

*The* **AGRICULTURAL EDUCATION** *Magazine*

VOLUME 28

SEPTEMBER, 1955

NUMBER 3

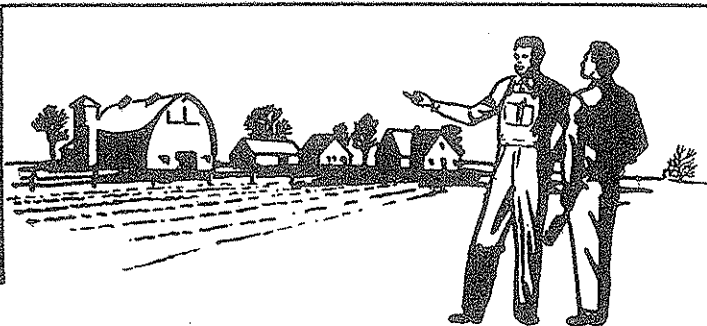


Picture legend, page 58

*Featuring—*

**Starting the New  
School Year**

# The Agricultural Education Magazine



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

THE INTERSTATE  DANVILLE, ILL.

## MANAGING EDITORS

W. A. Smith, Cornell University, Ithaca, New York,  
Editor  
W. Howard Martin, University of Connecticut, Storrs, Connecticut  
Consulting Editor  
Henry Ross, Texas A. & M. College, College Station, Texas  
Business Manager

## SPECIAL EDITORS

**CENTRAL**  
J. N. Weiss, University of Illinois, Urbana, Illinois  
H. J. Sweany, Michigan State College, East Lansing, Michigan  
**NORTH ATLANTIC**  
H. R. Cushman, University of Vermont, Burlington, Vermont  
S. D. McMillan, Dept. of Education, Charleston, West Virginia  
**PACIFIC**  
S. S. Richardson, Utah State College, Logan, Utah  
H. A. TenPas, Oregon State College, Corvallis, Oregon  
**SOUTHERN**  
R. H. Tolbert, University of Georgia, Athens, Georgia  
O. L. Snowden, Mississippi State College, State College, Miss.  
**AT LARGE**  
Max Lampo, 101 West Grand, Neosho, Missouri  
Teachers  
A. H. Krebs, University of Illinois  
Book Reviews  
J. K. Coggin, North Carolina State College, Raleigh, N. Car.  
Photography  
H. N. Hunsicker, U. S. Office of Education, Washington, D. C.  
Vocational Division

## SPECIAL REPRESENTATIVES

North Atlantic, John A. Snell, Augusta, Maine  
Central, Ernest L. DeAlton, Fargo, North Dakota  
Pacific, Jack Ruch, Laramie, Wyoming  
Southern, E. W. Garris, Gainesville, Florida  
N.V.A.T.A., Robert Howey, Newark, Illinois

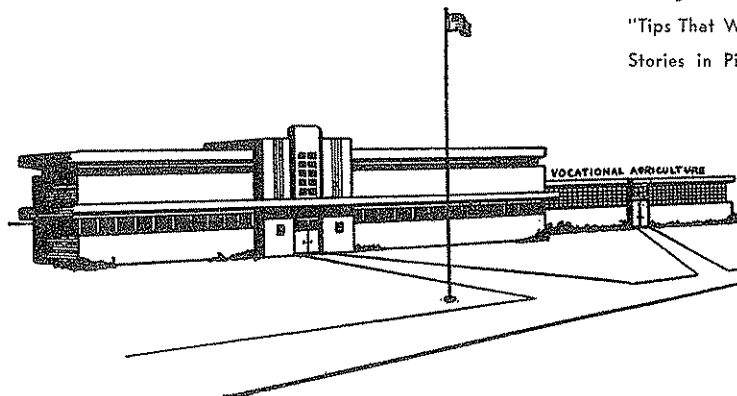
## EDITING-MANAGING BOARD

John A. Snell, Maine; E. L. DeAlton, North Dakota; Jack Ruch, Wyoming; E. W. Garris, Florida, acting ch'm.; S. F. Peterson, North Carolina; W. T. Spanton, Washington, D. C.; M. N. Abrams, Texas; Robert Howey, Illinois; Henry Ross, Texas; W. H. Martin, Connecticut.

# Contents

## Editorials

Guest Editorial.....	Merle Eyestone.....	51
Responsibilities of the Teaching Profession.....	H. M. Hamlin.....	51
Your School and Faculty Relationship.....	Robert J. Loughry.....	52
"Get the Jump" on Discipline Problems.....	L. B. Hixon.....	53
The Responsibility Is Yours.....	Sam H. Gunter.....	55
The New Teacher in a New Community.....	Henry TenPas.....	56
What Vo-Ag Students Like and Dislike About Their Teacher.....	John Calhoun and Clifford Watson.....	58
Walk, Don't Run.....	Arthur M. Mellor.....	59
When Should the FFA Jacket Appear in Pictures?.....	Joe Duck.....	59
Adjustment of the New Teacher to Job and Community.....	Frederick H. Stutz.....	60
Developing Suitable Farming Programs.....	George P. Deyoe.....	62
Start With a Program of Work.....	S. J. Reeves.....	63
Making Agriculture Teaching Truly Vocational—Part II.....	V. G. Martin.....	64
Teacher Training and Supervision—A Team.....	Warren G. Weiler.....	65
Building a Challenging Course of Study.....	Elwood M. Juergenson.....	67
Leadership Is the Key to Good Discipline.....	David Carpenter.....	68
News and Views of the Profession.....		69
Themes for the Months of the Last Half of Volume 28.....		69
Field-Study Tour—King Size.....	John G. Safarik.....	70
Book Reviews.....		71
Change in the <i>Magazine</i> Staff.....		71
"Tips That Work".....		71
Stories in Pictures.....		72



Subscription price, \$2.00 per year, payable at the office of the Interstate Printers and Publishers, 19-27 N. Jackson St., Danville, Illinois. Foreign subscriptions, \$2.25. Single copies, 20 cents. In submitting subscriptions, designate by appropriate symbols new subscribers, renewals and changes in address. Contributions should be sent to the Special Editors or to the Editor. No advertising is accepted. Entered as second-class matter under Act of Congress, March 3, 1879, at the post office in Danville, Illinois.

## Editorials

### Guest Editorial

MERLE EYESTONE, President, National Association of County 4-H Agents, Topeka, Kansas

America's finest and most valuable crop is its youth. The quantity and quality of this crop, as with most crops, is determined by its environment. Heredity provides what a boy might be, whereas environment provides what a boy will be.

Professional youth workers in extension as well as the instructors in the vocational agricultural program must keep in mind at all times that their young people are a part of families and integral parts of neighborhoods and communities. Families, clubs, communities or even the Nation will grow and develop to the extent that each individual will develop. We in extension definitely feel that the training of the boy and girl is our fundamental task. This training should include training for character, good citizenship and responsible leadership.

When your guest editor was given this invitation to write this article it was suggested that I might share some of our mutual interest between 4-H and the vocational agricultural program.

In the 4-H club program we work with boys and girls. They can begin their training at the age of 10 years, or as associate members at 8 or 9 years. Our national average for tenure as a club member is around 3 years and the averages age is 13 years. Our program is a voluntary one of members, projects, supervision and leaders. Project work is our fundamental requirement.

With the above facts in mind one can see that our 4-H program, as we deal with the majority of our members, is not in the same age group as we find in the vocational agricultural classes. This means that our 10-13 age group will have considerably different interests, habits and needs, than the FFA boy.

In thinking about our older 4-H members in high school we find in a good many states, excellent demonstrations of our two groups working together for the betterment of the individual.

We know our states differ in policies and programs both in 4-H and in the vocational agricultural program. However, I would like to share something regarding the way our groups work together in Kansas.

Our programs do vary somewhat in methods of teaching but both are keeping in mind the individual boy and his family, rather than a particular project.

Many of our 4-H boys carry both 4-H club work and vocational agricultural work and successfully meet the needs and requirements of both programs. This is made possible through the excellent cooperation of both agencies in the state offices and through teamwork in the field of vocational agricultural teachers and extension workers.

Our extension agents in Kansas encourage boys to carry the vocational agricultural program so they may receive the intensive agricultural training under much closer supervision than we can provide in our extension service due to personnel and program structure. Then too, our 4-H program is a supplemental educational program to the schools.

(Continued on page 54)

### Responsibilities of the teaching profession

H. M. HAMLIN, Teacher Education, University of Illinois

We are in a period when great decisions are being made regarding the functions and responsibilities of the teaching profession. Lay citizens are becoming increasingly active in public school affairs at the same time that a teaching profession and strong organizations of teachers are developing. There must be mutual understanding by citizens and professional educators of the role each is to play or we shall have more and more head-on collisions between them.

The guiding principle governing their relationships is that citizens are responsible for school policies, while the professional school employees advise about and execute citizen-made policies. In the past generation, the citizens have often failed to do their policy-making job, hence the professional people have frequently taken over functions that belong to citizens. Citizen groups, such as boards of education, have frequently been active in matters best left to professional educators.

It is important to the citizenry that a teaching profession and strong professional organizations should develop. Only if they develop will teaching be sufficiently attractive to secure and hold enough good teachers for the period ahead when school enrollments will rise abruptly and the attractions of other occupations will make it all but impossible to get the teachers we need.

A profession is often the carrier in a particular field of human activity of the highest values the race has discovered. If the teaching profession develops as it might, the public may well choose to allow professional educators to have a large measure of freedom and autonomy, as it has allowed some other professions to have it. The teaching profession can do much in providing means for its members to share their experiences, in the recruitment and preparation of teachers, in developing educational research, in providing for teacher welfare, and in setting codes of conduct.

A strong profession is unlikely to develop without strong professional organizations, which are able to bargain collectively, not only for salaries and benefits, but for the working conditions essential for accomplishing the purposes for which the profession exists.

Not all in teaching could be called "professional educators." Not all are carrying their own weight in professional organizations.

If teachers are to be accorded the rights and responsibilities of a profession, they must take on more of the characteristics associated with professional persons.

What are some of these characteristics as they apply to the teaching profession?

1. They are extensively and thoroughly educated. The general education has been such that they are accepted as "educated people."
2. They have been specially prepared for the work they are to do in the schools.
3. Their loyalties are to the highest values the race has discovered.

(Continued on Page 57)

Making the right start may depend upon - - -

# Your school and faculty relationships

Get them established early in the school year

ROBERT J. LOUGHRY, Vo-Ag Instructor, Hickory, Penna.



Robert J. Loughry

**T**he vocational agriculture department can not progress in its educational program development without the aid of the entire school and faculty. We cannot hope to achieve any degree of success in our work if we have any kind of friction

between our department and the administration, the faculty, or the board of education. We must make great effort to establish desirable rapport with all of the professional contacts in our work if we hope to have the most effective program in vocational agriculture.

What are the areas where poor relationships are likely to develop? To intelligently prevent agitation, we must know where it might occur, and be prepared to prevent it. These areas are as follows:

- 1. Teacher Ethics**—If the vocational agriculture teacher does not adhere to a reasonable pattern of behavior for professional persons which may be acceptable to his community, he cannot expect to acquire or maintain the respect of the board of education and the other professional employees in his school.
- 2. Teacher Load**—If the vocational agriculture teacher is not willing to accept his share of the responsibilities of the whole school, he will surely develop friction with his administrator and fellow teachers.
- 3. Extra Curricular Activities**—We teachers of vocational agriculture are very fortunate in being able to work with the FFA. Sometimes, however, we can create friction with the school and faculty. If the administration does not fully understand the purposes of the FFA, there will be reason for agitation. If the program of the FFA is very successful, other members of the faculty may become jealous and in turn cause trouble.
- 4. Philosophy of Education**—Most of us as teachers in vocational agriculture believe strongly in a practical kind of education while many academic teachers, by the mere nature of their work, have developed an idealistic concept of education. If we are not thoroughly acquainted with such thinking we may find ourselves in some misunderstanding without knowing why. We also should

attempt to understand the philosophy of education at work in our school in order to be consistent with it and our administration.

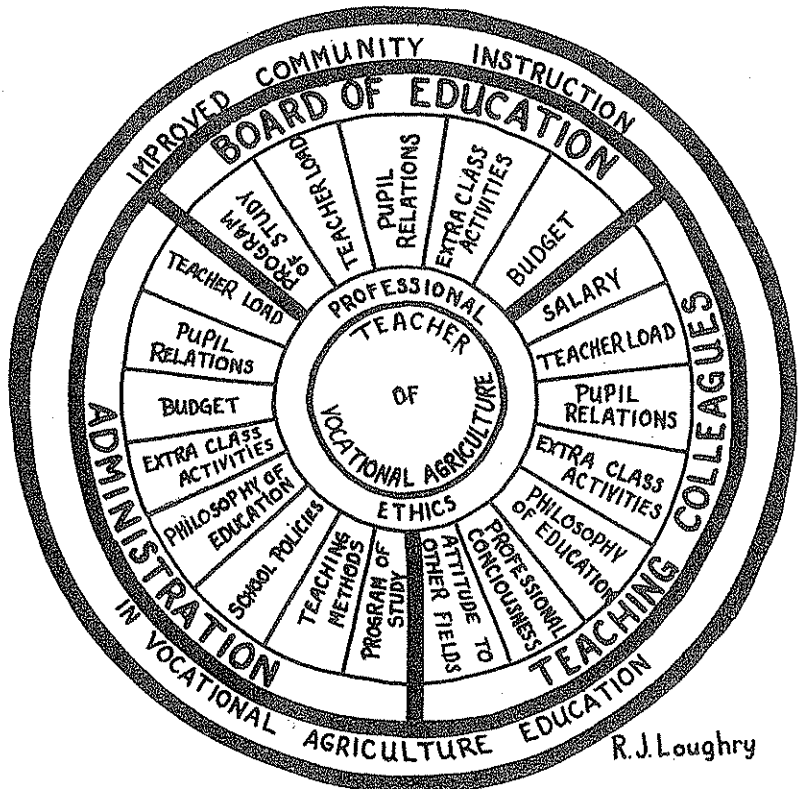
- 5. School Budget**—If we make unnecessary or outrageous demands for facilities and supplies, both the administration and the board of education will lose respect for us and future needs will not be met. There should be a very definite understanding with the administration about the budget for the department of vocational agriculture.
- 6. Professional Consciousness**—If the teacher of vocational agriculture is not willing to consider himself a part of the profession of teaching and if he is not willing to share in the responsibilities of his professional associations he will fail to get the optimum rapport for his fellow teachers.
- 7. Pupil Relationships**—No teacher of vocational agriculture could hope to succeed in the educational program of a school if the relationships with his pupils were

not above reproach. We not only fail to have the respect of our pupils, but we will ultimately lose the respect of the faculty, administration, board of education and the community.

- 8. Salary**—Because the vocational agriculture teacher is hired to do a full twelve month's work, he often will be making more money than many teachers who have served on the faculty longer. He should make every effort to justify such extra pay if there is any indication of jealousy.
- 9. Methods of Teaching**—Many administrators and teachers do not understand the necessity for a vocational teacher to employ laboratory and individualized methods of teaching. The vocational agriculture teacher has a definite responsibility to his administrator, and should be sure that there is little or no question about the teaching methods employed in the vocational agriculture department.
- 10. Program of Study**—If the department of vocational agriculture does not present a meaningful program of study, surely the teacher of that department will be to blame and will be open to much criticism and rebuke.
- 11. Colleague Criticism**—The teacher of vocational agriculture should refrain from adverse criticism of his colleague's methods or work

(Continued on page 54)

## CHART SHOWING AREAS OF VOCATIONAL AGRICULTURE-SCHOOL-FACULTY RELATIONSHIPS



R.J. Loughry

# "Get the jump" on discipline problems

## Planning in advance will pay dividends

L. B. HIXON, School of Education, Cornell University

A frequently occurring reason given for the early dismissal of beginning teachers is inability to lead and control students. This weakness is usually evidenced through difficulties and ineptitudes in one or more of the following areas:

1. The personal manner and conduct of the teacher.
2. The teacher's knowledge of his subject and his adjustment to the teaching situation.
3. The positive and effective teaching procedures established by the teacher.
4. The teacher's use of sound disciplinary and control factors in the classroom.

