson—Farming on a Few Acres
Porter—The Harvester
Prickard—The Old Farm
Priestly—The Good Companions
Purkey—Winning Future Farmer Speeches
Pyle—The Adventures of Robin Hood
Quick—Vandermark's Folly
Quick—The Brown Mouse
Rawlings—South Moon Under
Richter—The Sea of Grass
Richter—The Trees
Rogers—Reporting FFA News
Rolvaag—Giants in the Earth
Ross—Forward FFA
Sears—Deserts on the March
Seton—Rolf in the Woods
Sewell—Black Beauty
Simpson—Hidden Treasure
Sinclair—Wild West
Singmaster—Sword of Steel
Singmaster—I Heard of a River
Singmaster—The Magic Mirror
Stevens—Paul Bunyan
Stevenson—Treasure Island
Stover—Eagle and the Wind
Stover—Powder Mission
Stover—Song of the Susquehanna
Stover—Men in Buckskin
Stover—Copperhead Moon
Stuart—Hie to the Hunters

Swift—The Railroad to Freedom
Tarkington—Penrod and Sam
Tarkington—Seventeen
Tarkington—Little Orvie
Tenney—Programs for Future Farmer Meetings
Tunis—Son of the Valley
Tunney—A Man Must Fight
Turnbull—Day Must Dawn
Van Doren—Benjamin Franklin
Wallace—Ben Hur
Williams—The Corn is Green
Winship—Fifty Famous Farmers
Wister—The Virginian
Wyss—Swiss Family Robinson
History of Pennsylvania
Practical Activities for Future Farmers

Evaluation Practices - - -

(Continued from Page 135)

Group V

Use of Evaluation

Plans and actions are based on the analysis and interpretation of the results of evaluation. (13)

This practice places emphasis on the use of corrective measures or different approaches revealed by a study of the situation. The use of any one of the practices discussed in this article would be fruitless unless action was taken as a result of information revealed or change in thinking resulting from an evaluation activity. Greatest benefit can come from deciding which evaluation practices should be used in a specific situation. All the practices are good but those with highest rank order numbers usually will be more helpful than practices with lower rank order numbers.

Summary

Teachers of vocational agriculture, local administrators, state supervisors, teacher educators and others concerned with adult education in vocational agriculture should find the criteria "rural clientele served," "flexibility," "results," "methods," "coordination," and "cooperation" acceptable bases for evaluation. Of less value are the criteria "relative size of program," "percentage of attendance," "maintenance of activities," and "activities materializing."

Five conclusions⁴ may be drawn from the results of the analysis of the 30 evaluation practices used in evaluating adult education in vocational agriculture.

1. "Evaluation is a part of instructional planning and teaching. The use of acceptable practices of evaluation improves instructional planning and teaching."
2. "Many individuals are required to make effective evaluations."
3. "Self evaluation by class members or with the help of the teacher is effective in evaluation and should be clearly recognized as an important part of evaluation."
4. "Both the educational and agricultural results of instruction are important. Of the two types of results the educational outcomes are more important than the agricultural results because more of the practices

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⁴Walter P. Schroeder, "An Analysis of Practices Used in Evaluating Local Programs of Adult Education in Vocational Agriculture," unpublished Doctor's Thesis, Library, Michigan State College, East Lansing, 1953, Ch. VI.

A state association seeks cooperation in its program of work

Michigan's FFA uses state-wide community resources

RAYMOND HILL, Supervising Teacher, Owosso, Michigan

MICHIGAN Future Farmer Chapters have augmented their learning by using "state-wide community resources" in many instructional areas. One of the activities had its beginning eleven years ago when the Great Atlantic and Pacific Tea Company proposed to recognize the outstanding Michigan Future Farmer Chapters and offer them an opportunity to study some aspect of marketing of agricultural products.

The 1954 program was designed to aid in providing training for the vocational agriculture objectives—to market agricultural products economically and to cooperate intelligently in economic activities.

In order that more Michigan FFA Chapters could participate in this program, the A & P Company, in cooperation with the Michigan Association of Future Farmers this year recognized thirty outstanding FFA Chapters instead of fifteen as they had done in past years. A program on grades and "cut-out" values of beef was presented to representatives of these thirty Chapters. The program was planned cooperatively by representatives of the A & P Company and Mr. Luke Kelly, Acting State Adviser of the FFA.

Use of Commercial Resources

Mr. Floyd C. Bouggy told the story of meat as it was being handled by the A & P Company. He conducted a vivid discussion on grading of meat carcasses to show how quality control was important to his firm so that customers can depend on getting what they expect to receive when they purchase meat. He emphasized that quality was produced on the farm by the farmer's feeding and breeding program. To stress the point, several dressed carcasses were examined and the grading was done by FFA mem-

bers. Each member was given an opportunity to grade several and they had a chance to learn to properly identify grades of carcasses as they compared their grading with the official rating of the meat grading experts.

In order to show the future farmer that there are reasons why certain cuts of meat command greater prices than the farmer receives for his live animal, Mr. Bouggy explained the dressing percentages that could be expected from each grade of steer and the anticipated selling prices of the cuts. He pointed out that bones, short ribs, shanks, and plate cuts were less desired and generally sold to the customer for a lower price than the producer received at the farm for the live animal. This made the desirable cuts more expensive as they must absorb the losses incurred on the less desirable cuts of the animal.

The objective "to market agricultural products effectively" was solidly impressed on the minds of Future Farmers as they were shown that the farmer must feed and breed livestock that the consumer demands and is willing to buy. The producer should not expect utility beef to command prices that only higher grades with higher dressing percentages can make. It was pointed out that the quality of the feeding program should be on the same level as the quality of the animal which is being fed.

Wide-Spread Values

In continuing the education program, Mr. Stanley F. Dole, A & P Divisional Treasurer, emphasized that it was necessary for FFA members to cooperate intelligently in economic activities. Mr. Dole pointed out that it is as imperative to the Future Farmers and farmer as it is with the A & P Company to keep good and accurate records in order that they

may be able to compete on an equal basis in their respective fields. He stated that many farmers and Future Farmers are confronted now, or will be soon, with problems concerning the Wage and Hour Law, the employment of minors, Social Security and Internal Revenue, all of which require adequate and suitable records. Records of cost of production and cost of marketing are a necessity if one is to stay in business and meet his competition. In their supervised farming programs Future Farmers have these records and should study them so that they can deal intelligently with the economic problems as they are met by them.

