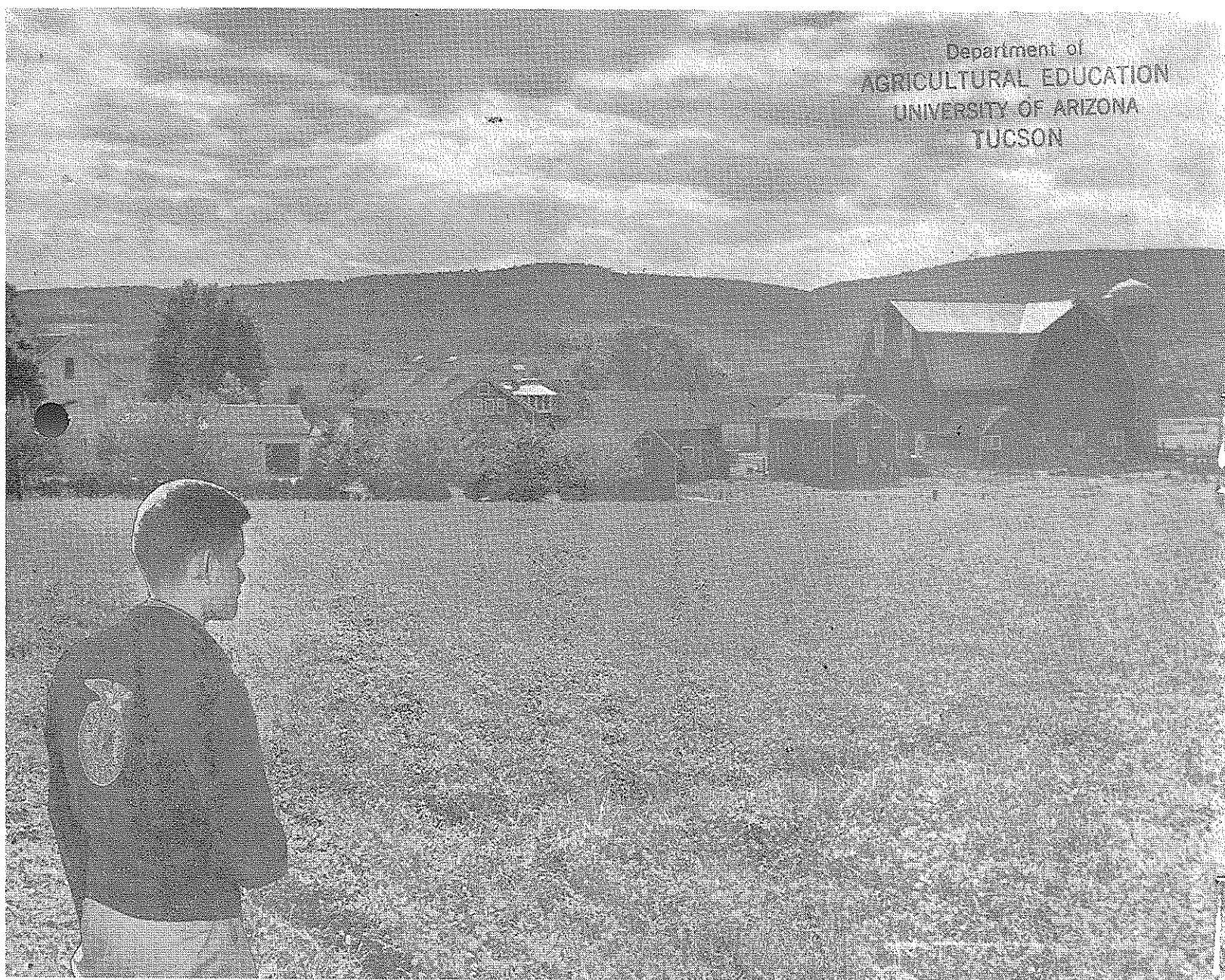


The

AGRICULTURAL EDUCATION

Magazine

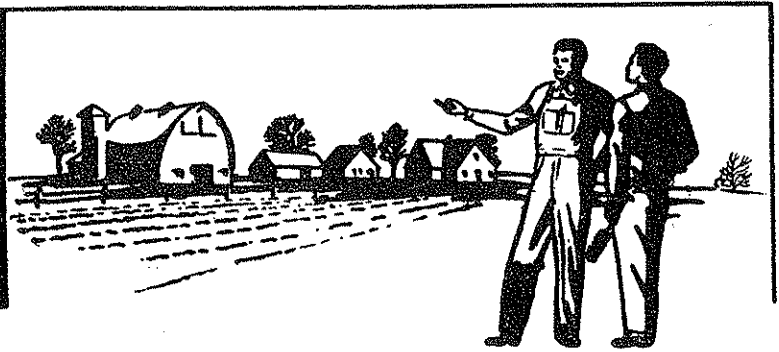
Department of
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See Foreword for picture legend.

The Program of Vocational Education In Agriculture in Pictures

The Agricultural Education Magazine



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

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Foreword

This final issue of Volume 29 of the *Magazine* presents in pictures the program of vocational agriculture as it is operating throughout the United States and Territories today. The theme of the story pictured on the following pages is expressed in the cover picture* showing a youth whose goal is to live and to work efficiently and with satisfaction in the kind of environment which the farm he is viewing and its way of life can provide. To operate and manage such a farm, or at least to engage in a future vocation which calls for having the ability and understanding necessary for success in farming, is his ambition. The program of vocational agriculture is designed to assist in making such dreams come true.

Vocational agriculture has been a recognized part of public education of less than college grade for forty years. The story told on the following pages brings the record of progress in the program up to date by means of pictures of present-day activities in departments of agriculture in the various States. The pictures are organized to illustrate the major parts of a total program under the following headings:

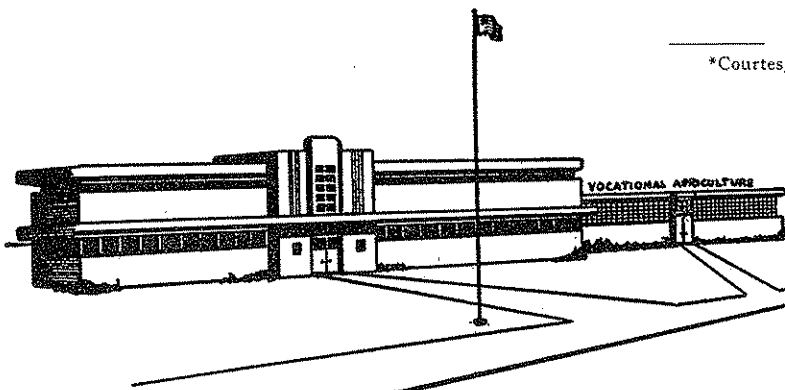
Guidance and Selection of Students	Pages 267-268
Students' Individual Farming Programs	Pages 269-270
Teaching in the Classroom and on the Farm	Pages 271-274
Farm Mechanics Instruction and Facilities	Pages 275-276
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The Young Farmer Program	Pages 281-283
The Adult Farmer Program	Pages 284-286
Vo-Ag Relationships in the School and Community	Pages 287-290
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The selection of pictures was limited to those which have appeared in the *Magazine* during the past five years. The quality of the picture and the idea it conveyed were other factors in selection. It must not be assumed therefore that the identification of pictures with particular States implies that the activity or idea pictured is typical only of the State represented. Rather, the proper assumption is that the program of vocational agriculture, pictured in the pages which follow, has become accepted wherever vocational agriculture is found, subject to such variations in its implementation as may be due to differences existing in the agriculture among States and regions.