At the start of his career the teacher will benefit by a frank consideration of ways and means by which he can fortify and strengthen his hold on students.

The following suggestions are submitted with the view that they may help to guide the thinking of the prospective or new teacher toward a better understanding of ways and means for effective classroom control.

### Act Like a Teacher

*Be professionally interested in your work.* A good teacher radiates enthusiasm for his subject. He "sells" learning through his concern and interest in the subject matter. He tries to develop the same enthusiasm in his pupils as he, himself, feels. He knows that class control is more easily managed when teacher and pupils are eager to learn, and are interested in the work studied.

*Know your subject.* Cooperation is more easily secured when students know that their teacher is thoroughly informed and fully familiar with his subject matter. This is the direct result of a realization that the teacher can lead the students toward desirable objectives and can add also to the limited readings and experiences of daily assignments. In order to do this the teacher must read widely and keep up with that which is new in his area of teaching. He cannot remain static in his knowledge. In addition he cannot depend entirely on student texts. His responsibility to the students lies in a continual search for interesting and vital information which he can pass on to them, and an exposition and use of this knowledge in line with student ability and understanding.

*Conduct yourself as a leader.* The student expects the teacher to take the major initiative and leadership in classroom management. To earn his respect the teacher needs to conduct himself with dignity and assurance. It is suggested that he act self-confidently even though he may not feel that way. The student should gain the impression that the teacher has command of the classroom situation.

*Let your actions and decisions be studied and deliberate.* Students have more respect for and cooperate better with the teacher when they sense his every action as well thought out and under control. On the other hand, a teacher acting under impulse or uncontrolled emotion can expect similar response by his students.

*Establish good speech habits at the beginning.* The speech of the teacher and the speech of his students are important factors in classroom management.

The teacher must make sure that he is being understood. His voice needs to be convincing, clear, steady, dynamic, and loud enough to carry to all parts of the classroom. It will help if he keeps his eyes focused on his students, and speaks directly to them.

At the same time the teacher must insist that students speak loudly enough to be clearly heard by all persons in the classroom. Time spent in explaining the manner and importance of good student speech will lessen the degree of inattention and heighten the desire of students toward listening to one another.

*Be courteous yourself.* The student will be courteous and respectful to the teacher if he in turn receives similar treatment and notes a like regard for all others in the school community. It is strongly suggested that the teacher refrain from "tearing down" school personalities. Sooner or later the teacher, himself, will be the victim.

*Avoid emotionalism.* A business-like attitude divorced from emotionalism carries great weight in a classroom. The teacher is human, but he is not expected to let his personal feelings become evident to the point that they become explosive or off-center.

### Be Ready for Teaching

*Start planning before you arrive at the new school.* The beginning teacher should make a thorough and critical examination of the school situation before beginning work at the new location. In all probability he will have visited the school in order to determine whether or not to accept employment. It is suggested that he augment the initial visit with a number of additional ones. During these latter visits the beginning teacher can obtain information concerning school regulations, teaching materials, room assignments, teaching plans in use, and pupil data. As an example, an off-the-cuff talk with the teacher whose place is being taken, will normally pay dividends. From him much important information can be obtained.

When the teacher knows what to expect, he will be in a position to start formulating teaching plans. These plans can and ought to be organized before

he arrives at his teaching destination, and can be realized by proper allocation of time during the final college year and summer period.

It is a good practice for the beginning teacher to obtain as much of the school's study material as is possible prior to actually being on the job.

Having the first several weeks of teaching planned in detail will permit the teacher greater leeway when the plans are put into operation. It is obvious that these plans will operate in a flexible fashion when on the job, but having a plan sets the stage and eases the burden, and thereby eases the disciplinary situation. Furthermore, students "catch on" early and are sometimes difficult to handle when they sense that teaching is confused and without direction and planning.

*Know your school building.* The teacher can save himself much confusion and uncertainty if he makes a real study of the school building. It is good sense to find out what school activities take place in the various parts of the plant. This is a detail of learning which is best obtained prior to the start of actual teaching. Having learned all about the building the teacher will be able to meet his fellow teachers and students with greater confidence.

*Have more in your plans than you probably will use.* Beginning teachers are apt to run out of things to say and activities to foster. As a result empty moments appear near the end of the classroom period. When this happens students have no occupying interests and discipline is more difficult to maintain. A plan which includes extra topics and additional activities will help to eliminate this teaching breakdown.

*Know the school regulations.* Each school has certain regulations which have been established for the operation of the school. The teacher should become familiar with these regulations as early as possible. A student control problem can be more easily and quickly solved when the teacher knows the regulations which apply to the particular situation.

*Plan ahead for the handling of routine matters.* Certain details and events in the school day should be handled as matters of routine. A beginning teacher should decide which classroom activities are routine and how they should be handled. These decisions can in part be made prior to the beginning of the teaching career. The visits to the school, as proposed above, will be helpful in making these decisions.

Questions involving seating, passing of papers, and attendance are a few of the many management details which can be handled as routine matters. It is obvious that every contingency cannot be predicted. It is equally obvious that a plan can be made which will serve as a guide. Sloppy handling of routine matters creates conditions leading to bad discipline and control.

*Plan for the decoration of your classroom.* The beginning teacher should start early, preferably before entering on the new job, in deciding how to make his classroom attractive, interesting

(Continued on page 54)

**"Get the Jump" - - -**

(Continued from page 53)

and conducive to study. The preliminary visits should tell the teacher what bulletin boards, board space, and materials are available.

A classroom which is neatly organized and filled with interesting study materials enhances the zest for learning, and helps to eliminate negativeness toward the teacher and the subject. Attractive bulletin board displays, exhibits, models, apparatus in working order, supplementary reading sections, and blackboard diagrams and designs aid in establishing a wholesome atmosphere for learning.

**Establish Class Control at the Beginning**

*Hold the reins of the class firmly in hand.* Too often the new teacher feels he should court the favor of his students. Such a course of action usually leaves him at a disadvantage.

At the beginning of his career, the teacher can afford to be a little "tough,"—making sure that there is general agreement among the students that his leadership takes precedence. Gradual easing of the tougher attitude may be permitted when the teacher finds that his students appreciate and can handle freedom and responsibility.

This suggestion does not imply that the new teacher should be an ogre in class. Rather than that, it is suggested that he be somewhat impersonal and objective, firm and deliberate, and serious rather than humorous. Sympathy can be present without the over-personal.

The teacher must be the "boss," first, last, and always, for it is he who is charged with the responsibility for the direction of learning. According to modern practice, students have a right to a part in classroom planning and procedure, but it is a mistake to lose sight of the teacher's overall responsibility for classroom leadership.

*Make an early decision concerning procedures for handling classroom control problems.* A new teacher needs to think about common control problems and plan appropriate procedures for their solution. Even though he is not able to predict all that may happen, he will nevertheless be able to better handle the majority of problems with fairness and dispatch.

*Know which students need special disciplinary attention.* This does not mean that the teacher will be "hard boiled" toward certain students. It does mean that the teacher will have a more sympathetic and understanding attitude. He will watch these students particularly for behavior difficulties, and will be prepared to handle their special problems.

*Start early to build up a cooperative, joint-enterprise spirit in class.* The very first class session should be the starting point for the stress of team spirit and the feeling of working together. Students need to know that they must cooperate and work toward common learning objectives. If unity in direction

is achieved, the beginning teacher will experience less disciplinary difficulty. Continued application of this appeal for cooperation almost always results in its realization.

The key to the success of any teacher is his ability to establish the right relationship with his students. The first step lies in the establishment of a joint-enterprise point of view.

*Have a few good rules of conduct in your class but not too many.* An understanding by students of the conduct to be expected in class is a necessity. Even though there will be certain school regulations in effect, students will want to know how the teacher intends to operate his class, and what specific controls over their behavior are to be established.

During the first class session the teacher should explain the reasons for the rules, and make sure they become immediately operative. Students appreciate good class management and expect a certain amount of teacher initiative in this direction.

Too many rules offer additional opportunity for rule breaking. It is better to have a few general understandings than a great many minor and perhaps ineffective ones.

*Have the first few minutes of each class particularly well-motivated.* The new teacher should make every effort to capture the attention of his students through the introduction of motivating and interesting subject matter. Establishing an early interest in the topic of study produces better control. Many of the factors leading to misbehavior are eliminated. Cooperative effort will be established, possibly lasting throughout the entire period.

There are times when the teacher must experience great firmness in the handling of individual and group initiative, but by and large the practice of motivating subject matter pays great dividends. □

**Your School and Faculty - - -**

(Continued from page 52)

unless requested to do so by school officials for the welfare of the school. Nothing will cause a fight quicker than to pick at another's weaknesses.

12. *Attitude Toward Work in Other Fields*—Unless the teacher of vocational agriculture develops a healthy respect for another area of instruction he is likely to cause irritation among his colleagues who handle such subject matter.
13. *School Policies*—The teacher of vocational agriculture should make every effort to support the programs and policies of the school administrators and the board of education. If he fails to do so he is not fulfilling his professional obligations and may cause conflict.

The relationships between the teacher of vocational agriculture, his colleagues, the school administrators and the board of education will, in large measure, determine the success of the vocational agriculture program in the community.

If such relationships are desirable, there will be fewer obstacles in the way of developing the quality program in agricultural education a community deserves. If, however, the vocational agriculture teacher, is immature and lacks willingness in keeping high standard relationships, then the whole program of agricultural education will be inhibited and indeed restricted.

The teacher of vocational agriculture would do well to remember that he is dealing in *human relationships*, and that the same techniques apply in dealing with school personnel as with any other people. It seems very trite but accurate to quote, "Do unto others as ye would that they would do unto you." □

**Guest Editorial - - -**

(Continued from page 51)

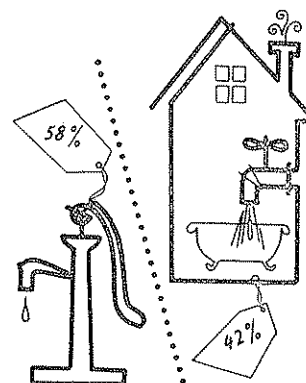
The primary aim of the FFA is the development of agricultural leadership, cooperation and citizenship. Working together with other organizations will help meet these goals.

Each year district and regional livestock, dairy, and land judging training schools are participated in by 4-H and vocational agricultural boys. Educational training meetings and field days conducted by the extension service are oftentimes attended by vocational agricultural classes and their instructors. Vocational agricultural teachers have assisted in judging fairs, served on 4-H award committees and promoted 4-H club work.

It is with high esteem that we extension people in Kansas recognize the fine work of the FFA boys.

This teamwork and respect for each organization has been the result of a clear understanding of the worth and aims of both our programs.

Our organizations should feel proud that we both have had a part in the growing of a crop of young men who will be better citizens, of stronger character, and better prepared to improve the environment in which they will live. □

**a 20th Century Fact**

Only 42 per cent of our farm houses had installed running water by 1950, notes a new report of the Twentieth Century Fund.

# The responsibility is yours

Don't neglect Public Relations Activities in starting the school year. Here are some you can use

SAM H. GUNTER, Vo-Ag Instructor, Prentiss, Mississippi



Sam H. Gunter

THE Vo-Ag department is an integral part of the public school system and the teacher is a member of the faculty team.

The basic reason for developing a good public relations program should be to speed up the rate at which the school

can advance from its present level toward being a better school. Public relations is the school interpreting itself to the community, and the community interpreting itself to the school. We in Vo-Ag must develop an awareness on the part of the supporting public that our program is a worthy program and is being carried out in a professional spirit. The best way to get the community to understand a better program is to get it to help decide what is a better program and help develop it.

In developing and carrying out a good public relations program, attention must be given to the following guides:

1. Public relations begin with the students we teach.
2. The teacher must have pride in the profession.
3. Do not be a pessimist (One who feels bad when he feels good, for fear he will feel worse when he feels better).
4. Think positively.
5. Be a good emissary for the school.
6. Other professions are dependent upon the school.
7. Attend community meetings; be a part of the community—an active part.

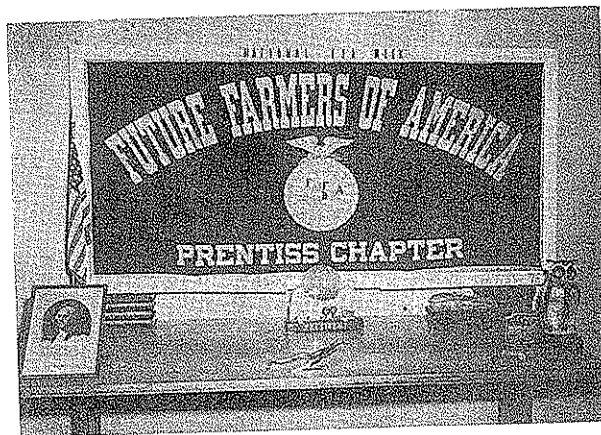
8. Be ethical; do not criticize fellow teachers and the superintendent. Remember there is work to do; be a member of the team (school and community). If you suddenly feel like the pressure cooker, stop and whistle like the kettle; don't explode.

### The Psychological Aspects

1. Encourage individuals and groups to make their own decisions.
2. Present all the facts, and present them in detail.
3. Avoid frontal attacks on well-established points of view and attitudes.
4. Encourage wide participation on the part of the public.
5. Establish many first-hand contacts in the community.
6. Use familiar terms.
7. Use specific incidents and projects rather than abstract generalizations.
8. Carefully prepare illustrative material which is so varied that it will appeal to different groups of people.
9. Use emphatic and unequivocal language.
10. Do not over simplify the issue.

### Use the Local Press

People want local news and will respond very favorably to a well-conducted Vo-Ag column. Last July when the writer came to Prentiss as Vo-Ag teacher, among the first visits made was to the editor of the local paper. The program of vocational agriculture was



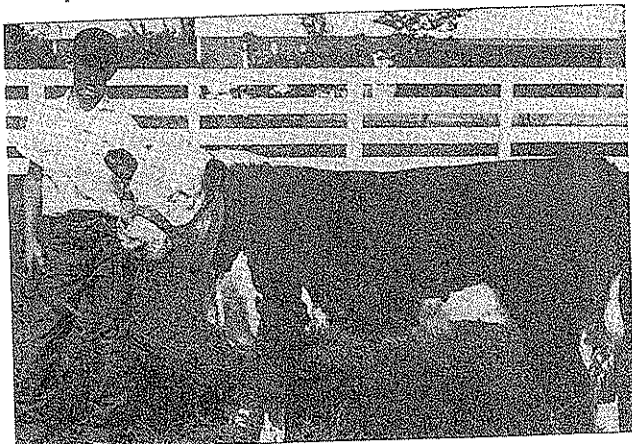
A picture of the window display exhibited during National FFA week. Displays of this type are good public relations media.

discussed and an outline of goals that the department would like to accomplish during the current year was developed. The editor seemed very much interested in the over-all school and community program, and was very happy to learn that our plans included a weekly column of Vo-Ag and FFA news. These articles are under the standard column heading, "Vo-Ag News." The articles are written with the help of the public relations man's best friends, namely: what, who, where, when, why, and how.