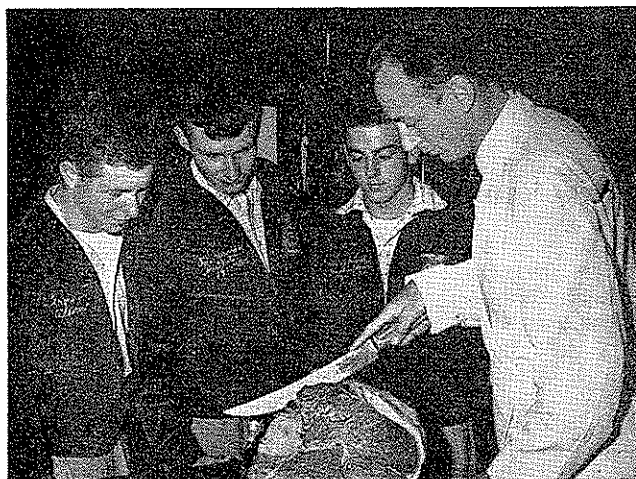
Mr. Dole said, "FFA members, individually and as a group, are partners with retailers in that they are able to raise quality produce and meats which can be marketed to make Americans the best fed people in the world. Retailers and producers together make this possible."

Awards Made

The A & P Company were hosts at a luncheon for all participants where plaques were presented to the seventeen Gold and thirteen Silver Award Chapters of Michigan. This moment was the culmination of a year's program of work for each Chapter and a great amount of anticipation and pride was evidenced as Mr. Luke Kelly, announced the award for each Chapter.

Members of the Michigan FFA, through the cooperation of their State Association and business people of Michigan, are making use of state-wide community resources in many ways to provide educational opportunities for themselves. The cooperation of the Great Atlantic and Pacific Tea Company and the Future Farmers of Michigan is one of the outstanding examples of a wise use of these resources just as local Chapters are using local community resources for their local Chapter activities. □

The term *enterprise* seems to be replacing the term *project* when reference is made to pupils' farming programs. Is this just a new term for the same concept or does it have a new meaning?



Lawrence Hittler, A & P's Detroit Unit Meat Sales representative, discusses retail cuts with three Michigan Future Farmers. This activity was promoted as a part of the program of work of the State Association. Individual members and Chapter derive much benefit from such activities.



Highlight of 11th annual Best Chapter Contest program sponsored by A & P Food Stores was presentation of awards at the luncheon program to the three outstanding Michigan Chapters that will represent Michigan in the national contest. Supervisor Kelley and A & P Director of Personnel Harold Martin presented the awards.

FFA members learn that - -

Cooperatives help to make prosperous communities

ALLEN COLEBANK, State President, W. Va. Association FFA, Morgantown, W. Va.

THE incidence of group action is as old as time itself. This fact is shown by the existence of the flock, the herd, the family and the church. From the time cooperatives were first introduced into the farm community they have become increasingly important in measuring the success or failure of a community.

In my county, Monongalia, the home of our State University, we have 3 Future Farmer Chapters and 27 4-H clubs. Several cooperatives are operating in the area. I purchase all my feed and supplies for my farming program from the local branch of The Southern States Cooperative. The Artificial Breeder's Cooperative has done an inestimable amount of good in improving the dairy industry on a local and state level.

When I think of cooperation I cannot help but turn to our great youth organization, The Future Farmers of America. It has been a key factor in my life during the past 5 years. Serving as president of my local Chapter, federation, and now the West Virginia Association, I can better understand the value of cooperative effort. Chapter sponsored cooperative projects in a community such as safety campaigns, home improvement programs, and livestock chains do much to improve the standard of living.

The Future Farmer Chapter is an im-

portant phase of the secondary school program for rural farm boys. Many FFA boys become leaders in the high school and in the community. The value of cooperative effort is felt throughout the school, the church, the home and the community.

My participation on the football, basketball and baseball teams in high school taught me the value of cooperation and team work. The words of Edgar A. Guest in his poem "Team Work" are ever so true:

"It's all very well to have courage and skill

*And it's fine to be counted a star,
But the single deed with its touch of thrill*

*Doesn't tell us the man you are:
For there's no lone hand in the game we play.*

*We must work to a bigger scheme,
And the thing that counts in the world today*

Is how do you pull with the team?"

The church will benefit from anything that is good for the community. Any improvement in the community is reflected in the benefits of the church membership. The church is interested in improving the standard of living in the area it serves. With a successful cooperative in operation people of the community will enjoy a greater income and

will reinvest their money to improve the home, the church, the school and the community.

Before a cooperative is started in a community many things should be considered. First of all the community must be in a position to use the cooperative to advantage. Communities vary in their needs. However, some type of cooperatives will be beneficial to any community.

The local FFA Chapter should take the lead in introducing a cooperative to the people. One of the purposes of the FFA is, "To participate in cooperative effort."

I believe the farmer can do much to help himself through cooperative organizations. Great undertakings have always been accomplished through cooperation. In a civilization such as ours no one can lead an independent existence.

In the Future Farmer ceremony for raising Green Hands to the Degree of Chapter Farmer are these words: "Together we shall achieve great things. Together we shall serve our fellowmen. Remember that he who serves best must first learn to work with others. Thousands of Future Farmers of America are ready to cooperate with you in order to improve and enlarge our organization. The spirit of cooperation, as taught in the FFA, will live with us after we leave this school. When we are all working together—in this community, in this State, and in this, our Country—a new day indeed will have dawned. Let us all work together and hasten the coming of a new day."

Yes, I believe in the new day for farming, and I believe that cooperatives and cooperation will brighten that new day tremendously. □

Farm forestry education receives a boost in Virginia*

LEON D. HARDING, Vo-Ag Instructor, Clarksville, Va.



Leon D. Harding

for developing skills.

To make the problem more perplexing, most teachers had no forestry training. A direct move was made to provide forestry training through establishment of the Etrick Summer Forestry Camp in 1948 in cooperation with the Virginia

State Board of Education, the Virginia Forest Service, the Commission of Game and Inland Fisheries and Virginia State College, Petersburg, Virginia.