A total of 196 pictures, representing 44 States and the Territory of Hawaii, appear here to tell the story of vocational agriculture in today's rural schools and communities.

W. A. S.

*Courtesy of the N. Y. S. College of Agriculture.

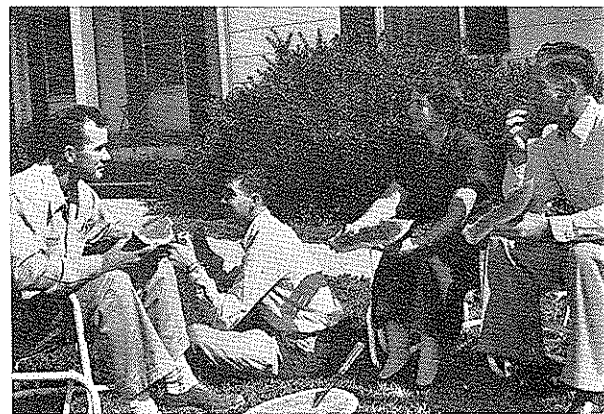


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Guidance and Selection of Students for Vo-Ag



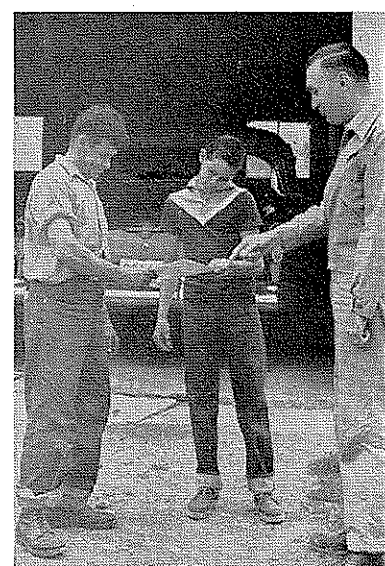
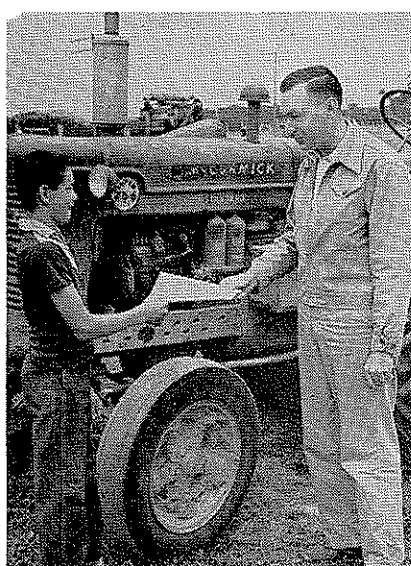
↑ A Vo-Ag teacher in North Carolina helps a group of eighth grade boys to gain an understanding of what vocational agriculture is, its purposes, and some of the requirements for enrolling. This is one of a series of meetings held for these prospective Vo-Ag students. A meeting with the parents of the boys will be held before the end of the school year for the same purpose.



↑ This teacher is discussing plans with a prospective student and his parents for enrolling in the Vo-Ag program. This is a very important activity of the Vo-Ag instructor during the spring and summer months so that parental understanding and cooperation are assured before the boy enrolls for his first year in Vo-Ag. It also assures that the boy will be a more interested student. The picture was taken at a North Carolina home.



↑ A meeting with parents of prospective Vo-Ag students is very helpful in bringing about understandings which are essential to the students' success in the Vo-Ag curriculum. The meeting shown here was arranged for and conducted by a teacher in New York to explain to parents the nature and importance of a pupil's farming program in Vo-Ag. Refreshments were served to create a more social atmosphere.

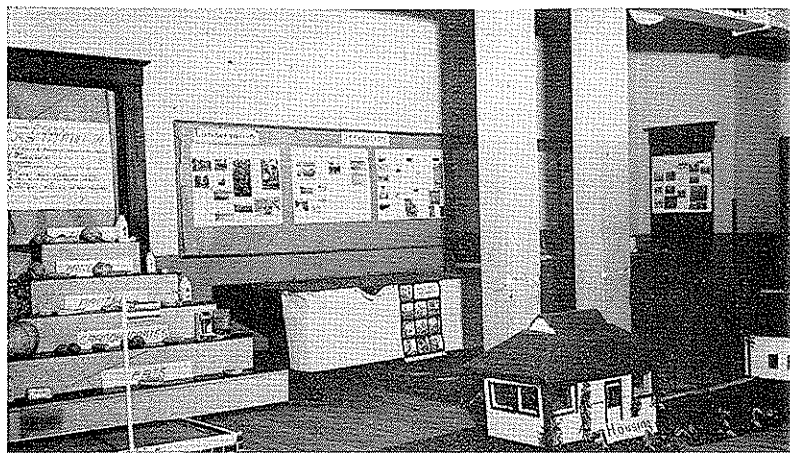
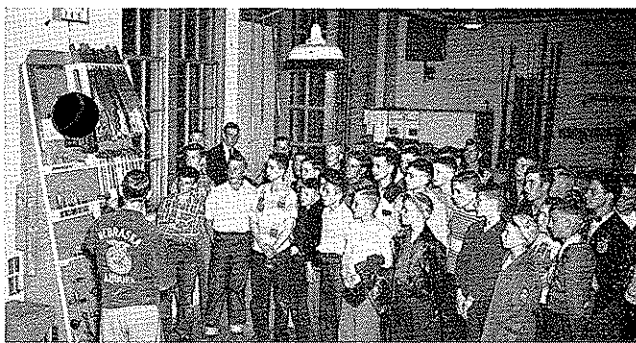


↑ This teacher in Vermont uses a brochure which he prepared to explain to prospective students and their parents what the Vo-Ag program could do for them. First he talks it over with the boy, oftentimes on the farm as pictured, and then with the boy and his father. Such a recruiting device provides fine results in that the necessary cooperation between parent, boy and teacher are more likely to result from the understanding obtained before the boy enrolls.

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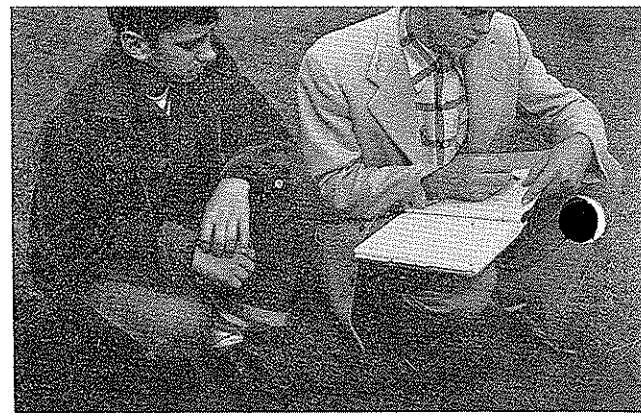
A visiting day in the Vo-Ag department for eighth grade boys from all parts of the high school patronage area is one way to inform them of the opportunities in the vocational agriculture program. This Nebraska teacher, with the assistance of his Vo-Ag classes, conducts a tour of the department for prospective students to acquaint them with the facilities and organization and operation of the department. This becomes an annual spring event to which the eighth grade boys look forward.