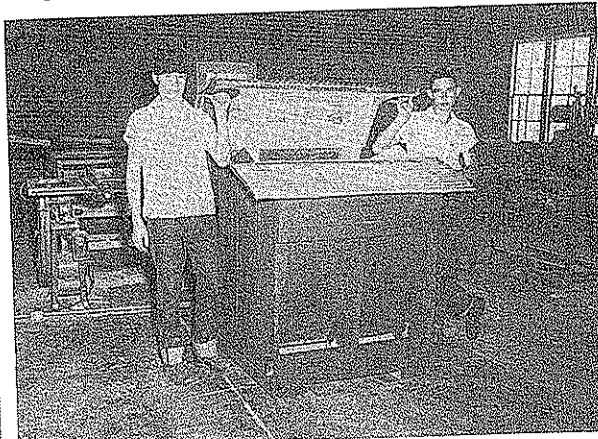
### Other Public Relations Activities Engaged In

- I. Made community farm visits in a new Chevrolet pick-up truck (FFA emblem on each door) provided by the local Chevrolet dealer.
- II. Special contests conducted by Vo-Ag department.
  1. Public speaking contest.
  2. FFA sweetheart contest (62 entries, special program, admission charged, house full of people).
  3. Livestock queen contest.
  4. Scholastic contest.
- III. Programs presented by Vo-Ag department.
  1. School chapel programs.
  2. Program for P. T. A.
  3. Program for Fathers and Sons

(Continued on page 58)



Good pictures displayed in store-front windows and run in newspapers increase the interest of the public in the vocational agriculture program. Here we see a first year vocational agriculture student with his baby beef enterprise.



It is always hard to publicize a farm mechanics program over the community as a whole. Good pictures of what is going on in the farm mechanics program, when displayed in show windows and run in the local newspaper, are effective in telling the true story.

A right start has particular significance for . . .

## The new teacher in a new community

HENRY TENPAS, Teacher Education, Oregon State College



Henry TenPas

largely through local survey and a study of the needs of the people, and less through book content. The new teacher begins planning his curriculum with a community survey and a study of local problems. Systematic community analysis is a continuous process.

Curriculum planning is for the purpose of improving instruction. Teacher-planning of the curriculum is supplemented by planning and participation on the part of students and other interested persons. Such planning has added meaning in the laboratory of the community. Curriculum includes the activities of the student, both in and out of the classroom, which are supervised by the teacher.

The task of curriculum building is considered here under four headings: the setting up of educational objectives; choosing the principles and procedures for supplying the activities in the program; selecting the organizational pattern; and planning and providing for evaluation.

### Determining the Educational Objectives

The educational objectives are determined by enlisting the assistance of many persons. The new agricultural teacher cooperates with the administrator, the school faculty, the lay people of the community, the professional representatives, and the students. A fundamental philosophy is determined which fits the needs of a particular school and a particular community. Underlying guides are:

1. To relate subject matter and learning experiences to the personal and social needs of individual students and the groups with whom they work and associate. This idea has been developing for at least three centuries. The record shows that it developed as a corollary to the political ideas of American democracy. It gained considerable recognition in Europe through the work of Comenius, Rousseau, and Pestalossi. In this country it has been a central theme in the development of the public school program. Henry Barnard, Horace Mann, Charles Wayland Parker, John Dewey, and Boyd Bode have been leaders in helping public schools make practical application of this idea. French, Hull, and Dodds summarize this by stating:

AGRICULTURAL curriculum planning is rooted in the community. Subject matter has limited interest, values, and meaning until the student applies it in solving problems. The problems are discovered in their proper local setting; subject matter is determined

"The significance of this principle for the development of the educational program is the need it establishes for the learning activities to be drawn from problems with which students are familiar in their environment, to use the community as a laboratory for instruction, to utilize all visual and auditory means for establishing relationships, and to provide many applications for students."

2. To expand the efforts of the school to help children acquire knowledge, skills, and develop all their capacities as capable, responsible, and well-adjusted citizens. This idea like the first one has developed from at least three centuries of thought and experience. It was expressed and applied by Comenius, Rousseau, Pestalozzi, and by the American leaders named above. The Educational Policies Commission of the National Education Association in 1944 made an up-to-date statement of this objective:

"Schools should be dedicated to the proposition that every youth in these United States—regardless of sex, economic status, geographic location, or race—should experience a broad and balanced education which will (1) equip him to enter an occupation suited to his abilities and offering reasonable opportunity for personal growth and social usefulness; (2) prepare him to assume the full responsibilities of American citizenship; (3) to give him a fair chance to exercise his right to the pursuit of happiness; (4) stimulate intellectual curiosity, engender satisfaction in intellectual achievement, and cultivate the ability to think rationally; and (5) help him to develop an appreciation of the ethical values which should undergird all life in a democratic society. It is the duty of a democratic society to provide opportunities for such education through its schools. It is the obligation of every youth, as a citizen, to make full use of these opportunities. It is the responsibility of the parents to give encouragement and support to both youth and schools."

3. To base vocational education on the process of learning, understanding, and experiencing by doing—with proper teacher supervision. The American Vocational Association defines vocational education as training for occupational competence, and continues as follows:

"Vocational education may be defined as training for occupational competence, that is, education providing those experiences which develop skills, habits, understanding, abilities, and attitudes necessary for any individual to perform effectively and progress in his chosen occupation."

4. To make agricultural education democratic in its service to the people in a community. Agricultural education accomplishes this objective in specific ways. H. M. Hamlin in *Agricultural*

*Education in Community Schools* states:

"In a democratic community school all who are affected by school policies would have a good opportunity to help in determining these policies. This means that pupils, teachers, the school administration, parents, advisory council members, and others would share with the board of education in making policies. The community has, of course, the final authority, which it can manifest at annual and special school elections. The board of education has final authority between elections. No board of education can, however, be bothered with the making of all school policies and, in the making of these, it should welcome assistance from all quarters. Many other policies, consistent with those of the board of education, may be made by other groups who are closer than the board to the problems involved. If these policies are not made by people who know the effects on their operation, serious mistakes are likely to be made."

"The situation is well illustrated in agricultural education. Many boards of education include no farmers. No board has very much time to give to thought about the school's agricultural department. School administrators often feel less competent to administer and supervise their departments of agriculture than they are to administer and supervise other departments. In situations like this, the teachers of agriculture may be left with almost supreme authority in their departments, except as it is voluntarily checked by pupils, parents, and others. To change such a department into one democratically managed, machinery must be provided whereby those affected by department policies may share in making them. This may involve participation in policy making by an advisory council, by adult school committees, by parents, by class members, and by the FFA Chapter."

5. Instruction in agriculture includes a well-defined program of occupational information, counseling, and guidance. Since the inception of the program in vocational agriculture, its teachers have been employed on a twelve-month basis. This continuous program and the additional provision for reimbursing the necessary transportation costs for the teaching, counseling, and supervision of the farm programs of the students, has provided greater opportunity for guidance. The teachers of vocational agriculture who maintain close contact with their students' homes have had an opportunity to acquire an unusual knowledge of the home atmosphere. The knowledge of the home and the parental attitudes and aspirations respecting their children is of vital importance for the fullest realization of meaningful instructions of all students.

### Choosing the Principles and Procedures

The principles and procedures for supplying the activities are chosen in the light of the guides and the objectives set. The vocational agricultural program along with the Future Farmers of America organization, teaches rural leadership, citizenship, and cooperation through the subject of agriculture. If



such work is to be truly vocational, certain principles must guide the selection of the activities in the curriculum. Examples of these are:

1. Participation is essential on the part of the student under proper supervision.
2. Opportunity is provided to practice the teachings of the classroom.
3. Interest is centered in learning experiences for the student, the teacher being mindful of student growth as well as coverage of subject matter.
4. Intelligent occupational selection is constantly considered by student and teacher.
5. Student capabilities are recognized in designing the program to meet the needs of the student, the farm, and the community.

These and similar principles and procedures are developed by the teacher with the assistance of the administrator, faculty, community, resource person, and students.

#### Selecting the Organizational Pattern

The organizational pattern is chosen in light of what is to be accomplished. Rural leadership, citizenship, and cooperation are developed, in and through agriculture, by means of planned student activities. The trend in curriculum organization in agriculture is to provide activities which produce desirable changes in students. The tendency is away from the plan of teaching the crop enterprises one year, the animal enterprises another year, and the farm management and farm shop applications in added years. The course of study is arranged so the curricular activities are organized, taught, and studied the way a farmer farms. Seasonal sequence is emphasized.

The plan suggested is the "cross-section" or "horizontal" method of organization. This plan distributes over a period of more than one year the activities which develop attitudes, practices, knowledge, and understanding for each enterprise. Integration of various aspects of the local course of study is similar, or parallel, to the integration of enterprises found in a well-planned farm business.

Dr. A. H. Field, Professor Emeritus of Agricultural Education at the University of Minnesota, described this organization well when he said:

"The integrated course of study is a bi-dimensional arrangement of the learning materials, the activities, and the total experiences of the students. The horizontal distribution makes possible the selection of content and the farm-as-a-whole attack most appropriate for the abilities, maturity, experiences, and opportunity for practice on the part of the students. The vertical arrangement makes possible the establishment of the intricate inter-relationships between the enterprises on the farm-as-a-whole. If a school provides four years of instruction in agriculture, for high school students, the course of study should be organized as a unit to represent an appropriate selection of content and ac-

tivities distributed in a suitable sequence to meet the needs of individual students over a four-year period. It should be conceived as a body of subject matter, activities, and experiences designed to develop appropriate attitudes, habits, knowledges, and abilities distributed over a unit period of 48 months or more, instead of the usual four units of one school year for each unit."

#### Providing for Evaluation

The evaluation phase is essential to change, to maintain, and to progress. Evaluation is more than testing, for it considers not only "how much" but also "of what value." Evaluation of this nature is planned for and participated in by the administrator, school faculty, lay persons, resource persons, and the students as well as the agricultural teacher.

The evaluation phase of curriculum planning, like the three preceding it, is for the purpose of improving instruction. To evaluate effectively and thus improve instruction, guiding principles are cooperatively determined. Examples of such principles are:

1. That evaluation is a continuous process of considering the degree to which the results and by-products of the agricultural program fulfill the program objectives.
2. That the responsibility to provide the necessary leadership and sufficient information for intelligent evaluation rests in each department and the school.
3. That evaluation begins by discovering the community and by developing the student in his environment.
4. That instruction should provide for peer and self evaluation on the part of the student, as well as the evaluation of the student by the teacher.
5. That long range programs of evaluation are planned over a period of years with specific aspects of the program being evaluated in systematic order.
6. That evaluation should provide for revision according to the latest techniques but always be based on pupil needs as they exist in a changing community.

These are examples of guiding principles which can be worked out to promote effective evaluation.

#### Summary

The new teacher makes a good beginning by basing his instruction on community needs. This is accomplished by community survey and the problem ap-

proach to teaching. The problems should be seasonal and reflect the way in which the local farmers farm. □

## Responsibilities of - - -

(Continued from page 51)

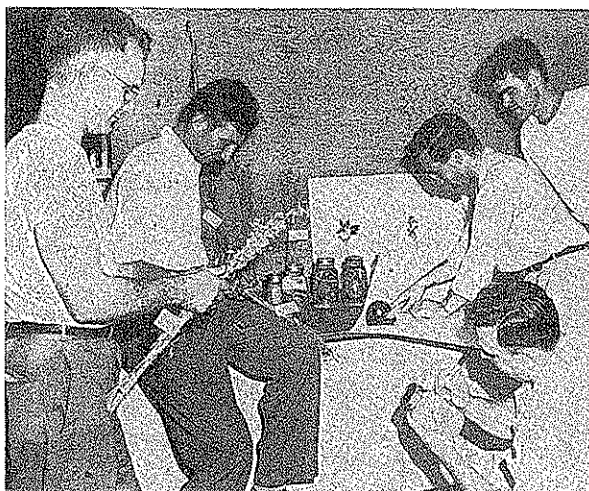
4. They consider that they are entitled to use in educational practice the tested procedures which are the outcomes of scientific investigation, careful and refined thinking, and wide educational experience.
5. They associate helpfully with others in the profession, making available to them the results of their thinking and experience and cooperating in projects they can approve which are undertaken by the profession.
6. Their work is always subject to evaluation by those who have the right and the duty to evaluate it.
7. They are constant seekers after ways of improving their work.
8. They expect to work under citizen-made policies and to be asked for advice in the formulation of these policies.

The educational profession has responsibilities for public education as great as those of lay citizens but of a different nature. The growth of the profession must be attended by ever-increasing individual and group responsibility.

Teachers and teachers' organizations that keep their place can have a tremendous influence upon public education. They lose their opportunity to be influential when they give laymen the impression that they are seeking to dictate policies or are making policies without bothering to consult laymen. □

## Featured in the October Issue

### "Knowing Your Pupils"



Use of the community as a laboratory and basing the teaching on pupil needs in farming both require appropriate teaching materials. Shown here are four Ohio teachers with some of the specimens and models which they have prepared for use in teaching. They were enrolled at the time in a course in Teaching Aids offered at Ohio State University. The new teacher in a community should start early to build up his own collection of such aids.

(Photo furnished by Ralph J. Woodin)

A proper start of the school year can depend upon - - -

## What Vo-Ag students like and dislike about their teacher

JOHN CALHOUN and CLIFFORD WATSON, Student Teachers,<sup>1</sup> Montana State College

THE purpose of this study was to determine what Junior and Senior high school Vo-Ag students liked or disliked about their Vo-Ag teachers. The method of study included using a schedule which listed 15 suggested likes and 15 suggested dislikes. Each of 61 students was first asked to check 8 of the 15 then select 4 of the 8 and finally 2 out of the 4. The original list of 15 was developed by questioning former high school Vo-Ag students who were attending Montana State College and from a review of literature on desirable traits of Vo-Ag teachers. Four Montana, Gallatin County, High Schools cooperated in the study. The questionnaires were administered directly by the authors. High school students appeared to be very cooperative and interested in the study.

A grouping is made below of the ten traits of Ag teachers most liked and a list of ten traits disliked in a Vo-Ag teacher. Other studies of teacher traits in general follow somewhat the same pattern except that, in these traits, special reference is made to the work of Vo-Ag teachers. All ten traits liked about Vo-Ag teachers were suggested by the majority of the students. The first four items disliked were most emphasized. There are a few traits teacher trainers and supervisors might think important but which do not appear as important in the minds of the high school student.

### Vo-Ag Teacher Traits Liked by High School Students

1. One who knows farm skills and how to teach them.
2. One who shows no favoritism to any student but is fair to all.
3. One who shows an interest in his work and goes at it whole heartedly, instead of just doing it as a job.
4. One who can get and hold students' in the subject he is teaching.
5. One who visits your home projects periodically and gives helpful advice.
6. One who lets students choose their own individual projects in the shop.
7. One who recognizes differences in individual abilities.
8. One who isn't afraid to admit his mistakes.
9. One who has the FFA well organized.
10. One who listens to your problems and gives advice whether they pertain to agriculture or not.

### Vo-Ag Teacher Traits Disliked by High School Students

1. One who takes his own feelings out on students.
2. One who shows favoritism to some students.
3. One who doesn't give the students a chance to express their opinions.
4. One who doesn't like for students to disagree or argue with him.
5. One who lets students get away with horse play.
6. One who acts like he doesn't know what he is talking about when lecturing in the classroom.
7. One who is never around when you want him.
8. One who gives a student too much work to do in the time allowed.
9. One who won't argue for his students on an issue when the students are right.
10. One who consistently makes promises and often fails to fulfill them. □

## The Responsibility is Yours - -

(Continued from page 55)

- banquet.
4. Program for Lions Club.
5. Program for Rotary Club.
6. Program for County Coordinating Council.
7. Conducted two television programs.
8. Conducted two radio programs.
9. FFA quartet on program at County Association Sunday School meeting.
10. FFA members appeared on program at adult evening class meetings.