In order to ascertain the effects of this cooperative training venture a study was made which had the following purposes, to—

1. Indicate the nature of the forestry training provided for the teachers at the camp.

2. Discover what was taught in farm forestry by the teachers and where the instruction was given as an indication of the effectiveness of the instruction.

3. Discover the resultant influences of the Summer Camp on instruction.

4. Propose a plan for making farm forestry a functional area of vocational agriculture based upon the findings.

The study was limited to include the 115 Negro teachers of vocational agriculture in Virginia. Seventy-eight of these 115 instructors, or 67.8 per cent

were represented in this study. Forty-three or 55.1 per cent of this group were regular vocational agriculture teachers while thirty-five or 44.9 per cent were assisting vocational agriculture teachers. This latter group is chiefly responsible for the Institutional On-Farm veterans training program. The questionnaire technique was used to obtain the data.

For purpose of the research, data were organized and reported in these terms:

1. Farm Forestry in the course of study
2. Farm Forestry in Programs of Work
3. Farm Forestry Projects
4. Instruction in Forestry Skills

Findings and Interpretations

Basic instruction in five forestry subjects was given at the Etrick Summer Camp. These subjects were:

1. Ecology and Protection
2. Reforestation
3. Forest Mensuration
4. Forest Management
5. Forest Utilization

The greater proportion of instruction was given to All-Day students in the classroom. The regular instructors did not show a tendency to use the relative permanency of Young Farmers and Adult Farmers to foster farm forestry.

(Continued on Page 142)

*This article is based on the M.S. thesis, *An Analysis of the Influences of the Etrick Summer Forestry Camp on Farm Forestry Instruction in the Vocational Agriculture Departments of Virginia*, Cornell University, Ithaca, New York, June, 1953.

FFA Officer Breakfasts

One means for promoting efficient Chapter operation

REX L. TOLMAN, Vo-Ag Instructor, Burlington, Wyoming



Rex L. Tolman

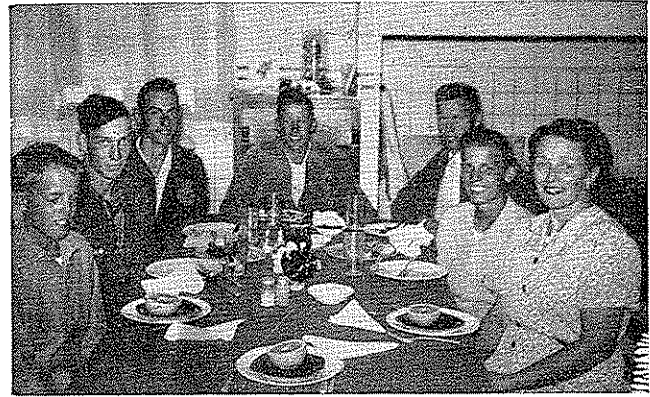
PROPERLY trained and well informed officers are one of the major factors in the success of the FFA Chapter. The responsibilities of the officers in an active Chapter are so many and varied that to neglect their training is to invite mediocrity. The time spent by the Ag teacher in training officers sometimes seems burdensome. Yet, when viewed with more consideration, it is probably the most effective and time saving practice he could perform. The intelligent and effective use of Chapter officers in carrying out the FFA and Vo-Ag program can save the instructor many hours of work. The FFA program is designed for and by the boys. Properly trained officers can see that it is carried out by the boys. Of course, the duties and responsibilities of the adviser cannot be overlooked, but with good officers his capacity can be more what it is designed to be—that of adviser.

Yet even with well trained officers and effective leadership, much remains to be

done. The Chapter members are the prime concern—officers are elected to serve them. It is imperative that Chapter meetings and activities be well planned and organized. Cooperation and coordination among the officers and between officers and members is important.

One of the ways in which the Burlington Chapter promotes better meetings and activities is through "officer breakfasts." The breakfasts are held regularly at the homes of the officers. These are held on a rotation basis so that we meet at the home of a given officer or the adviser every eighth meeting. On these mornings we meet at 7:30, eat our breakfast, then go to the high school for a meeting until school starts. This type of activity is very effective in securing cooperation among the officers and in providing for well planned meetings.

However, even with all the benefits, caution must be taken. It should be made clear that the meetings are not for the purpose of organizing to impose the will



Officers of the Burlington, Wyo., Chapter meet at the home of the President for one of the regular breakfast meetings. Mother sits with the group as hostess.

of the officers on the members. It should be used as a device for securing more activity from the members, of planning to serve them more effectively, and of training to qualify for this service.

The breakfasts are prepared and served by the mothers of the officers. This is a valuable aid in gaining greater parent understanding and support. Each time a breakfast of this type is held in a home the parents gain a greater understanding of, and respect for, the entire program.

It has been the experience of the Burlington Chapter that a little variation from time to time in the type of meetings is beneficial. The officers' breakfast preceding the regular officers' planning meeting is one of the best and most effective of these variations. □

Use your substitute

LEROY W. SHUTT, Vo-Ag Instructor, Doylestown, Pa.



Leroy W. Shutt

OFTEN we have the experience of preparing to leave for a conference; or to take one of our sections of agriculture on a field trip; or to take a contestant to a regional contest. There are so many details to be considered at such a time and among them is the problem of what to do with our classes while we are away. This same problem arises when we are unable to teach our classes because of illness.

Some of us have burned the midnight oil preparing enough work so another classroom teacher could "sit-in" with our classes; still others have had former students and farmers come in and teach on such occasions; the agriculture teacher's wife has taught his classes in some instances. No matter what the case may be it is a problem and additional work to see that our classes are being taken care of when we are not at school. So—why not plan to use a substitute obtained by the administration?