All the Vo-Ag departments in one county in Georgia cooperated in an exhibit to acquaint prospective pupils with the vocational agriculture program. The exhibit shown below was used during American Education Week and proved to be an effective device for contributing to the guidance of boys who were considering becoming Vo-Ag students. Such exhibits have other values such as informing the parents of prospective students and promoting the work of the departments in the various cooperating schools.





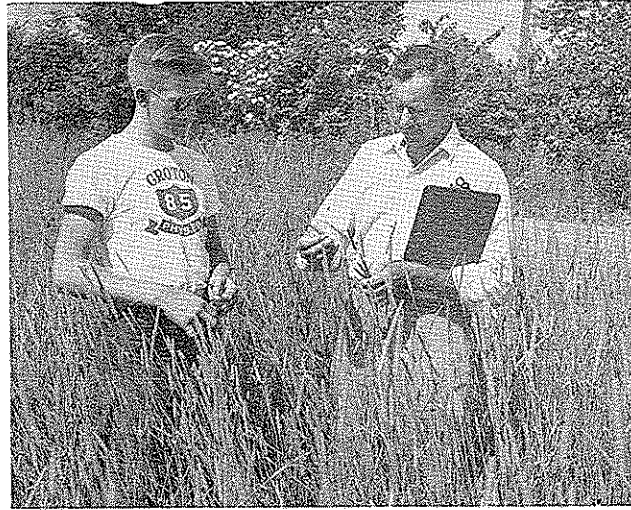
One of the important purposes of farm visits is to talk over the program of vocational agriculture with prospective students. This West Virginia teacher is getting information from the boy about the home farm so that the two of them can decide what the boy's training program would be like if the boy enrolls.



↑ A Vo-Ag instructor in Maine explains to a prospective student and his parents the opportunities which the vocational agriculture curriculum provides for a high school education. Such understanding by both the boy and the parents is important before the boy enrolls in order for them to plan for the boy's future.



↑ An agriculture class for eighth grade boys is used in the Vo-Ag department in West Virginia where this picture was taken to help prospective students decide whether or not to enroll in the high school vocational agriculture curriculum. Such first hand information and practice as these boys are getting will prove useful in making their decision.



Vo-Ag teachers need to know the problems and needs of their students to advise them about enrolling in vocational agriculture and to assist them in developing a training program if they decide to enroll. An essential part of such knowledge about prospective students is obtained out on the farm which furnishes the boy's training opportunities. This teacher in New York is helping a boy to identify some of his needs in preparing for farming.



The boy shown with the calf in the picture on the right has indicated that he wants to get started in vocational agriculture. His teacher is helping him select a calf from one of the top herds in the community with which to get his training program under way. The owner of the herd is in the background. This took place in a dairy community in New York State.



↑ Three-way conferences of students, parents and teacher provide an excellent opportunity for counselling on agricultural and educational problems and plans of the boy. This teacher in Michigan is making use of the activity as a means of enrolling a student in the Vo-Ag program.

In many Vo-Ag departments, junior projects in agriculture are used with younger boys to stimulate interest in enrolling in vocational agriculture. Such is the case with this Vo-Ag teacher in California as he checks the boy's project for minimum standards. Many kinds of projects are used for such purpose. Some states, such as Ohio, advocate Junior Fairs where both Vo-Ag and pre-vocational boys also may exhibit their livestock and crop projects.



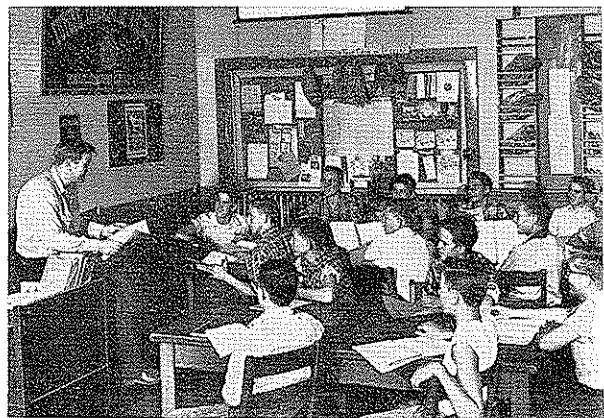
These Missouri boys were taken to the farm of a Vo-Ag student to see the dairy herd he was acquiring as a result of his training program. Such experiences help the prospective students to realize the nature and value of the Vo-Ag program.



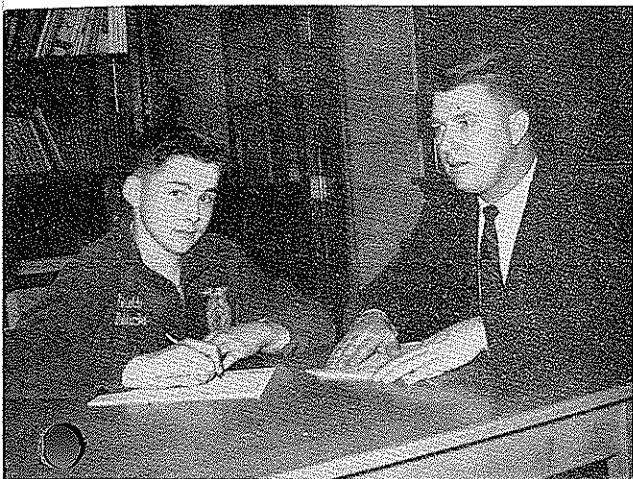
Students' Individual Farming Programs



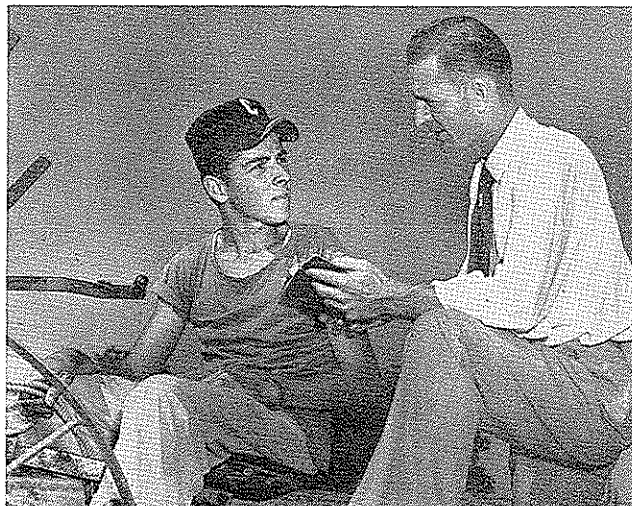
↑ The initial planning of a student's farming program, as well as the further development of it, calls for explanation and discussion with the parents and the boy. This Vo-Ag instructor in New York finds that home visits for this purpose result in more effective training programs for his students.



↑ Time needs to be spent with the beginning Vo-Ag class in explaining the meaning and importance of individual farming programs. This helps each boy in selecting and planning his program. The teacher and the boys in this class in North Carolina are having a discussion in preparation for planning individual programs.



↑ Individual student conferences are found to be necessary by this Ohio Vo-Ag instructor in planning farming programs. Useful conferences of this kind can be held in the classroom in addition to those on the farm.