### Displays and Demonstrations

1. Window display in downtown drug store the week prior to FFA Sweetheart contest.
2. Window display of boys' projects by means of charts and pictures.
3. Window display during national FFA week.
4. Window displays of shop projects by sketches and pictures.
5. Demonstration on collecting soil samples.
6. Demonstration on controlling peach tree borers.
7. Demonstration on pruning fruit trees.
8. Demonstration on grafting pecans.
9. Conducted school patrons through Vo-Ag department during P. T. A. meeting.

### Shows, Fairs and Parades

1. Exhibited animals at county livestock show.
2. Cooperated with local FHA Chap-

ter in placing an educational float in the Gas Bowl parade.

3. Plans under way for community fair this fall.

### Tours and Trips

1. Participated in forestry tour.
2. Participated in land-use tour.
3. Attend State FFA Camp each summer.
4. Community project tour each year.
5. Attend State FFA Convention.
  - a. Enter FFA sweetheart in state contest.
  - b. Enter local talent in state talent show during convention.
  - c. FFA member who won district honors will compete in state public speaking contest.
  - d. FFA member to seek the office of State FFA President.

### Special Activities and Projects

1. Operated concession stand at football stadium (FFA signs displayed).
2. Sponsored Home-Beautification program.
3. Sponsored purebred pig chain.
4. Sponsored a cooperative fruit tree order for the community.
5. FFA registered Hereford Bull is rotated in the community.
6. Secured and painted FFA road signs to be placed on all highways leading into the school district.
7. Distributed FFA decals for placing in store windows and on automobiles.
8. Distributed pamphlets, "FFA, What it is, What it Does," to business houses downtown.
9. Distributed FFA pencils on special occasions.
10. Arranged with fertilizer dealers to furnish plant food for five special cotton projects.

In addition to projects and activities similar to the above, teachers of vocational agriculture should avail themselves of every opportunity to engage in as many worthwhile religious and civic activities as possible. Sound ethics and a desire to do a creditable job of serving the public are necessary requisites of good public relations. Publicity is important; however, it should be used for constructive educational purposes—never as a vehicle for personality projection or of student exploitation. □

## The Cover Picture

Harvest time for an important crop in Maine. Maine potatoes have a wide reputation and provide the major source of farm income in a portion of the State. Boys and young men preparing for farming in the potato producing section of the State must become proficient in this highly competitive enterprise.

Maine is a State having a considerable variety in its farm production. In addition it is one of the popular scenic and vacation spots of the New England area. Only a portion of the State is as level and forest-free as the area shown in the picture.

(Picture supplied by John A. Snell through the courtesy of the Maine Development Commission.)

<sup>1</sup> John Calhoun and Clifford Watson were Ag Ed trainees at Montana State College at the time they conducted this study as a part of their course in Educational Psychology.

## A defense for preparation through planning

## Walk, don't run

ARTHUR M. MELLOR, Vo-Ag Instructor, Lodi, California

IT'S all right to move quickly due to eagerness but to hasten because of nervous tension is to invite fatigue of mind and body. It is this nervous fatigue that gives the "all in" sensation at the end of the day.

I can remember my first year of teaching high up in a beef cattle country in the north east corner of California and how a half hour's walk in the evening would steady me down. The end of the school day would see me ready to drop but, as I walked, with nothing to intrude on me, I could almost feel the jangled nerves straightening out. Up through the town, across Ash Creek bridge, past Egertons' Mill and Scaly Pool, the short choppy steps lengthening out into a peaceful stride and presto, all was right again.

It took me a long time to even know what was tiring me and longer yet to find out what to do about it. After twenty years of teaching, I am still searching for ways to accomplish it.

You can put it in any high-sounding phrases you want to but what was essentially wrong was that I was going into my classes unprepared. I had plenty of factual knowledge, mind you, I had plenty of that, but what a lack of know-how in how to present it!

Of course the setup was a little rough. There were only nineteen boys in Ag. (it was a sixty-five pupil high school) which meant that the 19 boys were combined into one class: Freshmen, Sophomores, Juniors and Seniors all in the room together, and similarly in Farm Shop. I could make it work today and enjoy it. I enjoyed it then and tried to make it work but the price in fatigue was high.

## Keep a Record of Your Work

Where I teach today all our Ag boys keep notebooks. Everything that is studied in the classroom or on field trips finds its way into that notebook. Looking over one of those notebooks at the end of the year one has the whole course laid out before him. In fact, it's simpler than that for we have index pages mimeographed and each notebook has one inside the front cover. There, by opening the cover, is laid out all the work you have covered; each line containing the title of an exercise or writeup with the grade it received at the right hand margin of the page. Tests and examinations are there too, and that index sheet is a mighty substantial thing at report card time.

It is an easy and natural step, once you have a notebook record of the year's work, to revise and reproduce the exercises or lesson plans or field trip write up sheets that you have used. And once you have them reproduced the next natural step is the placing of them in a numbered file (manila folders on edge on a shelf will do) with a "placecard"

stating the numbers and contents of the folders. Such a file, subject to yearly revision, can be the backbone of a successful course.

## Continuity of Program

In my first school I had no plan of teaching to go by except the one I hastily made up on my arrival. Teacher after teacher had been there, yet it was as if they had never existed. Nothing remained of their experiences. No record of what had worked or what hadn't. I was up against all the difficulties of the young teacher. I didn't know what was teachable and what wasn't. I hadn't had time to learn how simple must be the things we hope to teach. I didn't realize that a few essentials well taught are the foundation of successful teaching. I had one saving grace, I was in sympathy with everything for I loved the locality, admired the people and could get along with boys. But, after the many years during which vocational agriculture had been taught in that first school of mine, why couldn't there have been some record left besides a cluttered little Ag room with a few piles of bulletins and a shop with a few tools? Why couldn't something have been left to make for continuity of effort? You can probably think of a lot of plausible answers to that one and so can I, but that doesn't reduce the crying need for more continuity of effort in our vocational agriculture work as a whole. And reasonably enough the need is the greatest in those places where there is the least chance of getting it—in the smaller, out of the way, one teacher departments where the teachers come young and move early for so called better jobs in larger places.

## Preparation Brings Satisfaction

So much more real teaching is possible where there is continuity of effort, where we know ahead of time what is coming up, where we know what we are going to teach each day, where we can enter a class not already exhausted by cudgeling our brains as to what we are going to teach and how we are going to present it. Where a man can walk into a group of boys with his mind at ease because the subject and the pattern of what he is going to teach are clearly in mind, the boys sense his preparedness without realizing that they do; normal requests and questions can be treated as such instead of as mere annoyances; more tolerance of the work or study involved is shown by the boys because they have faith in the wisdom of its selection; and the teacher is in a better mental condition to contribute that most needed ingredient of all teaching, human understanding.

Don't run if you can walk. Generally speaking, if you see an Ag teacher moving slowly, things are going along al-

## When should the FFA jacket appear in pictures?

## Establish proper practices early

JOE DUCK, Teacher Education  
University of Missouri

Joe Duck

"SHALL we wear our FFA jackets tomorrow for the picture, Mr. Doe?" The answer to this question should sometimes be "no." There was a time when our leaders were slow about using the jacket to help spread the glory of the FFA. But the pendulum has now swung too far in the other direction. The jacket has been misused in pictures. We have pictures of two FFA boys pushing hand plows and wearing their jackets. A boy would never wear his jacket for such a chore. They are out of place. We have seen pictures of 10 to 15 students with FFA jackets working in the farm shop. How incongruous! The reader knows for sure the picture was posed for he knows farm boys would not wear such clothes in a shop. We have seen pictures of a group of boys working on a school plot all dressed up in their jackets!

When should the jackets be worn in pictures? The answer is simple: when the jackets belong in the picture. Where and when do FFA boys wear jackets? The answer is at conventions, meetings, contests, and at other places where the emphasis is on FFA. At such times and places, jackets may be worn in pictures. We would not object to stretching propriety a little in order to get the jacket in a picture, but we do object to gross misuse of the FFA trade mark.

Then, what are we going to use to identify the youth as to the organization he belongs to, and what are we going to do for color, the reader asks? We can get color without a blue jacket. Orange, yellow, white, green are colors that may be used in color slides. As to identification, the age of the youth, the nature of the activity, and the cut lines help to tell that he is a young farmer and a member of the FFA.

So, let's use the jacket in pictures, but not in situations where its use is incongruous. □

right. If you see him in his shop or classroom and he is sitting down, things are probably going at their best. Possibly one of the greatest contributions we can make to boys in this hurry-up age is the example of calmness, peace of mind and serenity. Surely, if nothing else, the cultivation of these attributes will add happiness to the life of the one who practices them. □

Advice, based upon experience, for new teachers and those in a new school.

## Adjustment of the new teacher to job and community

FREDERICK H. STUTZ, School of Education, Cornell University

WITH the start of a new school year, emphasis is again placed on those teachers who are starting on their first teaching assignment, or who have entered into a new teaching situation, and for whom the coming year is one of crucial importance. What are the responsibilities assigned to new teachers? What sort of help do they receive in learning the ways of the school and of the community? How well do they like teaching as a career and teaching in a particular community? What changes do these new teachers undergo as they grow on the job? What are the qualities which make them successful as teachers and as community members?

In an effort to get answers to such questions as these, the writer recently visited with sixty secondary-school teachers who had been on the job for periods of from two to four years, and with administrators, parents, and pupils who knew these teachers. The teachers represented all of the major subject fields, including vocational agriculture. Information gained from the study will serve as a basis for this article. An effort will be made here to show; (1) the degree of job satisfaction for new teachers, (2) responsibilities of new teachers, (3) adjustment of teachers to jobs and communities, and (4) characteristics of teachers who are successful in the early years of teaching.

### Job Satisfaction

That the first years of teaching are difficult, that they require hard work and involve the teacher deeply, these facts are well known. Hence, it is important to know the degree of satisfaction which new teachers find in their chosen career. When asked whether they enjoyed teaching, 55 out of a group of 60 new teachers professed enjoyment, while only 5 were undecided or did not find teaching to be enjoyable. The question is brought into sharper focus when teachers are asked to compare present job satisfaction with expectation prior to entering the field. Table 1 presents the reactions of sixty teachers:

Table 1. Replies of a Group of New Teachers to the Question, "Is Teaching as Good a Job as You Expected It Would Be?"

Reply	Number of Replies	Percentage of Total Replies
A much better job.	1	2.0
A better job. . . . .	7	11.5
As good a job. . . . .	45	75.0
Not as good a job.	7	11.5
Total. . . . .	60	

Responses to the question indicate that these teachers were realistic in the approach to teaching and that they are, in general, satisfied with their chosen field of work. Among the reasons given for satisfaction were: chance to associate with young people; satisfaction in watching students grow and achieve; enjoyment of the subject being taught; opportunity to do worthwhile work; and, the variety and activity of a teacher's life. Chief dissatisfactions were with salary, heavy teaching load, disciplinary problems, and the burden of routine tasks.

### Responsibilities

The new teacher seems to lead a full and busy life and to assume responsibilities quickly for school and community leadership. Crowded schools and increased school responsibilities have resulted in heavier teaching schedules for teachers. A group of sixty new teachers used 71 per cent of their school time in teaching classes in their subjects. Only 20 per cent of their school-hour assignments were allotted to conferences, student activities, study halls, administrative tasks, or classes in second fields of teaching. Less than 10 per cent of their school time was granted for so-called "free periods." In general, these new teachers used time after school closing for student activities, for faculty committee work, and for farm and home visits. Over 50 per cent of the teachers were advisors for such groups as FFA, and 32 per cent were responsible for special interest clubs and other activities. Most new teachers reported that they

were active in faculty associations, on faculty committees, as home room or class advisors, or in such service capacities as attendance, noon-hour duty, bus duty, and the like.

Community and professional responsibilities occupy most beginning teachers. Graduate study and participation in professional associations are a part of the life of most of these teachers. Many of them are active in community affairs, especially in church and school-centered groups and in such special interest groups as those concerned with sports and music. Most teachers reported that they were completely free to choose those community activities which were of interest to them.

### Adjustment as Viewed by the Teacher

The beginning years of teaching are also years of learning. The new teacher masters his job, works out satisfactory relationships with students and colleagues, and learns the ways of the community where he teaches and, in some cases, the other community where he lives. An examination of the ways in which teachers change during the early years would seem to be in order. Table 2 shows how a group of new teachers believe they have changed in ideas and practices of teaching during the first two or three years.

In general, these teachers seem to have gained both control and security, and in so doing have become more relaxed in the approach to teaching and more skillful in setting goals and in working with individuals. Though a few teachers report little change or a change toward disillusionment, most of the group show changes in the direction of greater competence and greater understanding of learners and of the several components of the teaching job. It seems correct to infer that the beginning teacher will want to work hard to gain an understanding of his students' capacities, to set attainable goals, to experiment with techniques, and to gain control over the classroom situation. Surely,

Table 2. Replies of a Group of New Teachers to the Question, "In What Ways Have You Changed Your Ideas and Practices of Teaching Since You First Entered the Profession?"

Reply	Number of Replies	Percentage of Total Replies
Have become more sure of goals and of methods. . . . .	22	12
Have become more aware of capacities and differences of students. . . . .	17	9
Have become more realistic as to what students can achieve. . . . .	16	9
Have become somewhat more practical. . . . .	16	9
Have become more relaxed and understanding with students. . . . .	15	8
Have become more secure. . . . .	13	7
Have become a better disciplinarian. . . . .	13	7
Have become more relaxed in terms of teaching goals. . . . .	11	6
Have gradually raised goals and standards. . . . .	10	5
Have continually changed techniques. . . . .	10	5
Have become disillusioned or seen others do so. . . . .	7	4
Have become more traditional in choice of techniques. . . . .	7	4
Have not changed goals or standards. . . . .	6	3
Have not changed ideas or practices. . . . .	6	3
Have been able to relax controls with experience. . . . .	4	2
Have become more patient. . . . .	4	2
Have become more progressive in choice of techniques. . . . .	4	2
Have gradually lowered goals and standards. . . . .	3	2
Total. . . . .	184	

these goals will not be attained either quickly or easily. The first year will be a challenging one. But satisfactory job adjustment will come for most teachers and in a relatively short period of time.

Adjustment as Viewed by Others

Administrators, parents, and students were agreed in believing that in general new teachers had made a successful adjustment to the school-community. These groups did not feel that teachers must devote full time to community affairs, nor that it was necessary for teachers to live in the community where the school was located. Yet there was a feeling of satisfaction and pride expressed when teachers were acknowledged to be valuable community members.

The new teachers received considerable help in becoming acquainted with the schools, especially from administrators and from fellow teachers with whom they had formed friendships. In general, though, they reported that "learning the ropes" of school operation was accomplished on their own and through trial and error procedures. Similarly, these teachers came to know their communities through activities and experiences of their own choice. Contacts with homes, with farms, or with parents seemed to be a very helpful way to get acquainted in the community. Most teachers regretted the fact that their contacts of this nature were necessarily limited because of time and because of the unwillingness of parents to initiate such contacts. Many teachers found that adjustment to community life was gained through participation in community activities, in the adult education program, or in social affairs.

The beginning teacher might well be advised to ask questions concerning school and community, to explore on his own, to participate in one or two community activities of his choice, and, above all, to lead the normal life he would expect to follow were he in a profession other than teaching.

Success in Teaching

The adjustment of a teacher to job and community depends in large part on the degree to which he is judged to be an effective teacher and a worthwhile person. It is pertinent, therefore, to refer to standards of effectiveness and worthwhileness as proposed by administrators, parents, and students. In Table 3, there is a presentation of administrators' judgments concerning the strongest qualities of new teachers.