Now with many more jointures and larger schools, the administrators are insisting that no class be left without a teacher and that a substitute must be hired. Such is the case in many schools. Many hours have been spent preparing enough work to keep the classes busy only to have the substitute come to class and sit while the students do their work. More thought could be given to this problem if we are to use our substitute to advantage. The next time we plan to be away from our classes why not request that a teacher of Home Economics be hired as the substitute and institute a plan that could be followed whereby the boys studying Vocational Agriculture could be instructed in some of the phases of home living that are not reached in their other classroom instruction? In this way the substitute could teach the boys many of the abilities pertaining to manners, clothes, eating, and etc., which we as teachers of agriculture often overlook. In this way two birds can be killed with one stone since our rural boys often need such training more than our town students. Perhaps some of us have had the experience of having a boy order french fries and hamburgers every time he went on a trip only be-

cause he didn't know how to use a menu.

A regular plan of lessons could be used which would give the student much needed information by the time he graduated. Then when you plan to be absent or are ill, the substitute could teach the lesson you choose for that particular time. Some of the subject areas in this field could be as follows:

Eating—An art if done correctly

Your clothes—they should be fitting

Manners at home

Grooming

Social affairs

Conversation

At the table

Social correspondence

Of course, there are many more that could be added to this suggested list. Since the boys should help plan the program they will suggest areas in which they are interested. They will show great enthusiasm for such a plan. The lessons must be flexible and at all times must meet the needs of the particular teen-age group being taught.

Some teachers of agriculture might prefer to teach this material themselves while still others may prefer the regular teacher of home economics to do the job. However, if we are going to have a substitute why not let her help our rural boys to better prepare themselves for the society of which they will be a part upon graduation? □

Self evaluation . . .

A guide to effective teaching

GEORGE W. SLEDGE, Teacher Education, University of Wisconsin, Madison, Wisconsin



George W. Sledge

IN vocational agriculture we are seeking to bring about *desirable changes in behavior* in terms of our primary objectives. How can we determine if desirable changes are occurring? Briefly we can evaluate the educational process and its product (learning

by appraisal of students (all-day, young and adult farmers), evaluation of teachers or the over-all physical program as it relates to facilities, activities provided, and programs offered. There are numerous approaches that might be utilized in either case.

Assessing performance of teachers is an indirect technique of getting at students, their lives, and their establishment and proficiency in farming. Since so much of the success of the educational program is tied in with the personal qualifications of the teacher, it seems imperative that the teacher must logically assume the responsibility not only of evaluating his students, the vocational program and the attainment of objectives, but he must also assume a major responsibility of evaluating himself.

Procedures May Vary

Vocational agriculture by its inherent nature is not standardized; neither should the evaluation of individual teachers be standardized. Rather, it would be desirable that each teacher establish an effective self-evaluative procedure for his own particular situation in terms of his program, duties, responsibilities, and objectives. The purpose of self evaluation by the teacher would approximate our desire to bring about desirable changes in student behavior—thus to bring about a consistent, purposeful change in teacher behavior that would result in a more effective educational program for students. There is no doubt that teaching should be appraised in terms of the effects it has on the lives of students.

Evaluation of a teacher has two possible avenues—from without or from within (or a combination of the two). It is the author's contention that *effective evaluation must come from within as well as from without*. Therefore, attention here is purposely focused on the concept of self evaluation of teacher performance.

Each individual teacher has a *responsibility as well as a right* to ascertain the effects he has on persons benefiting from his instruction and supervision. This responsibility and right necessitate accurate, purposeful, and continuous awareness of what we as teachers are doing to create desirable changes in all-day, young and adult-farmer students.

A Process of Self-Evaluation

Assuming the foregoing comments to be acceptable, how can we as teachers evaluate ourselves? Here is one technique that might prove to be useful in establishing a process of self evaluation:

1. *First, determine your teaching objectives.* State them. What agricultural and educational objectives are established for your community? How are they being met? What changes are you attempting to bring about in all-day, young and adult-farmer groups? What innovations have you made in the program and facilities to expediate the educational process?

2. *Determine the major areas of your performance as a teacher in your local community in accordance with your objectives.* These perhaps might well include: (a) Working with people in community, (b) Maintaining professional standards and relationships, (c) Planning and conducting general activities, (d) Maintaining administrative relationships, (e) Utilizing acceptable methods of teaching, (f) Conducting programs with all-day students, (g) Conducting programs with young farmers and/or adult farmers, (h) Providing on-farm instruction, (i) Supervising and developing farming programs, (j) Teaching farm mechanics, (k) Conducting and advising Future Farmer of America activities and programs, (l) Keeping people informed of programs, activities, educational opportunities and other aspects of individual programs.

3. *Formulate as completely as possible descriptive items of performance for each major area which should characterize performance in the area.* This step will require some thoughtful consideration of just what you should be doing since the items should include not only what is being done but also things that should be initiated. To facilitate the accumulation of items, you might ask yourself such questions as: (a) Am I giving proper thought to expanding the educational program in this community? (b) Am I utilizing the most appropriate teaching procedures and aids? (c) Is my program educationally sound and stimulating? Why? (d) How can I im-

prove myself, the program, the facilities? (e) What outcomes and results are evidence of my work in this community? (f) Do I plan on a long-range basis or use the "shot-gun" method of blasting away at whatever is in sight? These questions are merely suggestive of the type you might develop.

4. *Develop a self-evaluation form for yourself.* The following type form is suggested.* Since space does not allow complete development of all areas suggested in (2) only one area is used to illustrate items, form, and recommended use of the form to be developed by individual teachers.

5. *Suggested directions for using such a form are developed to help teachers identify their strengths and weaknesses.* They include:

- (a) In evaluating any particular item in an area of performance, disregard every other item except that one. Study that item objectively by recalling specific examples of performance to support your evaluation.
- (b) After recalling specific examples of your performance for an item, decide at what level of attainment performance has been reached in your growth. For example, a teacher that gets along "fairly" well with other teachers would check near "2" on the continuum for his performance on this item.
- (c) Check the level of attainment on the continuum for each item.
- (d) On supplementary paper, record specific items and areas of performance that should be improved, listing their relative need and your procedure to attain growth in each.
- (e) Connect points on each continuum to provide yourself with a profile of your performance. Subsectional scores for each area can be computed by adding numerical values checked on each continuum. Similarly, a total score can be computed.
- (f) Retain the performance profile, your areas and total score for future reference. Periodically and continuously evaluate your performance as suggested. At each evaluation, determine where growth has occurred and what procedures were effective in attainment of each level of performance. (Continued on Page 141)

*A 107 item self-evaluating form for teachers of vocational agriculture has been developed by the author as one of the outgrowths of his doctoral dissertation completed at Michigan State College in June, 1954.