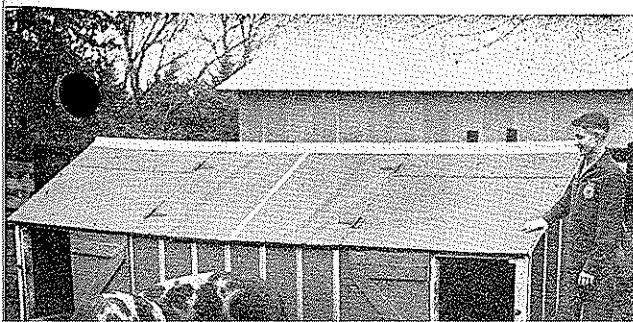
← Assisting the student to identify his needs and opportunities for experiences in farming is accomplished best on the farm. This helps him to plan individual farming programs to meet his needs. This North Carolina Vo-Ag teacher is discussing the boy's present and future farming program.



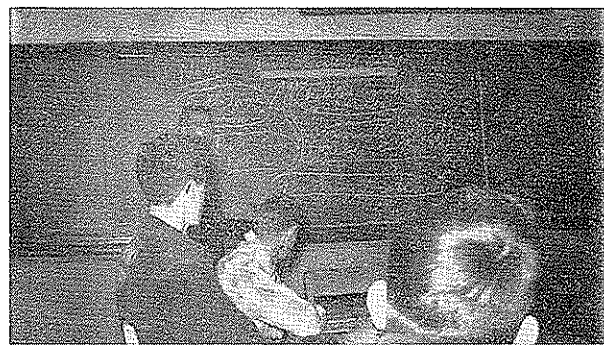
← The development of farming programs calls for family planning and cooperation. Both boys in this picture, taken in an Illinois home, are discussing their plans for farming programs with their parents.



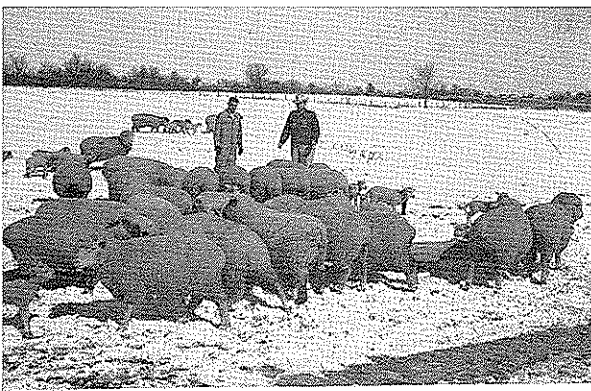
↑ The most effective discussion of problems arising in farming programs is likely to take place out on the farm at the time of year when the problem occurs. This Indiana boy and his Vo-Ag teacher appear to be pleased with the boy's farm practices.



← This Nebraska Vo-Ag student is including in his farming program a source of equity in farming toward getting himself eventually established.

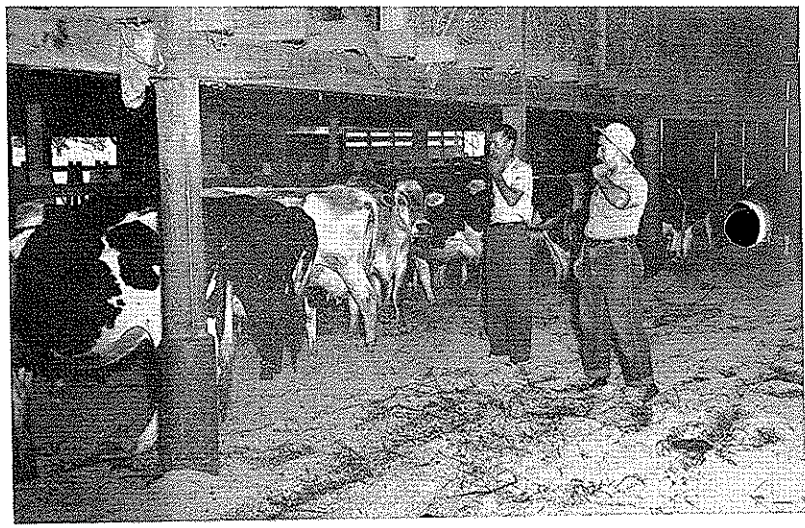


→ A classroom discussion of farming opportunities and needs for experiences is a necessary forerunner to planning successful farming programs. This Ohio



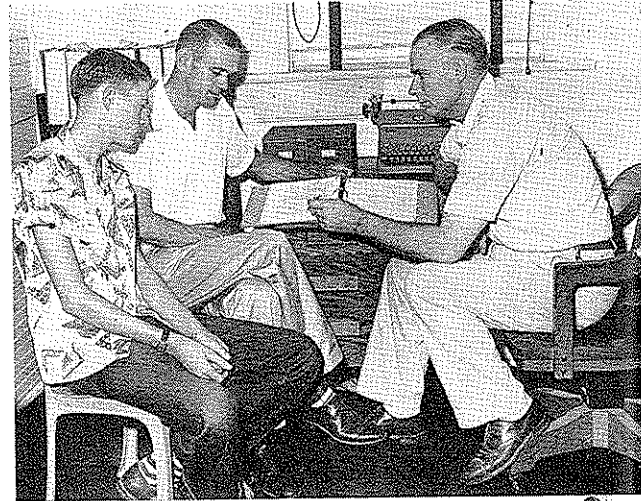
↑ This Washington state Vo-Ag student was able to include the opportunity for sheep production in his individual farming program due to the cooperative purchase of ewes arranged for by his FFA Chapter. →

The extent to which individual farming programs of Vo-Ag students can grow toward establishment in farming is illustrated in the case of this Louisiana boy who, with his teacher, is proudly looking over the dairy herd he has developed.



← This New York teacher is assisting one of his Vo-Ag pupils to put into operation on the farm the boy's plan for solving a problem in his farming program. →

One of the important summer activities of this Alabama teacher is planning the development of boys' farming programs with their parents. →



↑ The Iowa Vo-Ag student shown on the tractor is building a terrace which he undertook to do with the cooperation of his father as a part of his farming program. The teacher is checking the boy's progress on this improvement project.

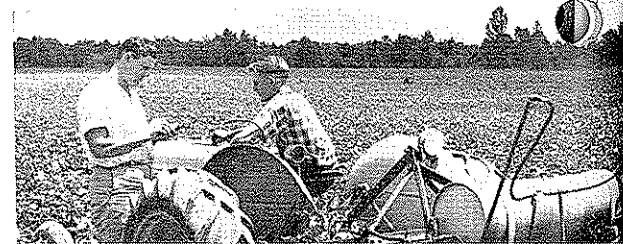


An Alabama teacher finds no difficulty in getting a farming program planned and carried out by this Vo-Ag student. The father was a former Vo-Ag student and cooperates in developing the boy's program. ↑



The individual farming programs of the students serve as the basis for the instructional program in this Iowa classroom. This can be done when farming programs are planned to include all the problems on the home farms of the students which they encounter in preparing for farming.