In the view of these administrators, important characteristics of effectiveness were: ability to command or earn respect and friendship of students, hard work, use of good techniques in teaching, ability to maintain satisfactory discipline, strength in the teaching field, and possession of good personal qualities. Such judgments, from such knowledgeable sources, can serve as guides for new teachers as they seek mastery of the job. In referring to the weaker qualities of new teachers, administrators mentioned unsatisfactory performance in each of the categories mentioned above, and also commented that common weaknesses were failure to understand needs and capacities of students, with resulting failure to set practical goals.

The trend to urban and suburban living, coupled with the many financial and population problems of schools, has led to increased interest in education on the part of parents. The writer had the opportunity to ask more than one hundred parents for judgments concerning teacher effectiveness. The parents rated these as among the qualities of the successful teacher: helpfulness with students, ability to present subject well, ability to get along well with students, competence in field of teaching, and maintenance of high standards and good control. In terms of community membership, parents expressed the belief that the successful teacher should be reasonably active in worthwhile community projects, and should have the friendly personal traits which would make him effective in groups. In general, parents found very little fault with be-

ginning teachers, though personality problems and inability to maintain discipline were sometimes cited as weaknesses.

One of the more useful sources of judgment concerning teacher success is the appraisal of teachers by their own students. The one hundred students interviewed by the writer were, in general, high in their praise of new teachers. They stressed, as strong qualities: ability to maintain discipline and to get along well with students, helpfulness, ability to explain things clearly, knowledge of teaching field, efficiency, and ability to make the work interesting. Where students had worked with teachers for two or more years, they noted that the teachers had gradually gained in the ability to maintain control while being friendly and informal, and in the ability to use a greater variety of techniques and activities.

Summary

The new teacher should not generalize too much from the experiences of a limited sample of fellow teachers. Each individual will make his or her adjustment to a particular school and community. There are, nonetheless, several suggestions which may be of help to those who are in the first, second, and third year of teaching, or who may be changing to a new teaching situation:

- (1) Teaching is for many a most satisfactory and rewarding career. Though there are problems a plenty in the first year or two, job satisfaction comes to most teachers in the first three years of service.
- (2) The beginning teacher should expect to work hard at his job, and to assume a fair share of professional and community responsibilities. There would seem to be no single method, no one association, no magic road to success in teaching.
- (3) Administrators, parents, students, and teachers themselves are in reasonably close agreement as to the several components of teaching success. These areas of agreement can be studied with profit by the new teacher.
- (4) The new teacher is very likely to be working in a school and a community where his associates look upon him with friendship and with respect, and hope for his success. It is the teacher, however, who must initiate the contacts which may lead to a richer life in school and community.
- (5) Especially important for the beginning teacher are informal and frequent contacts with parents. Even teachers of vocational agriculture, whose farm visits bring them into contacts with parents, stress the need for more of this sort of experience. □

Table 3. Replies of a Group of Administrators When Asked to Specify the Strongest Qualities of a Group of New Teachers.

Reply	Number of Replies	Percentage of Total Replies
Students like, respect, will work with teacher.....	35	12.0
Teacher works hard at job, puts in time, prepares well.....	26	9.0
Teacher uses good methods and techniques.....	23	8.0
Teacher maintains good discipline.....	23	8.0
Teacher has good personal qualities—ethics, courage, and so forth.....	21	7.5
Teacher is strong in his field of teaching.....	20	7.0
Teacher has a pleasant disposition.....	19	7.0
Teacher likes and is interested in students.....	17	6.0
Teacher has high standards.....	16	6.0
Teacher is concerned with welfare of students.....	15	5.0
Teacher gets results—has good follow-through on work.....	13	4.5
Teacher adapts work to needs of individuals.....	13	4.5
Teacher wants subject to be of value and use.....	10	3.5
Teacher is creative—has many good ideas.....	9	3.0
Teacher is cooperative.....	7	2.5
Teacher is interested in student activities and in athletics.....	7	2.5
Teacher is enthusiastic about teaching.....	7	2.5
Teacher is particularly strong in one aspect of job.....	3	1.0
Total.....	284	

More than half the working people of America today are employed at jobs that did not exist 50 years ago.

Apply these "criteria" for - - -

## Developing suitable farming programs

as the school-year gets underway

GEORGE P. DEYOE, Teacher Education, University of Illinois



George P. Deyoe

FARMING programs include all activities of farming and farm living, conducted by persons enrolled for instruction in vocational agriculture, for which a department of vocational agriculture provides organized instruction and supervision.

I. What are the major purposes or goals of farming programs?

1. To develop abilities needed for success in farming.
2. To stimulate interest of students in vocational agriculture.
3. To aid in progressive establishment in farming.
4. To provide a means for earning money.
5. To bring about improvements in farming and farm living on the home farm and in the community.
6. To provide "try-out" experiences in certain phases of farming.
7. To develop attitudes and abilities of cooperation.
8. To help develop persons into good farmer citizens.

II. What is a good farming program?

In order to secure the above kinds of outcomes, broadened farming programs are needed. The following kinds of activities are included in a broad farming program for an individual student:

1. *Ownership projects* (or "productive projects" or "productive farm enterprises") are business ventures for educational experiences in which the boy has full or major responsibility, complete or shared ownership, and expects to make a profit. These usually consist of livestock and crop enterprises.
2. *Improvement projects* are undertakings, each consisting of a series of jobs, which improve the real estate value of the farm, the efficiency of the farm business as a whole or of a single enterprise, or the living conditions of the family. A student has no ownership in an improvement project, he usually bears none of the expenses, and he usually receives no direct income from it. Responsibility for conducting an improvement project is shared by the boy and his father or other members of the family.
3. *Supplementary farm jobs* are also called "supplementary farm practices." However, the former term is less likely to be confusing to the boy. Each of these jobs is an ac-

tivity *outside* of any normal part of an ownership or improvement project. In other words, these jobs are selected to provide educational experiences to supplement those provided in other portions of his program. Usually, a supplementary job can be learned and carried out in a short period of time, whereas an improvement project consists of a series of related jobs which contribute to some major improvement and usually these require a fairly long time for completion.

4. *Supervised placement for farm experience* (also called "placement for farm experience" or "supervised farm placement") is basically a program of farm experience through employment on a farm. It is a form of apprenticeship under an experienced and skilled farm operator. Placement of this kind is used primarily for individuals with restricted facilities on their home farms.
5. *Group or cooperative activities* are various types of activities carried out jointly by several persons. These provide experiences in working with others. These may consist of group production projects, activities for improving the farming programs of individual students, or group improvement projects.

III. How good are our farming programs?

There are several methods for evaluating the farming program of an individual student or all of the farming programs conducted by students in a given department. The following criteria are suggestive for use as one approach by a teacher and his students for evaluating the farming programs in a department.

1. How *broad* are the farming programs in terms of ownership projects, improvement projects, and supplementary farm jobs?
2. Are the farming programs *appropriate* for the type of farming in the community and on home farms?
3. Are the programs *balanced* with respect to crops, livestock, and other phases of farming?
4. Do the programs grow in *scope* and *breadth*?
5. Do the various parts of the program improve in *quality*?
6. Do the programs include some *cooperative* activities?
7. Do the programs contribute significantly to *establishment in farming*?

IV. What practices are useful to

teachers in guiding students to *select and plan* good farming programs?

Considerable progress has been made in identifying practices which, if wisely used, aid in selecting and planning farming programs by high-school students. Most of these practices were derived by studying 30 Illinois departments of vocational agriculture in which the farming programs of students were above average and from other studies which have been made.

1. Provide guidance and other contacts with prospective students so that persons who enroll are those interested in farming and willing to develop satisfactory farming programs.
2. Make farm visits prior to enrollment and early in the school year to discuss farming programs with boys and parents.
3. Guide students to develop broad programs of farming activities which include ownership projects, improvement projects, and supplementary farm jobs.
4. Guide students to develop long-time farming programs which are appropriate for the type of farming on the home farm and in the community.
5. Help students with inadequate facilities for farming programs to secure experiences through placement for farm experiences.
6. Hold group conferences with parents of beginning students, early in the school year, to discuss farming programs for these students.
7. Guide students to secure information about their home farms which is useful in selecting farming programs.
8. Provide class and individual instruction, early in the school year, on selecting and planning farming programs.
9. Use FFA (NFA) sponsored activities to motivate and assist students in starting their farming programs.
10. Guide students to develop definite business agreements with their parents, preferably in writing.
11. Guide students to set challenging goals for their farming programs.
12. Develop relations with school administrators and local boards of education which help them to understand the nature and purposes of farming programs and the importance of on-farm instruction and supervision.

### Suggested References

- Deyoe, George P., *Farming Programs in Vocational Agriculture*, Interstate, Danville, Ill., 1953.
- Johnson, E. J., and Elam, W. N., *Guiding High-School Students of Vocational Agriculture in Developing Farming Programs*, Voc. Div. Bul. No. 254, U. S. Office of Education, Washington D. C., 1954. □

# Start with a program of work

## It Can Mean the Difference Between Just Being Busy And Making Real Accomplishment

S. J. REEVES, Graduate Assistant, Cornell University



S. J. Reeves

IT is recognized generally that a vocational agricultural teacher, as a member of the school faculty, has duties and responsibilities to the school as a whole as well as to the agriculture department. However, in some instances it appears that these duties may be claiming time that is sorely needed for supervised farming visits or other agricultural department functions. All Vo-Ag teachers have been called upon to do their share of such duties as advising a class, supervising the playground, coaching a sport, supervising lunch periods, conducting driver training or other classes, driving a school bus, supervising study halls and home rooms, supervising a photography club or some other extra-curricular activity. In many instances a Vo-Ag teacher is overburdened with these tasks that have a parasitic effect on the vocational agricultural program and especially on supervisory farm visits and on-farm instruction carried out by the teacher.

Why do some Vo-Ag teachers seem to be overloaded with these extras? Some possible reasons may be as follows:

1. The Vo-Ag teacher has many talents and abilities which are not common to all teachers.
2. Some administrators wish to make certain that the Vo-Ag teacher "earns his salary" which, due to twelve months employment, appears to be higher than that of other teachers with the same amount of experience in the same school system.
3. Personal desires of some teachers to accept certain responsibilities outside the program.
4. Lack of local school policy in having teachers share extra responsibilities equally.
5. The Vo-Ag teacher usually lives in the town or village in which the school is located and thus is available for extra duty.
6. The Vo-Ag teacher is on duty during the summer and usually he can be located easily to do some extra tasks. Because of this, the teacher may inherit these tasks permanently.
7. Lack of a program of work outlined at the beginning of the year gives the teacher no alternative but to accept the extra duties assigned to him.
8. The desire of Vo-Ag teachers, especially those new to an area,

to foster public relations by doing repair jobs and other services for the public while at the same time neglecting the important aspects of their regular jobs. These are self-imposed duties which would not occur excessively if a teacher scheduled a program of work for the year.

9. Lack of a distinct vocational philosophy or favorable attitude toward the agricultural department by the vocational agricultural teacher and/or the school administrator.

This list is not necessarily complete but it offers ample justification for the early formation of a program of work. If the teacher formulates and presents his program of work to the administrator before he (the teacher) is "snowed under" with extra duties, his program will be the one to benefit from any extra time the teacher may have.

### Plan Early

Some teachers wait too long or neglect entirely to build a program of work. Some may rationalize that they do not have time to make all the farm visits or serve all the groups which a complete program of work should include because of their extra duties whether these duties were assigned or self-imposed.

The need for a program of work is especially great in smaller schools where the number of male teachers is small and an agriculture teacher is likely to be assigned more than his share of extra duties.

A state supervisor recently stated that he knew a teacher with a Master's degree who did not feel he was capable of building a program of work. It is possible that other teachers, with or without additional training, may be in the same situation. Probably some teachers do not recognize an immediate value of a program of work and thus put off formulating one until it is too late to achieve the benefits from it. The practice of teaching without a program of work for only one year is enough to form

a habit of not using it. A teacher may never incorporate into his agricultural program the building of a program of work unless the need is pointed out by supervisors or other teachers who have had experience of this kind. Supervisors and experienced teachers are willing to help others in forming programs of work but this seldom happens for one or more of the following reasons:

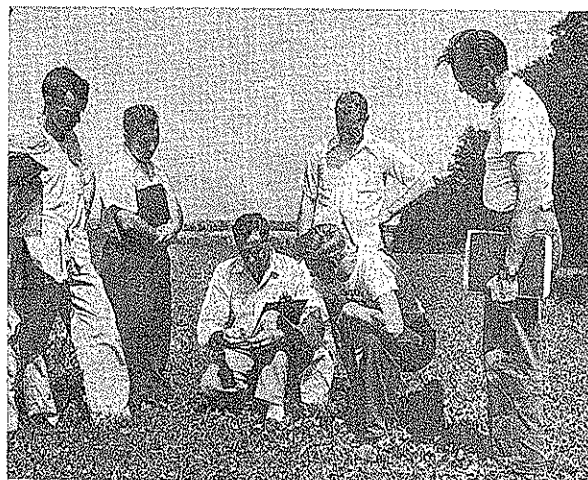
1. Some teachers feel incapable of building a program of work and thus hesitate to seek help for fear of showing ignorance or for fear of letting others know that they have no program of work.
2. Some teachers do not feel the need for a program of work. They feel that if they keep busy they are accomplishing sufficiently.
3. The local school board or administrator does not require that the teacher develop a program of work.
4. The state department of education does not require that a program of work be on file in the state office. Some teachers, even though it might help them, are reluctant to do that little extra because it is not required.

### Meeting a Local Need

Local boards of education and school administrators should require the Vo-Ag teacher to prepare a program of work at the beginning of each school year. This would be more effective than having the policy come from the "state office." When a policy comes from the "state office" there might be a tendency to carry out the order only for the sake of complying with policy with no material benefits resulting.

A program of work should not be confused with a course of study. A Vo-Ag program of work provides a program of agricultural education for a given school and community which identifies the objectives or purposes, the

(Continued on page 66)



A group of Vo-Ag teachers from a Summer Session class in New York participate in a field trip to observe Harold Scheffler (center), Vo-Ag Instructor at Groton, as he goes over the farm of a prospective pupil (kneeling with arm on knee) to discover needs and opportunities for the lad's farming program. These teachers are seeking help in planning a similar activity in their own programs of work in order to be ready for the start of the school year.

(Photo by Robert F. Coffin)

There is need for clarifying the issues involved in - - -

## Making agriculture teaching truly vocational

V. G. MARTIN, Teacher Education, Mississippi State College

### PART II\*

Basic Guiding Principles vs. Present-Day Practices



V. G. Martin

WE boast that we are reaching three-quarters of a million with organized instruction in vocational agriculture, and of this number almost one-half million are boys (mostly farm boys) enrolled in in-school classes. Does examination of this enrollment reveal

that we believe and operate on the principle that the controlling purpose of what we are doing is training for proficiency in farming? I hope that I may shock you by making the arbitrary statement that of the 422,282 enrolled in all-day classes in 1952 not 100,000, or one-fourth of them will ever farm. I do not know how many of them will farm and I have found no adequate facts on which to base an estimate. One study just made in Mississippi revealed that only 13 per cent of those in one school who had studied vocational agriculture were farming. Studies over the nation show wide variations in their findings.

In this presentation I am not claiming to support or challenge the adequacy of the figure of 100,000 annually for the purpose of normal replacement requirements in farming. I am submitting, however, that what is being taught, how it is being taught, and how our measures of results are being critically distorted by the presence of this  $\frac{3}{4}$  of our enrollment who will not farm. Yet I am not saying that it is necessarily bad that we have them in our classes. In fact, I believe it is possible to be law-abiding and still have a large percentage in our vocational agriculture classes who will not farm. Furthermore, I insist that it is inevitable that we have some of these boys, and conceivably do good for all involved. It is inevitable in that there is no valid method of identifying the sure farming prospects at the time of beginning study of vocational agriculture. Assuming that the 14-year-old farm boy has made a rational decision as to his life vocation is naive, if not asinine. Too, any quick process of counseling, testing and guidance is in about the same category.