AREAS OF PERFORMANCE	Level of Attainment in Performance				
	Excellent	Good	Fair	Poor **	Deficient ***
				Needs Attention	Demands Remedy
A. Working with People in Community					
1. Get along well with other teachers	4.....3.....2.....1.....0				
2. Use farmers in developing program	4.....3.....2.....1.....0				
3. Participate actively in community activities	4.....3.....2.....1.....0				
4. Serve as consultant to farm people	4.....3.....2.....1.....0				
5. Do not make excuses for failure to discharge responsibilities	4.....3.....2.....1.....0				
6. Accept my responsibilities and duties freely	4.....3.....2.....1.....0				
7. Establish good working relationships with key persons	4.....3.....2.....1.....0				

Future Farmers dedicate camp building

A Product of a Generous Gift and Cooperative Effort

EVERETT LATTIMER, Supervision, New York

THE New York Association of Future Farmers of America on August 20th dedicated a new lodge at their camp, located on a 1,000-acre tract at the headwaters of the Oswegatchie River on the western slope of the Adirondack Mountains. The bronze plaque, mounted over the mantelpiece of a ten-foot fireplace, reads as follows:

Getman Lodge

Inspired and generously aided by a gift of funds from Arthur K. Getman, pioneer in agricultural education, this lodge is dedicated to the aims and ideals of the New York Association of Future Farmers of America whose leaders and members have cooperated in its construction to provide leadership and character training services for youth through:

*Learning to do
Doing to learn
Earning to live
Living to serve.*

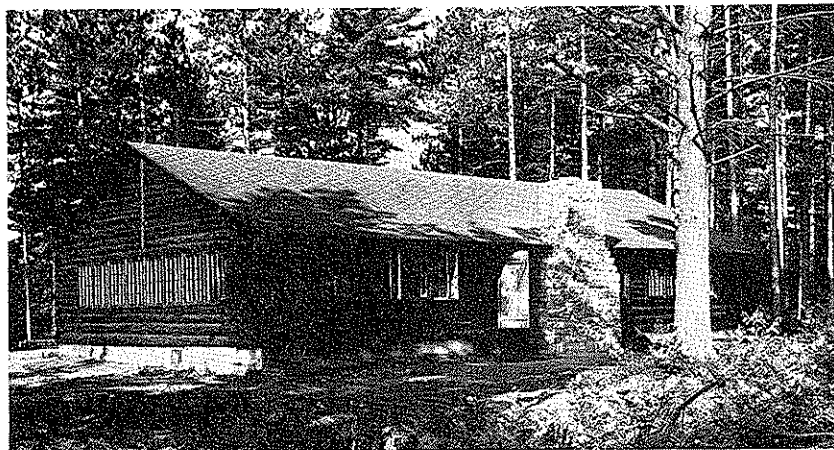
August 20, 1954

In providing the funds, Doctor Getman urged that they be used for the purchase of materials not available on the property, and that the work of construction be done so far as possible by leaders and members of the association. Accordingly, the lodge, which will serve as an educational and recreational center, was constructed of solid logs selected, felled and drawn, or floated, to the site of the building, situated in a picturesque pine grove overlooking the lake. The building, begun in 1952, was completed by virtue of unusual effort in time for the dedication. Three hun-

dred leaders, members and guests were at the ceremony which included a sketch of the camp's development, an outline of youth programs, the unveiling of the plaque and a response by Doctor Getman. The former Assistant Commissioner for Vocational Education said in part:

"This beautiful lodge is a magnificent symbol of the cooperative effort of the association in the furtherance of the motto quoted on the plaque. The words "doing, learning, living and serving" have truly exemplified the group spirit to provide needed facilities for leadership and character training in such fields as living out-of-doors, farm woodlot management, reforestation and conservation. The group spirit that has pre-

vailed from the early planning to the completion of the lodge is revealed by the words of a young workman who declared that he who works with his hands is a laborer, he who works with his hands and his brain is a craftsman, and he who works with his hands, his brain and his heart is a creative artist. The talents of the creative artist were much in evidence from the very outset of the camp program of which this lodge is such an important part. Under the guidance of local and state leaders, the association purchased the property, reconditioned many of the buildings, provided maintenance equipment, boats, canoes, boathouses, diving floats, and constructed tent villages for accommodating campers at many points overlooking the beautiful lakes. Careful planning, systematic work, and leadership and character training have combined to make Oswegatchie Camp a unique and far-reaching resource in the agricultural education services of the State." □



Getman Lodge, the most recent of the buildings on the site of the FFA Leadership Training Foundation camp in New York. Much of the material in the building came from the camp property. Campers and their Vo-Ag teachers contributed a considerable share of the labor of construction over a period of two camping seasons. (Photo by Harold L. Noakes.)

Professional and Teaching Aids

FFA Programs and Activities

Your FFA Banquet is Showing, Texas A & M College, Department of Agricultural Education, College Station. Single copy free to head teacher trainers and state supervisors. 12 pages.

The story of an FFA banquet. Offers suggestions for conducting a banquet and lists duties of committees used to stage the banquet.

Promotional Activities for Departments of Vocational Agriculture and FFA Chapters, Report of Southwestern District Conference of New Mexico Vocational Agriculture Instructors, Division of Agriculture, State Department of Vocational Education, State College, New Mexico. Limited distribution. 4 pages.

A summary of public relations activities considered desirable for instructors of vocational agriculture in promoting the vocational agriculture program and the Future Farmers of America.

Instructional Methods in Developing the FFA Program for Vocational Agriculture I, Report of District Conference of New Mexico Vocational Agriculture Instructors, Division of Agriculture, State Department of Vocational Education, State College, New Mexico. Limited distribution. 8 pages.

Material developed by instructors of vocational agriculture in what to do in developing the FFA program and how to accomplish the tasks selected.

Self-Evaluation - - -

(Continued from Page 140)

Self evaluation can tell us not only how far we have gone, but how we arrived at the present point, and the direction to take for the future. Through it, self improvement is accomplished, resulting in more effective teaching and consequently desirable changes in behavior of students. □

FFA—Synonymous or Contributory?