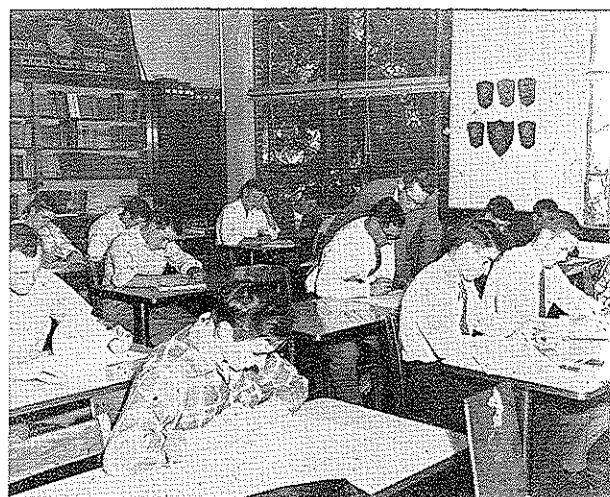
A supervisory visit is made by this Mississippi teacher to continue the teaching-learning process which grew out of the boy's farming program. ↓



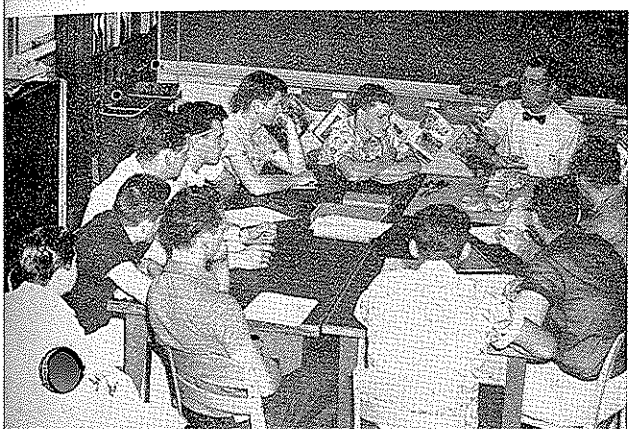
Teaching in the Classroom and on the Farm . . .



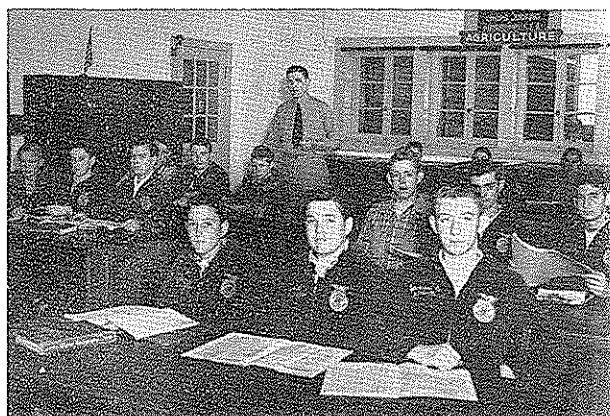
↑ A part of the process of teaching Vo-Ag consists of guiding the class in identifying the problems which need to be studied. This class in North Carolina is taking a real interest in planning a teaching calendar.



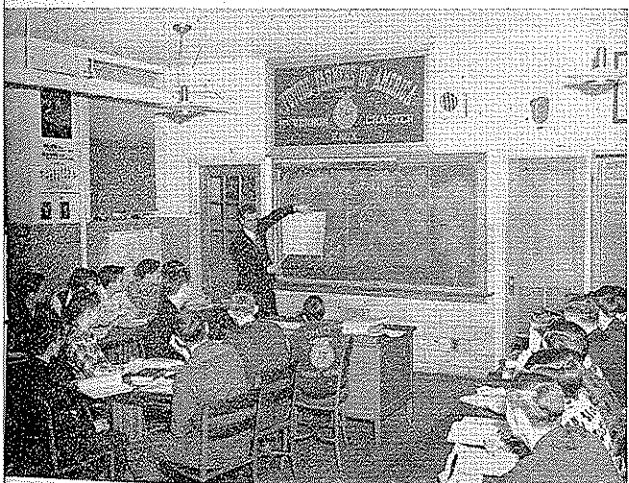
↑ Classroom instruction includes supervised study in which the teacher assists individual students in finding and understanding the information necessary to the solution of their problems, as illustrated by this Vo-Ag class in Kentucky.



← Effective use by the teacher of selected teaching materials in explaining the meaning and use of subject matter helps to get the undivided attention of students. This California teacher is explaining the dissected uterus of a cow to bring about understanding of artificial insemination.



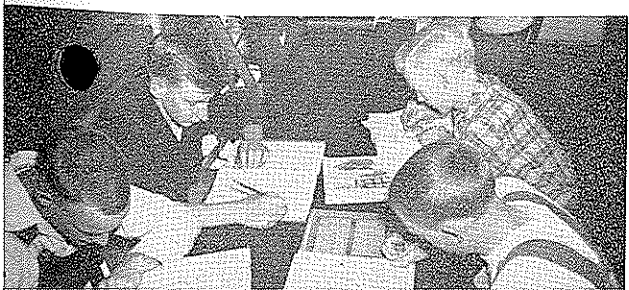
↑ Well-arranged, modern facilities in the classroom are an asset in conducting effective instruction. This class in a Vo-Ag department in Mississippi has such advantages.

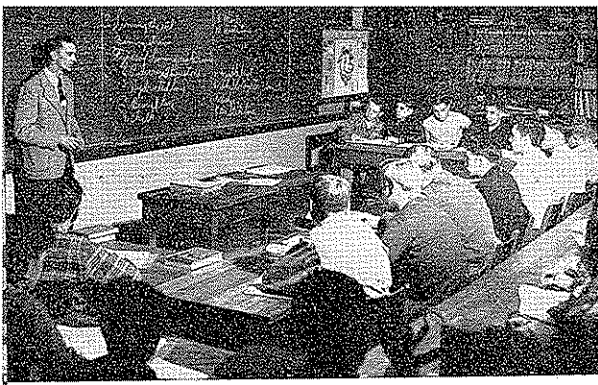


← An Ohio teacher uses information in tabular form as a part of the classroom instruction to help this class to interpret some important facts correctly.

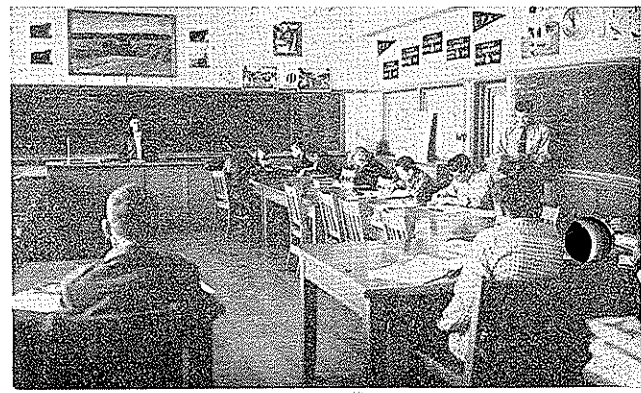
↓ Classroom instruction often provides opportunity and need for enlisting the cooperation of other agricultural agencies. This class in West Virginia is getting instruction from a soil technician of the State Soil Conservation Service.

↓ Members of a class who have a common problem for which solutions are needed may work together as a small group separate from the rest of the class. These boys in a Tennessee department are doing so.