The best selective process I can conceive is that of taking boys in the vocational agriculture class and counsel, study, and teach them as prospects for farming. With some a decision can be reached quickly. With others the time

\*See August Issue for Part I.

for this will need to be prolonged. Let's design our vocational agriculture courses consistent with our basic principles. Then at specified intervals screen out the unfit and select the fit. This screening process would probably be greatest at the end of one year of vocational agriculture. Further screening would be required at later intervals. Each successive group of older boys in vocational agriculture would be more select and represent better and better prospects for farming. Finally we would find the sure prospects for farming. Their study of vocational agriculture would proceed without interruption, and follow-up and placement would fall in as a natural consequence.

Until we find out who our sure prospects for farming are, we need not deceive ourselves in thinking that our controlling purpose is preparation for useful employment in farming. We do not practice what we preach and I do not believe we even believe what we preach.

Much of what is taught and how it is taught is in conflict with the basic principles set forth in this discussion. In the areas that I know most about, home orchards are about as common as horseback riding as a mode of travel. Yet I believe many teachers spend more time teaching home orchards than they do on either corn or cotton production. Furthermore, the instruction is conducted largely around academic job units. The information taught is just as academic—theoretical, lending itself to reproduction on formal academic tests and examinations. Most cotton farmers I know need to (1) reduce the labor devoted to producing cotton, (2) better control of the weeds and grass, (3) get sure stands from the first planting, (4) control insects and diseases, and (5) fertilize properly. Yet it is hard to find evidence of effective instruction on these real critical problems. The instruction simply is not pointed at needs farmers have. Too, there is a great deficiency of effective *doing* activities in the instruction.

The fallacy of our in-school program today is not that we enroll boys who will not farm but in what and how we are teaching these boys. Our teaching is designed and taught according to a pattern either for no purpose at all or suited to those who will not farm, and not for useful employment in farming. It is imperative that this program be redesigned according to the basic principles of vocational education in agriculture and that it be constantly evaluated in terms of these principles. Under such a pattern we will be constantly finding the good prospects for farming and best serving their interests towards proficiency in farming. Contra-wise those

who are not prospects for farming will be constantly weeded out of the program and it may be they will have received something good from studying vocational agriculture in the meantime.

What we believe as to whom we shall teach will not permit neglecting out-of-school groups. "... to meet the needs of those farming and those preparing to farm." I believe there is significant import to the order of listing those farming and those preparing to farm. I take no stock in the philosophy that our job is education for the future only—that youth (farm boys) can be taught to change farming practices but that the adult farmer is set in his ways and is beyond our reach—that "you can't teach an old dog new tricks." May be sound philosophy for dog education but it is utterly fallacious as applied to adult farmers. It would be more apt to say that many of the tricks which we impose on boys won't fool the dads. Experienced farmers now farming will take all the "tricks" that a teacher has that will actually work. For the adult farmer "tricks" must be truths. Oh, if teachers only knew more truth about what those now farming need. To begin with we must know what the farmer's needs are—his critical problems—his practices in *his* business of farming that need to be improved. Only by first hand study on individual farms can the real needs be found. A *must* if we are to move forward in vocational education in agriculture is for agriculture teachers to spend more time studying the farms in the communities where they teach. More time spent this way would also greatly improve supervisors and teacher trainers.

After finding what the real needs of a farmer are we can teach him to change his practice only after we have found indisputable informational evidence (truths) that will work under *his* conditions of operation. It is not enough for information to be good in theory. It must pay off on the expenditure to be made to put the information in practice. The teacher must know what the 2 + 2 answer is when he comes to teaching a farmer to change his practice. Some sage has aptly said, "You can't no more teach what you don't know 'dan' you can come from where you ain't been."

Too, let us remember that our job is education—education that results in the individual doing enlightened thinking for himself. The philosophy that you can teach farmers by advising and recommending has no basis of democratic principles nor enduring education to stand on.

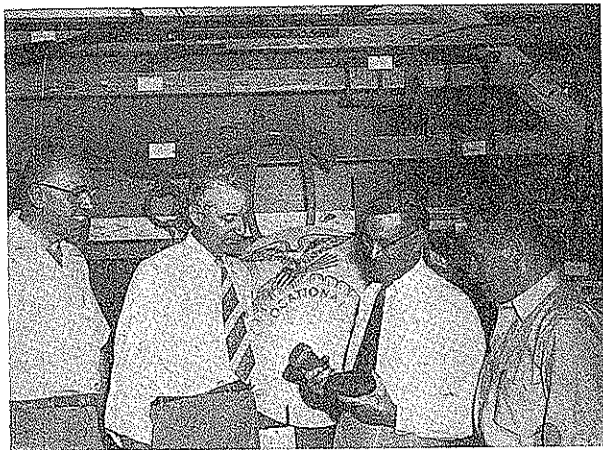
I am convinced that in vocational education in agriculture the ripest field for harvest is with adult farmers. Our shortcomings in this field spring from our weaknesses and not from faults of present day farmers.

Much could and should be said about reaching the young farmer out-of-school group in terms of our basic philosophy of whom to teach but this will be bypassed in this presentation.

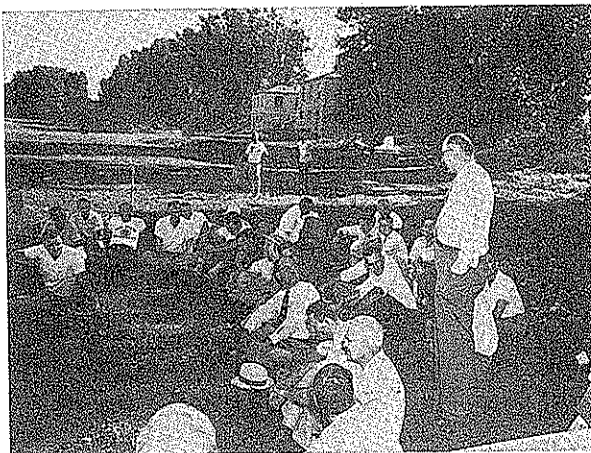
Living up to what we believe is not

(Continued on page 66)





A teacher trainer helps with public relations. Ralph E. Bender (right) and W. G. Weiler (left) join forces in explaining an FFA exhibit at the Ohio State Junior Fair to College of Agriculture Dean L. L. Rummell and Assistant Dean C. S. Hutchison.



A supervisor helps in teacher training. W. G. Weiler, the writer, addresses a group of graduate students in Agricultural Education at a social meeting during the 1954 summer session. Team-work of this kind creates confidence of teachers in their leadership.

## Teacher training and supervision - - A TEAM

Such teamwork has many values

WARREN G. WEILER, Supervisor, Ohio



Warren G. Weiler

IF we are to achieve the best possible program in Vocational Agriculture, teacher trainers and supervisors must work as a team. In teacher training, trainees become imbued with the idea of becoming good teachers and they learn those techniques and procedures which can make their teaching effective. As supervisors, we have the responsibility for approving centers where teachers will have facilities and equipment to do good work and then help them to continue to grow professionally.

Teamwork in the Ohio program is not new. Dr. W. F. Stewart, Dr. Ray Fife, and Director Ralph Howard worked in this manner throughout the years. The objectives and policies, which were developed jointly, have resulted in a program which has met with the approval of school administrators and teachers. The development of new objectives and policies continues to be the result of joint action taken with the counsel of administrators and teachers in the field. Through this procedure each can be expected to assume his fair share of responsibility in carrying them out.

We are fortunate in Ohio that the Teacher Training and Supervisory Staffs are in Columbus and that joint meetings are easily arranged. As a result, it is quite natural for the two staffs to work as a team. This article will not be concerned with the responsibilities which primarily belong to either supervision or teacher training. Instead, it will deal

with activities in which the two staffs can work cooperatively on projects and problems which are of mutual interest. According to Dr. Ralph Bender, Chairman of the Teacher Training Department at Ohio State University, this teamwork has provided teacher trainers a direct contact with teachers in the field and this has kept them more aware of current problems and procedures.

### Supervision of Beginning Teachers

We feel that the professional training which our student teachers receive is excellent, and yet the transition from trainee to on-the-job responsibility presents many new problems. To help first year teachers, the teacher trainers work with these men during their first year of employment, as well as with all out-of-state men the first year that they are in Ohio. The supervisors continue to handle the administrative problems which may arise in these departments during the year. Teamwork between teacher trainer and supervisor is especially important at this crucial point in the experience of the beginning teacher.

### Cooperate on Teaching Materials

One of our most important responsibilities is the preparation and dissemination of teaching aids for teachers on the job. Here we work together in the collection and preparation of subject matter materials, film strips, brochures, and booklets needed in a comprehensive program in Vocational Agriculture. As an illustration, Dr. Stewart prepared the booklet, "Helps in Mastering Parliamentary Procedure," for Future Farmers and more than 400,000 copies have been printed. The responsibility for supervising the mailing of these materials to all teachers once each month is assumed

by A. E. Ritchie of the Department of Agricultural Education. This is a real help, as space in the state office is extremely limited and, therefore, much of the material is prepared at the University.

### Developing Public Relations

An area where we always seem to need help is in the field of public relations. Here again a member of the Teacher Training Department, Dr. Ralph J. Woodin, serves as Secretary of the Ohio Vocational Association. In this capacity he directs an effective program of educating the public in regard to Vocational Education. This has paid dividends in many ways. Dr. Woodin also edits the *Agricultural Education News*, which is sent to all teachers regularly, and serves as a stimulator and aid to members of the staff in the preparation of articles for the *Agricultural Education Magazine*. The preparation of news releases, fill-in news articles, and other materials regarding the Ohio program is also under the direction of Dr. Woodin and D. R. Purkey, a supervisor.

The State Judging Contests and FFA Convention are primarily supervisory activities, in charge of E. O. Bolender and D. R. Purkey. However, much of the responsibility for grading the contest results, making arrangements for the FFA Convention, and carrying out Convention details is shared with teacher trainers. J. E. Dougan, a supervisor, is Director of our State FFA Camp, and he too receives valued help from our co-workers at the University. Floyd J. Ruble heads our State Fair activities, but one would never know teacher trainers from supervisors during this ten-day period. The same cooperation exists during our Annual Young Farmer Conference which is held on the University campus.

### Pre-service and In-service Training

In the Veterans' On-Farm Training Program, Lloyd B. Fidler has depended upon teacher trainers, particularly during the years when large numbers of teachers were urgently needed and very few were available. Five-day workshops

(Continued on page 66)



A "Watermelon Tea" is one of the features of the Summer Sessions in Agricultural Education at Ohio State University. Here a group of teachers relax during the two-hour "Tea." Features include softball and horseshoes, lots of visiting, introduction of out-of-state students, and a short talk by someone from the field of education or agriculture, and of course, lots of watermelon.

were arranged to give training in methods for these special teachers. Also, many teaching aids were prepared which were designed specifically for teachers of veterans.

All of us realize the value of an in-service program for the busy vocational agriculture teacher. Certainly if there is a field where it is both necessary and difficult to keep up to date, it is in teaching agriculture. Here again teamwork pays. Off-campus graduate courses are given each quarter in the various sections of the state, and a definite rotation plan for offering these courses has been developed so teachers can take full advantage of these offerings. In the Farm Mechanics field, district training meetings have been conducted with both teacher trainers and supervisors participating. In this area, teachers who have done good work in Farm Mechanics have been given special training and subsequently conducted district training programs with excellent results. Dr. Willard Wolf conducts campus workshops in course organization to provide in-service training in this area and he also works with supervisors in providing in-service education in Farm Mechanics. The two staffs work together in FFA Planning and Officer Training Meetings and Young Farmer Conferences. Teacher Trainer Richard Wilson heads up our field crop demonstration program.

From what has been said, one might ask, "What do the Supervisors do?" or "Is This a one-way street?" I am sure that members of our Teacher Training Staff would be quick to suggest many ways in which supervisors have cooperated in the recruiting of trainees, the preparation of materials used in teacher training, assistance in the development of good teaching techniques and procedures, and cooperating in many other ways to make possible an effective program of teacher education.

#### A Combination of Training and Supervision

Supervisors have a full program in that they plan to visit all departments once each year, or more in unusual situations; they are responsible for the

To make this cooperation possible, joint staff meetings are held monthly with numerous special meetings. Practically all committees are composed of both teacher trainers and supervisors. All in all, it has been a very pleasant working situation—one which makes possible a comprehensive program on a state basis, the kind we expect teachers to develop on a local basis. □

#### Making Agriculture - - -

(Continued from page 64)

a job just for the Vo-Ag teacher. Supervision and administration must be shaped and guided to conform to the same principles. Teacher training should be designed and conducted to the same end. Time will not permit elaborating on this now. We on the state level are prone to lay the blame on the teacher. He does what he should not do and he does not do what he should do, to hear us tell it. We expect so much of him—non-vocational in addition to his vocational duties—that there is no way for him to do all that is demanded of him. I do not know why he does not openly rebel. It is high time that we as supervisors and teacher trainers design our programs and policies more in keeping with the basic principles of vocational education in agriculture.

It is high time too that school administrators, and others in general education, understand the basic principles and philosophy that underlie the program of vocational education in agriculture. If everybody else concerned understood vocational agriculture in terms of its basic aims and purposes and governed themselves accordingly, then we might expect the teacher to put over the kind of job that should be put over.

In closing, may I remind you that we are travelling in the later years of the first half century of our existence. What traditions and heritage do we have to pass on to those who will shoulder the task for the next half century? Will the patterns of today survive the ravages of time and endure in principle to the end

of the full century mark, February 13, 2017? The patterns of our practice may perish, and probably will, but the principles that guide us in this day should survive not only the test of 100 years but of all time and serve then as now to point the way to greater and more enduring achievements.

We shall continue to have shortcomings in our day-to-day task as we journey on. We may ask forgiveness for mistakes of the hand but let us pray that we are righteous at heart. Enduring achievement in vocational education in agriculture is like getting to heaven—by faith are we saved—and "Ye shall know the truth and the truth shall make you free." (St. John 8:32)

There will be difficulties and obstacles encountered as we journey along but in the words of Robert Montgomery, "... the answer is not one big blazing action but many little ones, fought on many different fronts—usually by unsung people who believe like giants."

Yes, we have a mission to perform and the task ahead is arduous. So let us say with Robert Service—

Carry on! Carry on!  
Fight the good fight and true;  
Believe in your mission,  
Greet life with a cheer,  
There's big work to do,  
And that's why you're here. □

#### Start with a Program - - -

(Continued from page 63)

various groups to be served, the activities and means for serving, including their organization, into a pattern of time when the work is to be performed. It is a guide to those who carry out, administer, or supervise the work.

The program of work identifies the formal and informal work and the activities that the teacher will carry on during the year. It therefore is identified with a particular school and community and cannot be used by every department alike. Its use is applicable to a specific teacher in a specific department.

It is not the intent here to suggest that a teacher shirk any responsibilities assigned to him which contribute to the efficient functioning of a school system. It is the intent to emphasize the need for teachers to plan their programs of work and thereby have evidence to present to the administrators so that they may become better aware of the primary objectives of the Vo-Ag department and the activities necessary to achieving them.

The program of work should be developed through counsel with and approval of members of the agricultural advisory committee. This is a sound way of improving public relations and informing the committee of plans for the year. Also, it is one of the best means of getting support for the teacher in his defense against being overburdened with duties which interfere with the job for which he is employed.

What better time is there to plan or revise a year's program of work and to inform the administrator of your objectives and proposed activities than at the beginning of the school year? □

# Building a challenging course of study

## A factor in starting a new school year

ELWOOD M. JUERGENSON, Teacher Education, University of California.