(Continued from Page 124)

carefully considered activities which are mostly entertaining or which provide "glitter" alone. We must hold fast to our basic educational purposes and find ways to more nearly achieve them if our program is to continue to receive desired recognition and the opportunity to contribute its services in the years ahead.

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Problems of beginning teachers

PAUL F. SPRAGGS, Vo-Ag Instructor, Halifax County Training School, Halifax, Va.

SUNDRY and varied are the problems of the beginning teacher of vocational agriculture. While some of his problems seem closely akin to those encountered by novices in other teaching fields—science, mathematics, art and what not, others seem to be peculiarly those of the inexperienced teacher of vocational agriculture.

Some of the problems of the beginning teacher of vocational agriculture follow—

1. Setting up a comprehensive program which meets the needs of all his pupils—All-Day, Young Farmer and Adult. In formulating such a program, the teacher must solve a multiplicity of smaller problems. He might have to enlighten county leaders as to the broad scope of vocational education in agriculture before they will accept the program fully.

2. Maintaining proper relationship with administrators and supervisors. Many pitfalls line the pathway to achievement of the novice who does not solve this problem adroitly. It is a problem in human engineering, and one's success in so doing seems to hinge upon an understanding of and tolerance for the philosophy of those directing the program and upon close adherence to whatever chain of authority is established.

3. Maintaining proper relationship with other agricultural agencies in the community. Heads of agricultural agencies are people—persons with likes and biases just as are all other men and women. And just as other leaders, they have certain influence on community thinking. Working with these individuals so as to assure the maximum effective results for vocational agriculture is a social equation that the beginning teacher must solve. A slip of the tongue or an unkind gesture might impair relationships materially, or might reduce the opportunities of vocational agriculture for a long time.

4. Keeping the diverse records demanded by administrators and supervisors and making reports on time and in an orderly manner. It seems that many beginning teachers look upon the many records and reports required of agriculture teachers as being unnecessary. Be this as it may, records and reports are requirements; all teachers, old and new, must execute them according to policies established in their particular localities.

5. Gaining technical information needed to render assistance with certain enterprises or to fill in gaps in one's training. Many beginning teachers find that their pre-service training has not prepared them to perform adequately all of the tasks confronting them as instructors of vocational agriculture. Frustrated, some of them attempt to fill the gaps; dejected, some blame their training institutions for not fully preparing them for their job. But no training institution can, through pre-service in-

struction alone, prepare beginning teachers for all of the manifold contingencies and problems they will meet on their jobs. Meeting these problems successfully, or obtaining the know-how to meet them adequately, is the high accomplishment of the teacher who learns to make fullest use of his community resources—natural and human; who learns to use his supervisors; who reads and stays abreast of scientific advancements in his field; who utilizes opportunities given him for inservice training—conferences, attendance at higher institutions and whatnot; and who has the common sense to realize that no one person can carry within his head all of the skills needed in all of the farming enterprises of any one community. Hence like the good rural doctor, he calls in a specialist when the case is baffling.

6. Organizing departments — shops, teaching aids and classrooms.

7. Scheduling his time in order that he might be able to accomplish the varied and diverse duties his job entails. The beginning teacher often finds himself swamped with obligations—surveys of crop and livestock enterprises must be made; news articles written; prospective students visited; speeches made; fairs planned and conducted. Detailed planning and scheduling of time are obligatory for success.

8. Controlling and disciplining pupils. This is a problem all inexperienced teachers face. It is not a problem that can be treated lightly if one wishes to succeed.

9. Overcoming, or making adjustment to the school's lack of facilities and instructional materials. Many new teachers begin their work experience in localities which have inadequate teaching materials and poor facilities. Overcoming this problem or adjusting thereto presents a problem of first magnitude. It is easy for the beginner to become frustrated. Courage should be forged from the facts that few master teachers today begin their experiences with adequate facilities. They got them after years of hard work and felt leadership.

10. Making effective use of plans and teaching techniques. The novice teacher of vocational agriculture may find it difficult to so plan and present his lessons as to bring about desirable change on the part of the learner. He might have difficulty in getting down to his pupil's level or adapting lessons to the

Purposeful Study

(Continued from Page 133)

Study—"The Basis for Effective Learning." □

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Farm Forestry - - -

(Continued from Page 138)

The more frequent instruction in the classroom, with an indicated lack of the use of specimens, models or the use of outdoor laboratories, suggested that instruction in some units might have been of little benefit to the recipients.

Recommendations made on the basis of findings included the following items:

1. The core curriculum of the summer camp might remain the same, with certain forestry units deemphasized in some subjects while other units could be emphasized.
2. Presentation of the forestry subjects at the camp in an order and manner similar to the activities necessary to put a woodland under intensive management.
3. Improvement of the machine tree planting services of the Forest Service.
4. Instigation of good forestry practices in Young Farmer and Adult Farmer classes in view of their relative permanency.
5. Utilization of local sawmills and logging operations to teach units in farm forestry. □

needs, interests and abilities of his pupils. Skill in these areas comes with experience, observation and the desire to improve.

11. Becoming a member of the school's educational team. Many beginning teachers of agriculture feel that vocational education in agriculture is something away and apart from the secondary school. They do not become members of the team as readily as they might. Vocational agriculture teachers must develop broad understanding of the secondary school and its many departments and display interest in the advancement of all. □

Featured in the
January issue—

"Increasing Emphasis
in Farm Mechanics"

BOOK REVIEWS

FARMING WITH NATURE, by Joseph A. Cocannover, pp. 147, published by the University of Oklahoma Press, Norman, Oklahoma. Price \$2.95.

Farming With Nature is a non-technical discussion of the way farmers and gardeners should maintain soil fertility. The author believes that good farming consists largely of maintaining an unbroken, dynamic fertility chain in the land. He starts off with a discussion of nature at work building and maintaining soils.

Then he proceeds to discuss the use and effects of compact piles, green manures, soil minerals and commercials, plant life within the soil, microbes of the soil, the use of barnyard manure, earthworm farming, the water cycle, and nature and our foods.

The emphasis is placed always on cooperation with nature to keep each of the natural cycle of soil building and maintenance steps functioning properly.