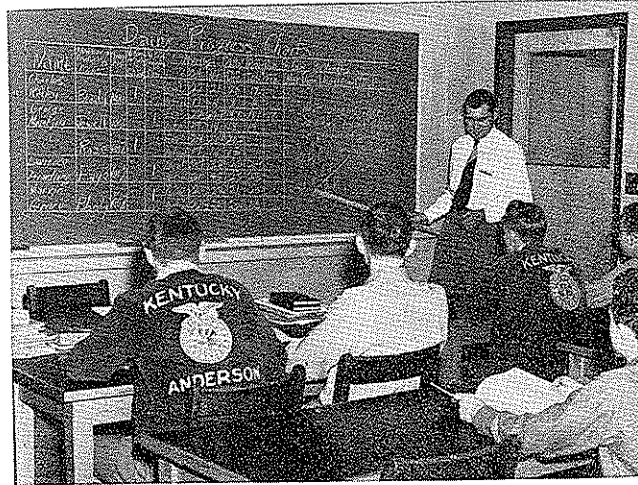




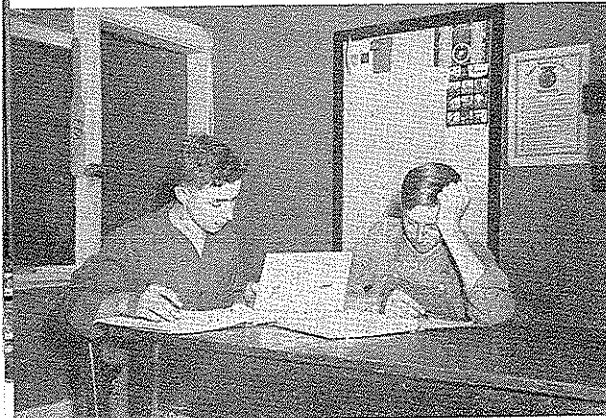
→
Oral reporting by a student to the members of his class who take notes on what he says is one of the accepted classroom procedures. This is illustrated in the picture from a Vo-Ag department in California.



↑
The classroom, adequately equipped, provides the best opportunity for group discussion of technical materials needed in solving students' farm problems. A confident teacher and respectful, interested class cooperate to make this process work in this Vo-Ag department in Michigan.



←
The use of progress charts made from data furnished by the students and placed on the chalk-board so the whole class can see them is used effectively by this Kentucky teacher.

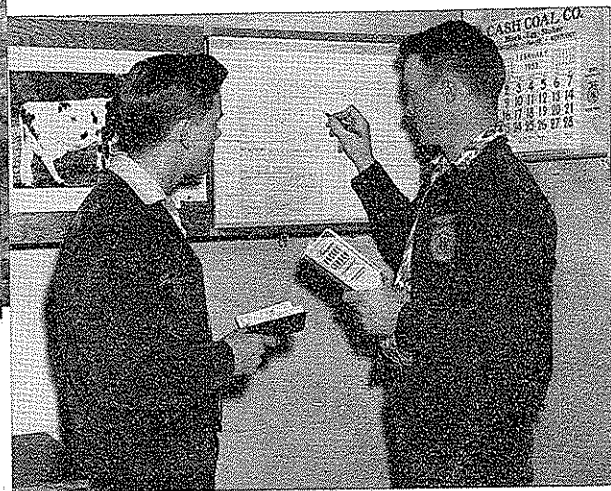


↑
These students in a Tennessee Vo-Ag class are working cooperatively on a problem in which they have an interest not shared by other members of the class. This is desirable classroom procedure when planned to promote maximum learning.

→
Effective use of magazine articles as a source of up-to-date information in classroom instruction is being guided by a teacher in California.

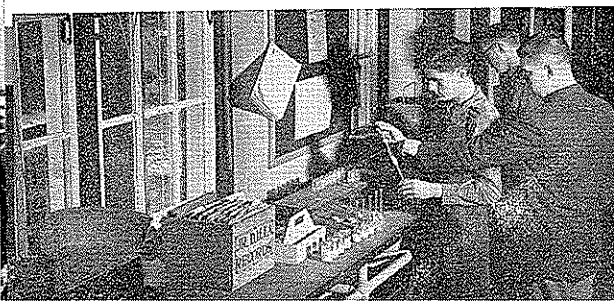


←
Progress charts kept in the classroom for regular posting of entries by the students provide useful sources of information for class use in this Kentucky Vo-Ag department.



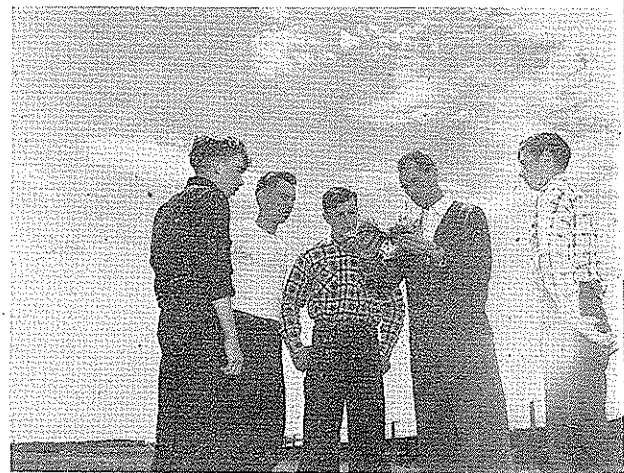
←
An important part of classroom instruction takes the form of laboratory procedure, as shown in this picture of instruction in milk testing in a Michigan Vo-Ag department.

↑
The field trip as a teaching procedure provides an excellent opportunity for "learning through doing." Vo-Ag teachers make frequent use of farms and other resources of the community in this manner. Proper arrangements need to be made with the school administrator and faculty as well as the farmer in planning effective field trips. The group shown above is from a New York





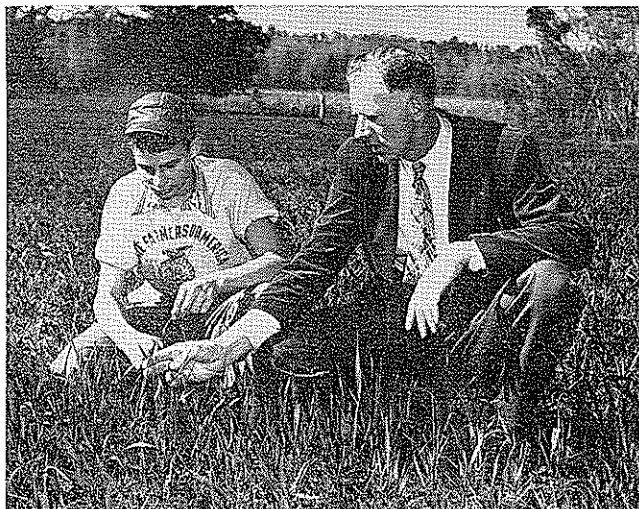
This Ohio teacher took his class to a brooder house on one of the farms in the community where the problems of broiler production could be studied under actual farm conditions. This supplements classroom instruction.



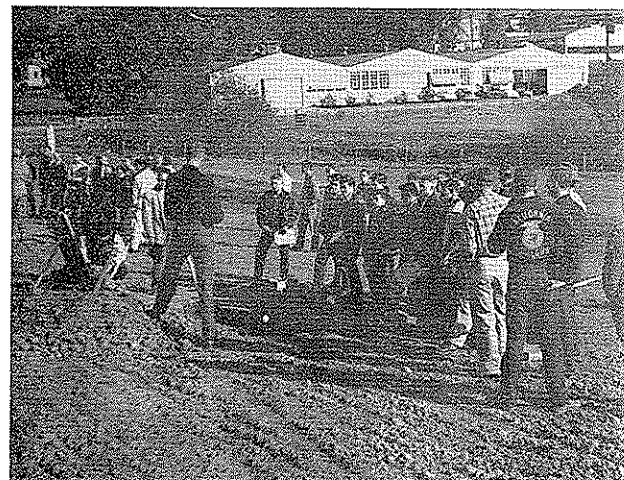
Small group instruction on the farm is a standard procedure in Vo-Ag. This Wisconsin teacher is taking advantage of the opportunity to teach in a real problem situation where the boys have a real interest in learning.