Elwood Juergenson

RECENTLY when a farm boy *not* in vocational agriculture was asked why he did not select such a program of study his answer was that the course was not difficult enough. Most students in secondary schools are not anxious to expend a great deal of energy so perhaps what he was really saying was that Vo-Ag, as he saw it, did not challenge him sufficiently. There was uncertainty that, existent in the material covered, there would be the concepts and principles necessary to guide and develop him properly so that he would be fitted for his life as a farmer.

One shower doesn't make a storm but the question of how stimulating is the course of study which exists in many vocational agriculture programs is one that should concern us all. It goes without saying that everyone in Vo-Ag is involved in this kind of analysis and especially so at the teacher training level. Teachers develop and carry on ideals and objectives, to a large extent, as a result of their basic training and practices as apprentice teachers. Thus a carefully planned concept of a challenging course of study will pay dividends for a long time and one of the best ways of accomplishing this is in sound preservice training.

### Increase in Knowledge and Competence

Both in the field of agricultural science and in farm mechanics, we should be concerned with building and utilizing a challenging course of study. In addition, regardless of whether the cross section, bloc system, or a combination of methods is used as the basis for the teaching program, care must be taken to see that each year students are guided to new principles and competencies in keeping with their capacity and previous experience.

The time worn question of four years of experiences versus one year of experience four times, too often applies in this situation.

The thing we must continually ask ourselves is do our students actually possess the necessary abilities and skills and are they qualified to enter farming after they have progressed through four years of Vo-Ag, keeping in mind of course, their immature years. The gap between stating what are desirable concepts, skills and abilities and actually carrying students through such a program can be very great.

### First Year May Be Less of a Problem

Most courses of study make a good beginning toward satisfying the needs a boy may have during his beginning year in Vo-Ag. Typically in agricultural science a student, guided by the course of study, will learn to inventory himself and his background in relation to the occupation of his choice; he will be introduced to the agriculture of his community and its relationship to agriculture as a whole; he learns new agriculture terms, and gets a start in farm accounting plus an introduction to the most important technological phases of the common enterprises in his district. In farm mechanics he may learn basic safety information, learn to identify and correctly use basic hand tools, learn to repair and sharpen these tools, make a beginning in the use and properties of simple materials, and do some construction in regard to his supervised farming program. These objectives, not necessarily the best or the only ones, certainly are worthy objectives and if reasonably well accomplished should start a boy in the proper direction toward his agricultural career.

What happens in the remaining three years is the critical point around which we should be concerned in building a workable, challenging course of study. There is a danger both in agricultural science and field mechanics of simply repeating with few changes the program that was offered students during their first year. True, the farming program of a student should become increasingly significant in determining what he does with his time and the experiences he should have. On the other hand, there is some danger in being satisfied with students simply being busy in the shop or always active and not a discipline problem in agricultural science even though for most of the time the activity centers about his farming program. Granted that items constructed in the shop for project use and farming programs on the home farm are basic to getting a boy established in agriculture, there is also the fact that these material things can be accentuated to the point of crowding out or substituting for the essential abilities that should be developed in a student by the time he has completed four years of vocational agriculture.

### Increase the Complexity of Problems

A well constructed course of study can tend to guarantee that students will not repeat each year only those things to which they were exposed previously, yet progress logically to a complete understanding of the subject. A sound course of study should be devised around a gradual ascension in difficulty of material. Each year it should include new concepts in keeping with the stu-

dents' learning ability. It should include attainable standards so that students feel a sense of progress and accomplishment during the school year. While each year's program should be based and built on material previously covered, there should be a marked difference between Ag I, II, III, or IV so that senior boys are getting experiences that are challenging to them as seniors and not simply repeating those that faced them as freshmen or sophomores.

For example, in shopwork electric welding alone can begin with simple flat work then progress to vertical, overhead, dissimilar metals, hardfacing, and so on. Each skill can include the passing of desirable standards. The question to be answered is, has each boy in the senior farm mechanics class developed the ability to do a reasonable job in these areas? To have every student busy working on projects is not enough unless they are also developing in themselves skills and understandings.

In agricultural science any livestock or poultry enterprise can begin with simple basic information such as breed identification and the timely information a boy must have regarding his own farming program and then progress through feeding, breeding, disease control, marketing, job simplification, to challenging farm management studies. Feeding alone should be carefully analyzed so that the easily understood principles are presented in the first year or two of Vo-Ag and the more complicated and difficult phases in the final year or so. Most teachers would agree that freshman students should *not* be taught how to balance rations in the same manner as college classes.

The great change that takes place in a boy's makeup is well known. We should take advantage of this and let our course of study parallel his ability and capacity to learn so he feels a sense of development.

### Keep Student Ability in Mind

Too often we omit the obvious first year or so in school and make our studies too difficult, only to reverse this and not make the final years sufficiently challenging. This is confusing to students because they early become baffled then, should more difficult principles be presented later, they do not have an adequate background to handle the subject.

Another factor that must be recognized is that in many cases an apparently satisfactory course of study is developed for a community and at first glance one would think students must be receiving the kind of education we have been discussing. In other words, there is considerable difference between having a course of study on paper and in getting one into action. In such instances it would seem advisable to check and re-evaluate the course of study so that the action phase of the program parallels the proposed program to a high degree. There is a good possibility, if a difference exists between what is actually being taught and what the written course of study indicates should

(Continued from page 68)

For any teacher - - -

## Leadership is the key to good discipline

DAVID CARPENTER, Student Teacher, in cooperation with WILLIAM PAUL GRAY, Teacher Education, Colorado A and M College



David Carpenter

A well-prepared student who has decided upon a teaching career, whether it be teaching of academic subjects or vocational agriculture courses, may at some time during his directed teaching find himself facing discipline problems that "weren't in the book." At such times, well-thought-out lesson plans and theories will vanish into thin air, leaving the student teacher in a state of bewilderment and disappointment. He is naturally alarmed because he realizes the pitfalls of poor discipline and he is even more alarmed when he cannot pinpoint the cause for the undesirable situation.

A consultation with the teacher trainer would be the first logical step to take in trying to work out a plan to improve discipline as well as other classroom problems. However, the student teacher should rely upon himself as much as possible in working out details for each individual problem just as he will have to do when he goes out into the actual teaching field.

It would be wise for the student teacher to ask himself some questions about discipline before he starts working on a definite plan. The first questions might be:

"As a leader of my class, am I trying to understand my pupils' problems as I should?"

"Does the discipline problem originate with my way of conducting my classes?"

"Putting myself in my pupils' place,

how would I react to a teacher who was presenting a subject to me as I am presenting it to my group?"

If the answers to the questions above are not favorable, steps should be taken immediately to improve the teacher-pupil relationship, for until this is well established, there will be a feeling of doubt and insecurity in all classroom situations.

### Analyze the Situation

The bond of confidence between teacher and pupil may be forged without the teacher's losing sight of his role as a leader of his class for, as the accepted leader, he can build the foundation for a happy, profitable school year.

Other questions that may be asked by the student teacher are:

- (1) How do I manage my classroom? Do I have a workshop atmosphere in it or is it a scene of confusion and disorder during school hours?
- (2) Do I try to make my pupils appreciate the value of a pleasant, comfortable room in which to work?
- (3) Do I set an example to my pupils by being courteous and polite to them?
- (4) Am I fair in grading papers, taking into consideration the abilities and I.Q. of each individual pupil?

### Know Your Pupils

The last is one of the most difficult problems to solve for this is the time that each pupil *must* be studied as an individual set apart from the group. The success of many a man or woman may be traced back to a teacher who made

it his business to understand his pupil's problems and help him at a time when the pupil thought he was unable to learn. In such cases as this, it would be very valuable to have the student teacher look at the problem from the pupil's point of view and to study it from every angle. Working on an individual problem may involve visits to the pupil's home to try to find out more about his home life and environment and how they may be affecting his school life. At this point a student teacher will really be put to the test, as he will be dealing not with theories or books, but with PEOPLE: his pupil and others who are directly connected with his pupil's life. He is trying to find an answer to a LIVING PROBLEM. A favorable solution to the problem will indeed give the student teacher an established role as a leader of youth, which is so necessary in today's education. The student teacher or the beginning teacher may very well keep in mind and practice the following ideas:

- (1) A professional school atmosphere will result if the teacher gives careful attention to matters of classroom organization and administration.
- (2) Interest in subject matter is keenest in a well-organized workshop.
- (3) Pupils will do better work in a comfortable, well-ventilated classroom. Keep them happy and cheerful.
- (4) Courtesy and politeness will be emphasized in a well-conducted classroom by an understanding teacher.
- (5) A sympathetic and friendly relationship will be the result of a pleasant contact between teacher and pupil.
- (6) Pupils will act more maturely if their teacher has given them the feeling that he has confidence in them.

These are the basic steps that will help most to correct discipline problems in the classroom and may, in a big measure, help to prevent them entirely. LEADERSHIP IS THE KEY TO GOOD DISCIPLINE. □

## Building a Challenging - - -

(Continued from page 67)

be taught, that something is wrong with the course of study. Improving one should improve the other.

### Many Sources of Problems

In developing a challenging course of study there are many areas related to, but not part of, the production phase of agriculture that should be included. The value of such information may vary from place to place, but the idea of including it in a course of study is the same. Farm law, for example, is becoming increasingly significant as is insurance, water rights, income tax information, contracts, leases, credit and advanced marketing methods plus a large number of so-called "off-farm" factors like governmental regulations of

marketing or planting. All of these factors are areas that can become a part of a stimulating course of study for boys in advanced Vo-Ag. Many phases of farm accounting such as cost analysis, enterprise comparison, and like areas are almost virgin ground. With such a vast array of material to be presented, a great danger exists in trying to present too much in a limited amount of time. Thus the selection and development of material in a sound course of study becomes increasingly significant in the program.

### Avoid Including Too Much

Often times in an effort to relieve monotony or effect a change of pace, we are prone to change the subject too quickly before adequately covering the material. There is some merit in this but a change of pace can best be ef-

fectured by a change of understandings in keeping with students' capacities and not jumping from enterprise to enterprise almost daily. Therefore, we must cut down to a few really basic locally important community enterprises so that time is available to properly develop in students abilities and understandings that can be transferred to any agricultural endeavor. Furthermore, it is important to design studies carefully so they do not parallel college courses but are in keeping with capacities of average students in secondary schools.

This is a gigantic task which requires little paper but much thought. The result should be happier, more satisfied and interested students who leave high school not with a host of tangible projects, but their own abilities and self-assurance complete. □

## News and Views of the Profession

### Hill to Cornell



Dr. Charles W. Hill

DR. Charles W. Hill will go to Cornell University at the beginning of the fall term to assume the duties of Chairman of the Division of Agricultural Education. His resignation as Head of the Department of Agricultural Education at West Virginia University became effective August 31, 1955. Hill has been associated with the training of vocational agriculture teachers at West Virginia University since 1937 when he became instructor in the College of Education and Vo-Ag teacher at the University High. In 1945 he was appointed Assistant Professor of Agricultural Education and became Associate Professor in 1949. Dr. Hill was appointed Head of the Department of Agricultural Education, July, 1951.

Hill began his professional career in West Virginia by starting a department of vocational agriculture in Calhoun County High. Two years later he started a new department in Spencer High. Two years later the county board of education assigned him to Walton High School as principal and Vo-Ag teacher. In the summer of 1948 he taught at Louisiana State University.

Hill completed his B. S. Agr. Degree in 1932 at West Virginia University. The M. A. Degree was completed at the same institution in 1938. He earned his Ph.D at Cornell University and received the degree in 1949.

Besides being affiliated with the Vo-Ag Teachers' Association and A.V.A., he is a member of Phi Kappa Phi, Phi Delta Kappa, Kappa Delta Pi, Alpha Zeta honorary fraternities; ATA professional fraternity and Pi Kappa Phi social fraternity.

### Cushman Leaves Vermont



Dr. Harold R. Cushman

DR. Harold R. Cushman, Head of the Agricultural Education Department at the University of Vermont, will join the Agricultural Education faculty at Cornell University September 1. A graduate of the University of Vermont in 1941, he taught vocational agriculture at Peacham and Woodstock, Vermont. He also served four years in the U. S. Army during World War II.

Dr. Cushman was Assistant State Su-

pervisor of Agricultural Education in Vermont prior to earning his doctorate at Cornell University in 1951. His appointment as head of Agricultural Education at the University of Vermont began at that time.

In addition to his other duties in teacher training and supervision, Dr. Cushman has given special attention to the problems of education for out-of-school groups in vocational agriculture.

For the past three years he served as a Special Editor for *The Agricultural Education Magazine* for the North Atlantic Region. He also has been chairman of the standing committee on Teacher Education in the Region.

### Oregon Vo-Ag Teachers Go To Foreign Assignment

Two vocational agricultural teachers from Oregon will work in Iran during the next two years under contracts with the Near East Foundation. Wm. A. Fuller, Jr., Principal at Harrisburg High School and former agricultural teacher there for several years left for Iran the middle of April. Delmer J. Dooley, agricultural instructor at Lakeview High School the past two years followed him the last of June. Mr. Dooley has been at Lakeview while the regular instructor

of vocational agriculture, Wm. H. Holloway, has been on a two-year assignment in Pakistan. Mr. Holloway returns the last of June.

### National Student Teachers' Conference

Municipal Auditorium, Kansas City, Missouri  
October 11-12, 1955

October 11 will mark the opening of the Third National Conference of Student Teachers in Agriculture. It will be held in Kansas City, Missouri, at the time of the National FFA Convention. Each teacher-training institution in the United States will be invited to send a delegation of student teachers to this Conference.

This national assembly of student teachers has grown to its present proportion as a result of the demand from student teachers who attended the FFA conventions in the past. The attendance has increased each year since 1940. In 1952 an organized agenda was prepared for this group and invitations were sent to only teacher-training institutions in the North Central Region. Because of the intense interest displayed by both student teachers and teacher-trainers outside this region, the program was set up the following year to include all teacher-training institutions. The results of this expanded program were most gratifying. Last year there were 127 student teachers and 19 teacher-trainers

(Continued on page 70)

### Themes for the Months of the Last Half of Volume 28

LISTED here are the themes to be featured during the last half of Volume 28 of the *Magazine*, beginning with the January, 1956, issue. They are brought to your attention now to allow time for you to prepare an article appropriate to one or more of them as your interest and experiences may dictate. Remember that copy is to reach either one of the Special Editors or be sent direct to the Editor by the first of the third month preceding publication. January copy is due October first. Pictures to illustrate your article add to its interest and appeal.

Perhaps you would prefer to prepare a short item about some idea or practice which you have found to work successfully and which would be helpful to your fellow-teachers. The "Tips That Work" column is always open for such items at any time, dealing with any phase of the Vo-Ag program. One to two hundred words should do the trick. An example is found on page 71.

The complete list of themes for Volume 28 appeared in the issue of last April.

January—*The Farm Mechanics Program*—to include: Facilities and Their Use; Selection of Instructional Content; Relationship with Other Instruction; Safety; Organization; Teaching Procedures; New Developments; Use of Special Teachers; Means of Evaluation; etc.

February—*Professional Preparation and Improvement*—to include: Needs of

Beginning Teachers; Means of Professional Improvement; Selection of Teachers; Professional Relationships; Professional Organizations; Improving Professional Status; Tenure of Teachers; Retirement Systems; etc.

March—*Individual Farming Programs*—to include: Planning Programs; Supervising Individual Programs; Relationship to Group Instruction; Problems of Non-farm Pupils; Evaluation of Programs; Relationships to Establishment in Farming; Records and Accounts; etc.