The author believes that each kind of life within the soil contributes to other kinds of life, and that the nutrients in the soil will be released for use by crops only if the life in the soil is kept vigorous through proper food in the form of organic matter. It is the action of the soil plant, animal, and bacterial life, through their natural growth activities, that releases the soil nutrients for crops.

The book is written in an easy reading, informal style. It does not deal with the economic aspects of farming except in a very general way, nor are there specific recommendations or solutions to fertility problems. Rather, it is an expression of a point of view about soil fertility based upon a belief in the use of organic matter in every possible form, supplemented by commercial fertilizers.

The author, Joseph A. Cocannover, holds a B.S. degree in science from Oklahoma A & M College and an M.S. degree in tropical agriculture from the University of the Philippine Islands. He is at present engaged in agricultural research under foundation auspices in the Middle West.

—A. H. Krebs

The Cover Picture

The National FFA officers for 1954-55 are pictured on the front cover page. Elected in the Convention at Kansas City in October, these are the young men who will be guiding the destinies of the FFA during the year—standing, left to right, L. Philip Brouillette, national FFA student secretary, Richford, Vermont; and Billy Gunter, National FFA president, Live Oak, Florida.

Seated, left to right, Lowell Gisselbeck, Central Region vice-president, Watertown, South Dakota; Jay Wright, Pacific Region vice-president, Alamo, Nevada; Charles W. Anken, North Atlantic Region vice-president, Holland Patent, New York, and Robert H. Futrelle, Southern vice-president, Mt. Olive, North Carolina.

.... Tips that work . . .

Rotary Club Sponsors FFA Projects

Through loans the Hobart Rotary Club is helping members of the South Kortright Central School FFA Chapter become established in farming. The loans are available to members who need financial help to secure a project. Money is provided for one poultry and two dairy loans each year.

Loan agreement forms were developed through the cooperative efforts of the Rotary Club loan committee and the local teacher of vocational agriculture. For each loan three copies are signed by the FFA member, a parent of the member, the chairman of the Rotary committee and the teacher of agriculture. By filling out triplicate forms one can be kept by the FFA member receiving the loan, one deposited with the Rotary Club and one filed in the central school agricultural department.

The following form is used for dairy loans:

The Rotary Club agrees

1. To lend \$..... to be used as total or partial purchase price of a purebred dairy female.
2. To charge no interest.
3. To expect no repayment in case of loss due to sickness, fire, lightning, or other accident.
4. To have at least one member help the teacher of agriculture and the FFA member select the animal.
5. To have at least one member visit the boy at least once per year.

The FFA member agrees

1. To make certain that the animal is registered in his name.
2. To give the animal good care.
3. To keep an accurate financial record on the animal.
4. To show the animal at the School Fair.
5. To have the animal bred artificially unless there is a very good purebred bull on the home farm.
6. To repay the loan by the date of his graduation. (Date he would have graduated if boy quits school.)

It is further suggested

1. That the project be carefully supervised by the teacher of agriculture.
2. That the animal be shown at the County Fair if possible and if the animal has reasonable show qualities.
3. That no loan exceed \$125.00.

A slightly different form shown below is used for poultry loans.

Agreement between the Hobart Rotary Club and, a member of the FFA at South Kortright Central School.

The Hobart Rotary Club agrees

1. To lend \$..... to be used to purchase and raise chicks.
2. To charge no interest.
3. To expect no repayment in case of loss of chicks by fire, theft, or accident.
4. To have at least one member visit the boy at least once.

The FFA member agrees

1. To purchase straight run or sexed pullet chicks.
2. To purchase these chicks from a local hatchery.
3. To provide suitable place for chicks and to give them good care.
4. To keep an accurate financial record on the project.
5. To show poultry at the School Fair.
6. To repay the loan within fifteen months.

It is further suggested

1. That the projects be carefully supervised by the teacher of agriculture.
2. That poultry be vaccinated for Newcastle and inoculated for bronchitis if possible.
3. That poultry be shown at the County Fair if possible.
4. That no loan exceed \$100.00.

After a lengthy discussion of insurance it was decided not to insure the loans. The Rotary Club assumes the risk. This feature is of great importance to the recipient of the loan as it removes some of the risk from his venture.

Not only do these loans aid FFA members in obtaining ownership of projects, but they also give valuable business experience in borrowing and repaying money.

AL PALM, *Vo-Ag Instructor,*
South Kortright, N. Y.

Evaluation Practices - - -

(Continued from Page 136)

dealing with educational results appear in the upper portion of the rank-order listing of the 30 practices."

5. "Since closely related practices are scattered through the rank-order list, judgment must be used in selecting and implementing each of the 30 practices or any combination of the practices. However, a person's skill in using the practice may be more important than the value of the practice."

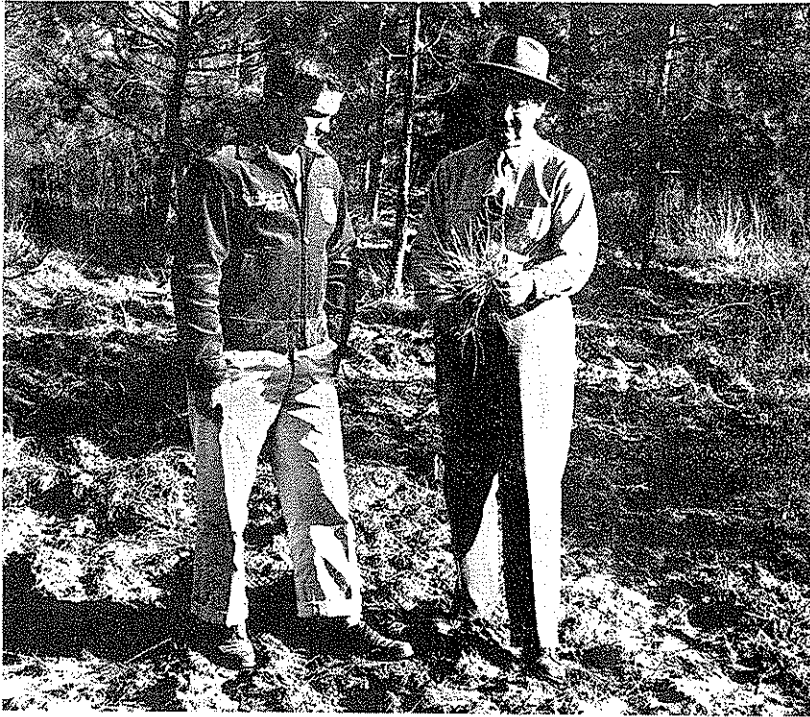
Persons concerned with evaluation of adult education in vocational agriculture