Teaching takes place on the farm with individual students as a follow-up of the instruction in the classroom. This is a very important part of the teacher's work and is needed every month in the year. This boy and his teacher are from a department in Alabama.



Follow-up visits to Vo-Ag pupils provides a chance to check on the effectiveness of the classroom instruction, to do some additional teaching "on the spot" and to set the stage for additional teaching later at school. This New York teacher finds Dad to be as interested as the boy.



Group instruction often is arranged for and carried on with Vo-Ag students from several schools. These California boys are being prepared for experience in land judging which could not be provided in the classroom. A field day of this kind has advantages over attempting similar teaching in each individual school.

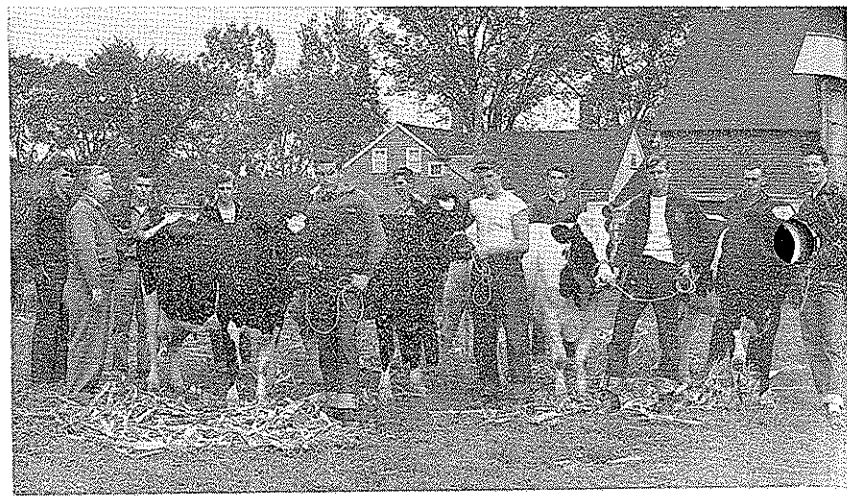


Much important group instruction takes place through activities planned and conducted jointly by neighboring Vo-Ag departments. Shown here is a group of Vo-Ag students from classes representing all the schools in one Illinois county taking part in a soil judging contest sponsored cooperatively by the Soil Conservation Service, the County Farm Bureau and the Vo-Ag departments.





↑ This Texas teacher supervises the clean-up operations in a class project on farm safety which grew out of classroom instruction. The learning which takes place through such "doing" is an essential outcome of vocational agriculture.



Some of the most effective teaching takes place during well-planned field trips to farms, as illustrated in this picture from Maine. In this case the school farm was used to furnish the facilities for instruction. ↑



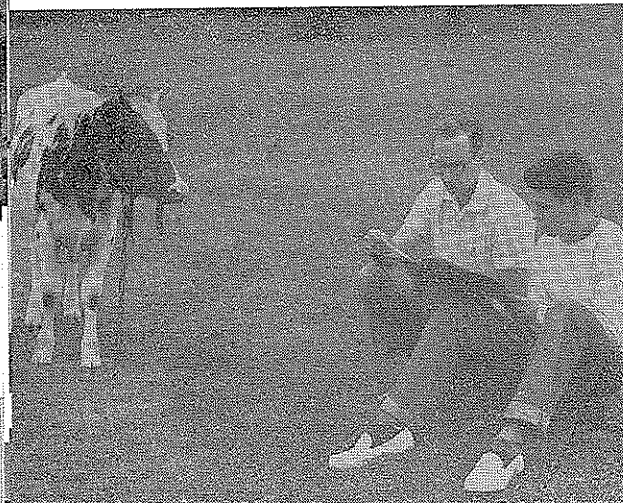
↑ Another teacher finds it necessary to get out to the home farm of the boy to continue instruction which may have started in the classroom. Also, this Michigan Vo-Ag student will have a greater interest as he continues to study the problem in the classroom the next day.

→ These two pupils in an Idaho Vo-Ag department are getting information from a feeding project being conducted on the school farm. This will be used to supplement other information arranged for by the teacher in helping the class to solve their feeding problems.

Pen 3							Ration				
Age	Sex	1	2	3	4	5	6	7	Pen	Grain	Mineral
1458	Boy	69	66	53	53	49	46	37	370	40% Barley	50% Steamed Barley
1459	Boy	69	66	53	53	49	46	37	370	40% Wheat	50% Iohad Salt
1460	Boy	69	66	53	53	49	46	37	370	40% Corn	Artificial
1461	Boy	69	66	53	53	49	46	37	370	Supplement	Terramycin
1462	Boy	69	66	53	53	49	46	37	370	40% Tankage	
1463	Boy	69	66	53	53	49	46	37	370	20% Linseed Meal	
1464	Boy	69	66	53	53	49	46	37	370	20% Soybean Meal	
1465	Boy	69	66	53	53	49	46	37	370	20% Fish Meal	
1466	Boy	69	66	53	53	49	46	37	370	20% Dehydrated Alf.	
1467	Boy	69	66	53	53	49	46	37	370	20% Chick Starter Mash	



→ Since instruction in vocational agriculture is intended to result in the boy being able to put his learning into practice, many things cannot be completely learned in the classroom. Therefore, this Wisconsin teacher went to the farm to teach these two boys to "tattoo" lambs.

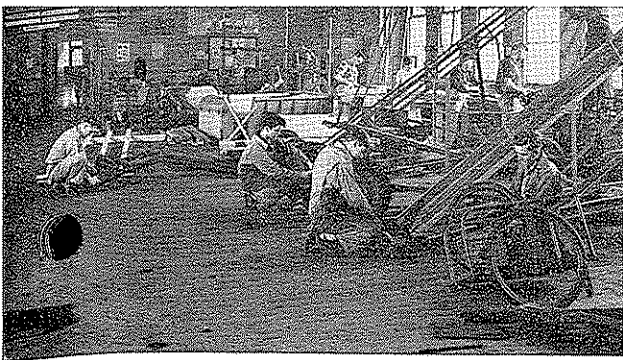


↑ This teacher in West Virginia finds the summer months to be needed for directing the "learning through doing" activities of his pupils and keeping track of their progress in solving problems.

This North Carolina teacher believes that there is no more effective teaching than that which takes place on the farm. This is especially true when it deals with the individual boy at work with that



Farm Mechanics Instruction and Facilities

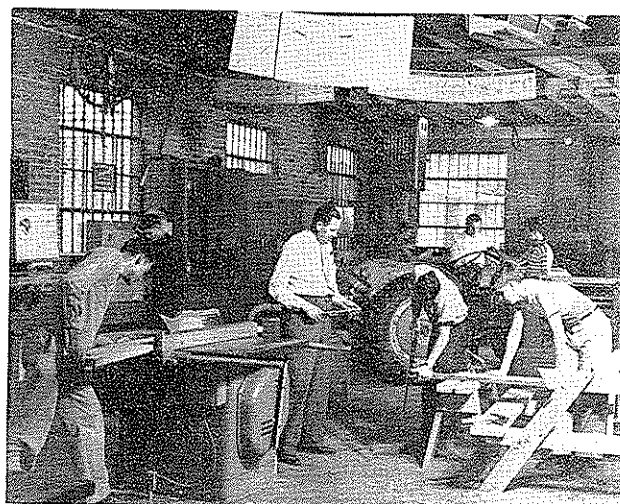


↑ Farm mechanics is becoming increasingly important in Vo-Ag instruction. This view of the farm shop in a Washington Vo-Ag department shows a class at work on construction and repair jobs typical of the farming of the area.