April—*Educational and Vocational Guidance*—to include: Selecting Pupils in Vocational Agriculture; Relationships with the School Guidance Program; Means of Rendering Guidance Service; Use of Individual Pupil Records; General Agriculture versus Vocational Agriculture; etc.

May—*Evaluating Programs in Vocational Agriculture*—to include emphasis on any phase of the total program: in-school instruction, the FFA, out-of-school groups, school and community activities, etc. (This issue will include the annual listing of research studies in progress.)

June—*The Summer Program*—to include: Program Planning; Community Activities; Camping and Recreation Preparations for Fairs and Exhibits; Promotional Activities; Public Relations; Professional Improvements; etc. □

Prospective teachers use a - - -

## Field-study tour— king size

to climax their training

JOHN G. SAFARIK, Graduate Student,  
California State Polytechnic College



John G. Safarik

trainer H. H. Burlingham. The trip, taken at the end of the cadet teaching period enables the prospective Vo-Ag teacher to view a large variety of the techniques, devices, facilities and management practices being successfully employed to achieve the objectives of Vocational Agriculture. The tour has been well described as the cream on the pitcher-full of knowledge and understanding achieved by trainees in the teacher training program.

This field study tour, first taken in the Spring of 1953, was so successful that arrangements were made for subsequent cadet groups to take the tour and it is now a permanent part of the agricultural teacher training program. Cadets making this trip have studied about agricultural education; they have visited numerous Vo-Ag classes in the vicinity of the college, and during their cadet teaching period, they have actively participated in the duties of a regular teacher. It might be presumed that the potential Vo-Ag teacher has been exposed during phases of his training to virtually every phase of the work which he has chosen for his life's vocation. Still, he has not yet had the opportunity to observe a widespread variety of the situations or environments in which Vo-Ag programs are conducted. The field study tour of Vo-Ag departments gives the teacher trainee that opportunity—and is a climax to his training. This gives the cadet an opportunity to evaluate and compare his own work to practical programs that are accomplishing the same objectives which he hopes to attain.

### See Schools in Operation

The four-day tour is taken while secondary schools are in session and two to three different schools and communities will be visited each day. The director of the local agriculture department usually presents an overview of the total program of the department and then concentrates on one particular phase of it. By using this procedure,

the tour provides a very complete and detailed picture of classroom and farm shop instruction, Future Farmers, Young Farmers, Supervised Farming Programs, School Farms, Class Management, Plant Layout and other activities.

Each evening, after the day's travel and visits, the cadets meet with teacher trainer Burlingham for a round table review and analysis of the day's events and activities. The meetings, usually held in one of the motel rooms, are quite informal but very productive. Sometimes the discussions are attended by local educators who further enrich the discussion with their contributions and experiences.

### Schools Welcome the Visit

Opportunities for publicity and further development of good public relations are numerous. Many of the local newspapers carry feature stories precipitated by the group's visit. This publicity will frequently present not only the who, what, why, where and when of the visit but it will also describe the phase of education being featured which helps to make the community justifiably proud of its school. Many training centers for the cadets feel this activity so worthwhile that they are willing to underwrite the expenses of the cadets. Frequently, the schools visited will give a luncheon for the teacher-trainees attended by local faculty members. This enables the cadets to further develop social skills as well as to discuss educational philosophy with administrators and faculty members. Appreciation of the tour's benefits results in every cadet teacher writing individual thank you letters to all those who have hosted the tour.

### Values Are Numerous

The effects of this cadet tour literally have been spectacular. The cadets' enthusiasm soars to even greater heights and they have gained a tremendous store of practical information. In addition, their observations have been studied, discussed and recorded for future reference. One of the major reasons for the tour's success is the fact that the participating members are near the end of their training, consequently they are able actually to apply the information gained to a teaching program. Typical cadet comments such as, "Wonderful Experience," "Climax to Training," and "One of Most Valuable Pieces of Edu-



An informal meeting each evening enables teacher-trainer Burlingham and the Vo-Ag cadet teachers to discuss and analyze observations made during the Field Study Tour.

cation" clearly illustrate the cadets' reaction to the experience.

An activity of this nature, which already has proved its worth, might well be adopted by a group of interested Vo-Ag teachers. A tour of other departments would be a valuable tool which could both broaden and stimulate a teacher and help him to further develop and improve his local program. Many slaps in the school of hard knocks have been reduced to mere taps for beginning teachers as a direct result of the Field Study Tour of Vo-Ag Departments, truly a KING SIZE field trip. □

### National Student Teachers - -

(Continued from page 69)

from 24 universities and colleges in attendance.

The committee herewith suggests that all Alpha Tau Alpha Conclave Delegates remain for the Student Teachers' Conference.

Dr. A. W. Tenney, National Executive Secretary of the Future Farmers of America, has appointed the following regional representatives to plan the 1955 program:

Professor C. W. Hill, West Virginia University

Professor E. W. Garris, University of Florida

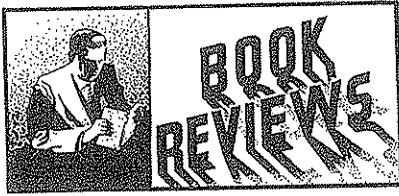
Professor Jack Ruch, University of Wyoming

Professor J. N. Weiss, University of Illinois, Chairman

### Welcome, New Teachers

As the new school year gets underway, the *Magazine* extends a welcome to each beginning teacher. This applies also to each student-teacher facing his first directed experiences in the atmosphere of the organized school program. May each of you get off to a good start. A successful beginning will go far in insuring your success and your satisfaction in the profession.

This issue of the *Magazine* has been planned with you primarily in mind. There is much in it from which you may profit. You will find, however, that the suggestions and advice offered are applicable not only to your beginning experiences but will have meaning so long as you teach. Any experienced teacher will bear this out.



**DAIRY CATTLE — SELECTION, FEEDING, AND MANAGEMENT** by W. W. Yapp and W. B. Nevens, 4th edition, illustrated, pp. 420, published by John Wiley and Sons, New York. Price, \$4.76.

This is the fourth edition of one of the Wiley Farm Series designed for agricultural students, farmers, and persons engaged in farm service occupations. The table of contents is divided into the following parts: Dairy Farming Contributes to National Welfare, Selecting and Breeding Dairy Cattle, Feeding Dairy Cattle, Managing Dairy Cattle, The Financial Aspects of Dairy Farming, Milk Secretion, Care and Merchandising of Milk, Producing Roughages for Dairy Cattle, Providing Good Buildings for Dairy Cattle, and Looking into the Future. Each of the foregoing parts is divided into chapters.

For the most part, the chapters of this book are organized fairly well for teaching purposes. As to the content, the authors state in the preface that, "our aim has been to point out principles which students and dairy farmers can use as guides rather than to give explicit directions for doing every job..." Appropriate illustrations are used throughout the book. A list of references is included at the end of each chapter. The revisions bring to the reader the latest developments in dairy farming.

W. W. Yapp, Professor of Dairy Cattle Breeding, and W. B. Nevens, Professor of Dairy Cattle Feeding, are both on the staff of the College of Agriculture and Agricultural Experiment Station, University of Illinois.  
—A.H.K.

**THE PRACTICE OF SILVICULTURE** by Hawley and Smith, 6th Edition, pp. 525, illustrated, published by John Wiley & Sons, Inc. Price, \$7.50.

*The Practice of Silviculture* includes chapters on the place of silviculture in forestry; the treatment of the forest during regeneration or establishment; reproduction methods—clear cutting, seed-tree, shelterwood, selection, vegetative reproduction, and artificial reproduction; slash disposal and prescribed burning; intermediate cuttings; thinning; improvement and salvage cuttings; pruning; and methods of controlling cuttings.

This publication is designed for use as a textbook for a college course in the curriculum for professional forestry. The principles of silviculture are discussed almost exclusively in terms of American practice. The book is well written and contains many pertinent illustrations. A list of references is included at the end of each chapter for supplemental readings.

Ralph C. Hawley was Professor of Forestry at Yale University until 1948, when he retired. In addition to his teaching, he was forester for the New Haven Water Company. He is co-author of *Forest Protection*, a Wiley publication.

David M. Smith is Assistant Professor and Assistant Dean of the School of Forestry, Yale University.—A.H.K.

**YOUR PUBLIC RELATIONS — A Guide for Vocational Educators** prepared by the Committee on Research and Publications, American Vocational Association, Washington, D. C., pp. 88, price, \$1.00.

*Your Public Relations* is attractively bound with a paper cover and plastic binder. It is not an exhaustive treatment of public relations for any one field. Rather, it is a general treatment for all vocational fields designed to provide you with the ideas and inspiration for initiating and carrying out a well-balanced public relations program. Practical suggestions are made regarding letter writing, movies, show windows, television programs, banquets, speaking, and the many other public relations techniques teachers use continually.

This publication should be valuable to the teacher of vocational agriculture both as a professional reference and as a supplementary reference for working with the FFA reporter and public relations committee.—A.H.K.

**FARM AND DAIRY MECHANICS LABORATORY MANUAL** by V. J. Morford, pp. 87, illustrated, published by the Burgess Publishing Co., Minneapolis, Minnesota. Price \$2.00.

*Farm and Dairy Mechanics Laboratory manual* is a manual for a college course. It contains units on hot metal work, cold metal work, farm electrification, soldering and sheet metal, oxyacetylene and arc welding and cutting, plumbing, and machinery. Each unit is sub-divided into jobs for instructional purposes. It is appropriately illustrated throughout. The cover is paper, with a metal spiral binding.

Although not intended for vocational agriculture classes, much of the information would be welcome for supplemental study and reading. Teachers of vocational agriculture would find it helpful in thinking through plans for teaching.

V. J. Morford is Professor of Agricultural Engineering, Iowa State College, Ames, Iowa.—A.H.K.

*To think is to grow, and in growing we live.*

Wanted: More items for the column "Tips That Work." Tell your fellow teachers about that idea you are using to facilitate some phase of your work. One to two hundred words should get the idea across.

## Change in Magazine Staff

### Atherton New Special Editor



Dr. J. C. Atherton

Dr. James C. Atherton, of the Teacher Education staff in the University of Arkansas, has taken over the responsibilities of a Special Editor for the Southern Region, replacing Henry Ross of Texas A. & M. College. Mr. Ross resigned to become Business Manager of the Magazine. Atherton joins Snowden and Tolbert as the Special Editors to represent the Region.

James C. Atherton was reared on a farm in Louisiana and was graduated from Louisiana State University in 1935. He taught vocational agriculture for over six years prior to entering the armed forces. Following a tour of duty of almost four years, he returned to Louisiana and to teaching vocational agriculture. He received the Master of Science degree from Louisiana State University in 1947. He enrolled at the University of Illinois in 1948 and received his M. Ed. degree in 1949 and the Doctorate in 1950. He has been a member of the Agricultural Education staff at the University of Arkansas since July 1950.

## Tips that work...

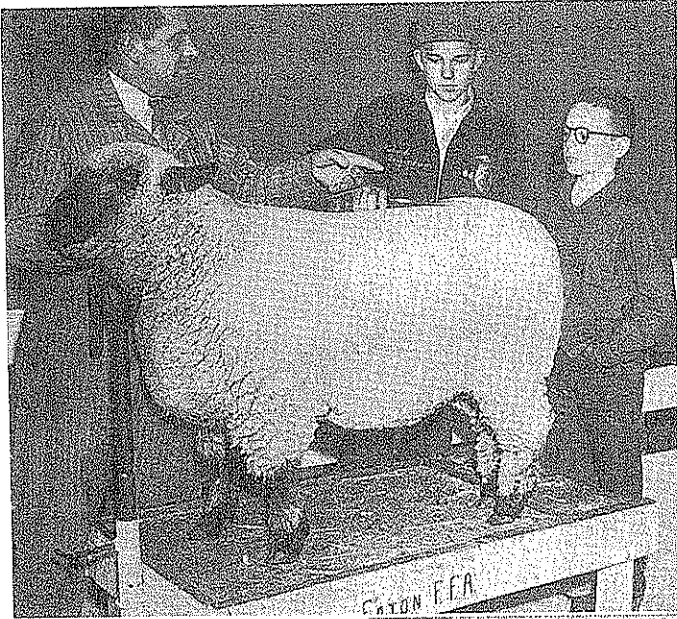
For three years we have organized entering freshmen in Vo-Ag into a Green Hands Association, duplicating the regular FFA setup.

This procedure has given the young boys accelerated training and experience in parliamentary practice, duties of officers and committee members. It tends to develop a cohesive group and aids freshman morale. These novice members of the FFA now are participating members in meetings and are not overawed in discussion. Less likely are they to find an older group railroading motions through.

The well knit freshman class has assumed responsibilities which the Chapter as a whole did not care to take over. The opportunities in leadership are paying off now and should be increasingly apparent in future years, both in the FFA and in other organizations in which they will be members.

We like our Green Hand organization, will continue to have one and suggest you try out the idea.

G. H. SALISBURY,  
Vo-Ag Instructor,  
Sidney, N. Y.



Don Cockroft, Vo-Ag instructor at Eaton, Colorado, is instructing his Chapter president in the finer points of blocking a sheep in preparation for the Chapter's annual Little International Livestock Show. A very interested yet critical spectator is Dick Nelson, brother of a State Farmer and prospective FFA member. (Does the wearing of an FFA jacket in this picture violate the point of view expressed on page 59 of this issue of the Magazine?) (Picture supplied by Wm. Paul Gray)



Ray E. Diley, teacher of vocational agriculture at West Milton, Ohio had the opportunity to secure a discarded counter from a store. He uses this effectively as a trophy case in his vocational agriculture classes.

The Clarkston, Washington FFA Chapter of advanced boys built a steel quonset hut, 25 by 36 feet, for Rufus Bursell, a dairy farmer of the community. Boys participating in this work were: Jerry Eaton, Pat Wakefield, Phil Landkammer, Neil Landkammer, Richard Smith, Lee Kennedy, Dick Paris, Myron Bursell, Dave Schuster, Leroy Gamet, Gene Sargent, and advisor Mr. Haugen. This barn was started in October and finished in December. All participating members of the class feel that this was an important part of the activities of the class and was both fun and educational. Foremanship training was used whereby one boy was in charge of a certain kind of job. (Picture furnished by Richard Smith, FFA reporter)



Under watchful eye of Vo-Ag teacher R. C. Callaway, Jr., three Danville, Ga., students exhibit their hogs at fall fair. Tommy Allen, Harell Little and J. W. Little excel in showmanship, enhance their animal's chances of winning rosettes. The latter started with one gilt in 1952, has increased to a herd of four brood sows and two bred gilts. His success has influenced his father, a long-time grower of hogs, to switch over to purebred stock. In 1953 one of J. W.'s gilts was grand champion of the swine show and sweepstakes winner of the entire livestock show at the Savannah Fair.

## Stories In

## Pictures

This group of teachers, supervisors and teacher trainers in the North Atlantic Region was "caught in the act" of participating in a workshop on increasing effectiveness of the Young Farmer Program in the Region. Not shown but serving as consultant for the workshop was Neville Hunsicker of the U. S. Office of Education. The three day conference was held at Cornell University.

Region VI of the NYATA was represented in a meeting of state delegates at Cornell University, June 9 and 10. H. E. Throckmorton, Vice-Pres. for the Region arranged the meeting as the first in what the NYATA hopes will become an annual event. State delegates and the states they represent are shown, pictured from left to right: E. R. Mott, N. Y.; W. H. Lewis, Va.; E. L. Morse, Va.; L. F. Hutton, W. Va.; J. C. King, Va.; F. W. Nichols, Va.; S. J. Reeves, N. Y.; V. Pres. Throckmorton, W. Va.; E. G. Thompson, N. Y.; A. P. La Sota, N. J.; P. D. Yann, Va.; R. J. Rozelle, N. Y.; and E. K. Fife, Mass.