Credit Due

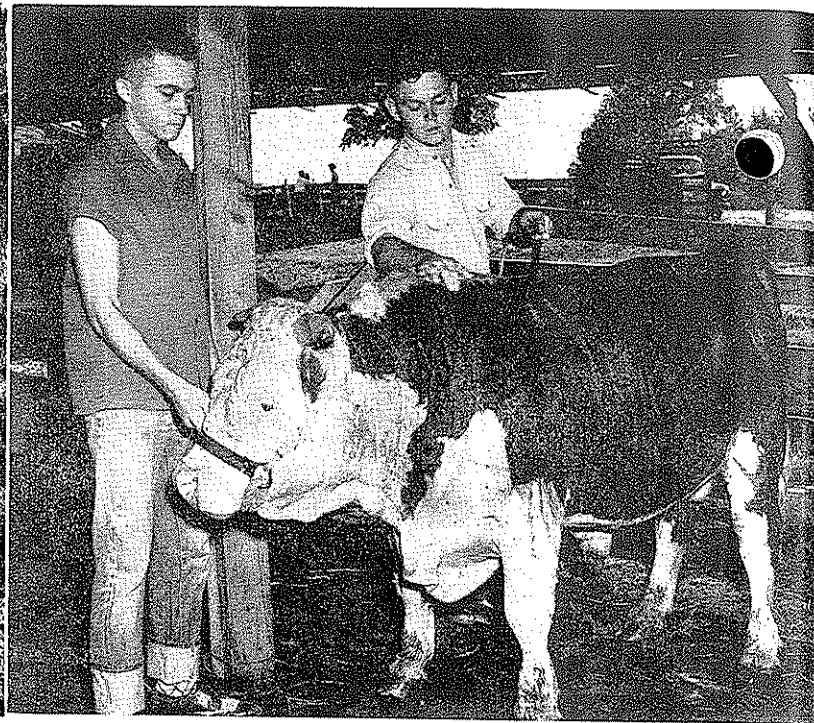
In the article entitled *Magazines are Teaching Aids*, in the September issue of *Agricultural Education Magazine*, credit for certain quotations should have been given to Dr. E. B. Knight and his publication—"Using Agricultural Periodicals Effectively in Vocational Agriculture Classes." The author has asked that such credit be recognized.

should become familiar with the 30 evaluation practices and the use of the practices in the development of a successful program. □

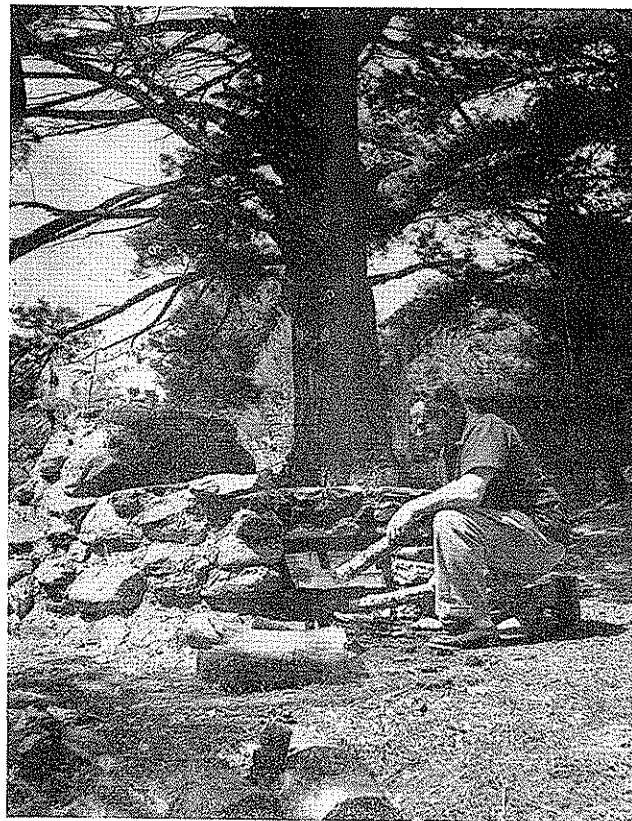
Stories In Pictures



↑ Mississippi Vo-Ag students take forestry as productive enterprise projects. C. S. Miller, Vo-Ag teacher of Lucedale, Mississippi, is showing one of his students some of the fine points about planting pine tree seedlings.



↑ Mississippi FFA members take pride in showing the "products of their toil." Melvin White (left) and John Broome of the Raymond, Mississippi FFA Chapter get their prized Hereford bull ready for show.



↑ J. Arthur Peters, FFA Adviser at Bradford, Vermont, starts a fire in one of the fireplaces in the community recreational area developed by his FFA Chapter. The 65-acre park has its own road system and offers fireplaces, picnic tables, drinking water and an unequalled view of the White Mountains. The facilities are open to, and widely used by, the public. Detailed information about the project was given in a story in the April, 1953 issue of the Magazine.

↓ The FFA Memorial Room in the World War II Memorial Union Building on the University of Maine campus. FFA Chapters in Maine contributed \$5,000 toward the construction of this portion of the building. The room is used for State FFA officers' meetings and other FFA events held on the campus. The bronze tablet being examined by the two officers in the picture bears the inscription: "This Room was presented by the Future Farmers of Maine in Honor of Their Members Who Served and in Memory of Their Members Who Died in World War II."

↓ Virginia, the birthplace of the New Farmers of America twenty-seven years ago, is still producing well-rounded farm leaders through the NFA organization. Shown here is a portion of Virginia's representatives to the National Convention of New Farmers of America in Atlanta, Georgia, taking "time out" for sightseeing. The Atlanta Municipal Auditorium is in the background. (Photo by Overton R. Johnson.)