This Missouri farm mechanics shop provides ample space for work on large pieces of farm equipment. All members of the class can be busy without interfering with each other.



→ The problems found on the farms of the students provide the most important content for the Farm Mechanics instruction in vocational agriculture. This Virginia Vo-Ag class is examining a tractor-plow for needed repairs on the home-farm of a class member. "Dad" is an interested on-looker since he stands to profit from both the training his son will receive and the increased efficiency of the tool after it is repaired.

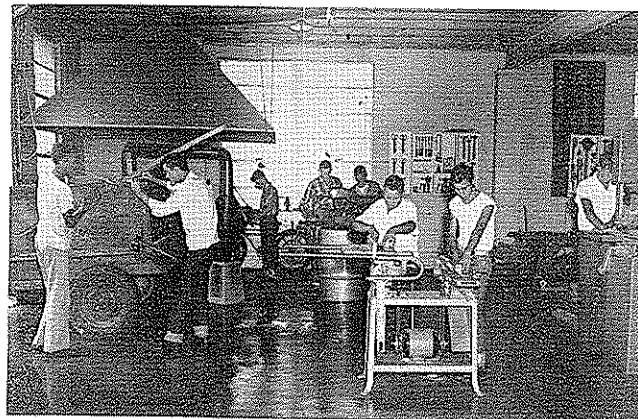


↑ Another illustration of need for adequate space and equipment is illustrated in this picture of part of a Kentucky Vo-Ag shop. Farm mechanics includes a variety of activities.

← Vo-Ag pupils learn welding in up-to-date farm mechanics instruction. These pupils in an Ohio school are getting their first instruction from the teacher in this important skill.



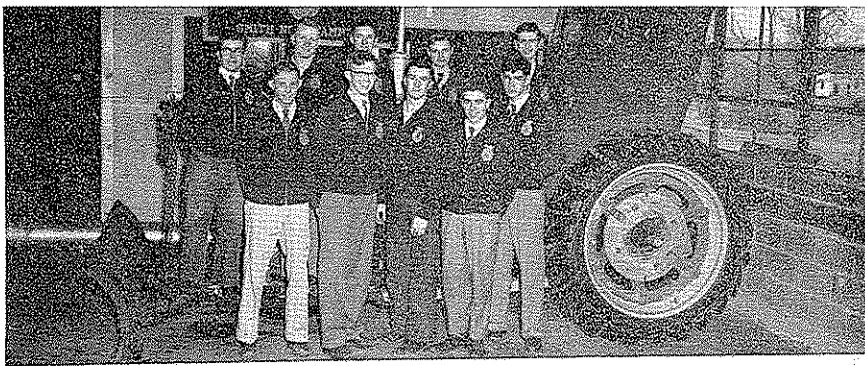
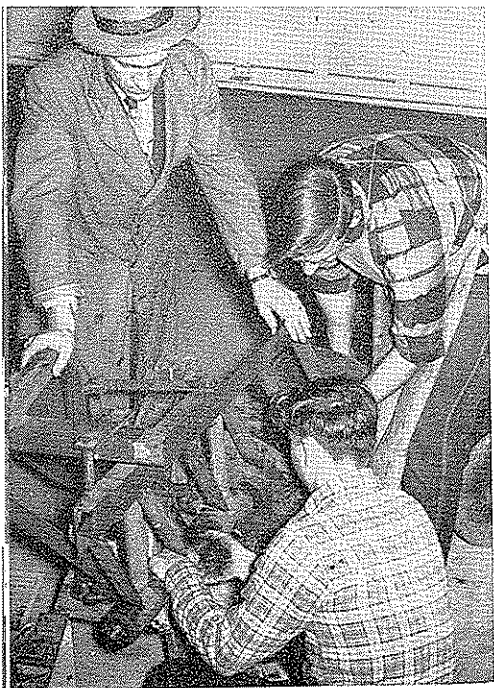
↓ Members of a Tennessee Vo-Ag class are learning some of the principles of wiring for electricity in a barn on one of the farms in the community. Use of actual farm conditions is a common practice in Farm Mechanics instruction.



← Well-lighted and uncrowded space permits this Mississippi Vo-Ag class to engage in learning activities on a variety of farm construction and repair jobs. Orderliness in a shop is possible when adequate space is available.

Shown here are some of the pieces of farm equipment which a Wisconsin Vo-Ag department has repaired and reconditioned as a part of the Farm Mechanics instruction. The shop is located in the school building in the background. Adequate work area is necessary for work on large



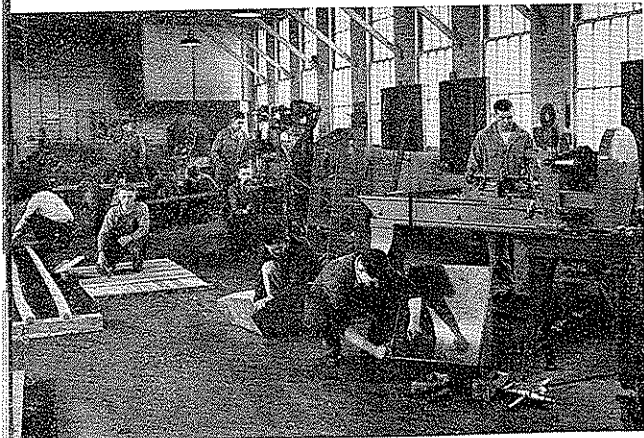


These Vo-Ag pupils in Massachusetts are proud of the school tractor which they equipped for snow-plowing on the school grounds as a part of their Farm Mechanics instruction. Other equipment for use on the school farm also is serviced and kept in operating condition in the Vo-Ag shop.

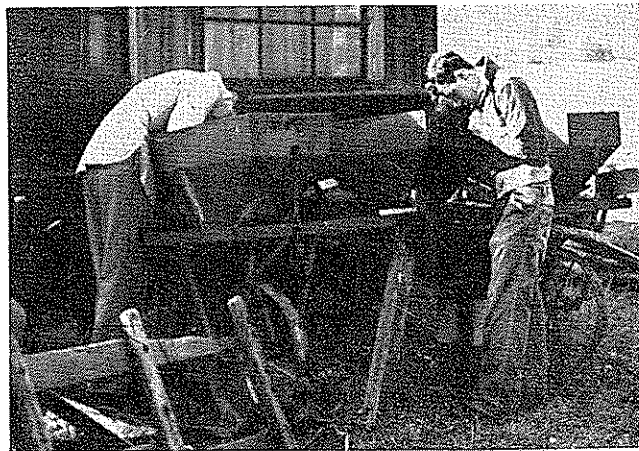
The repairing of such items of farm equipment as the disk-harrow, on which these Illinois Vo-Ag pupils are working under the guidance of the teacher, is favored by farmers as a phase of Farm Mechanics instruction.



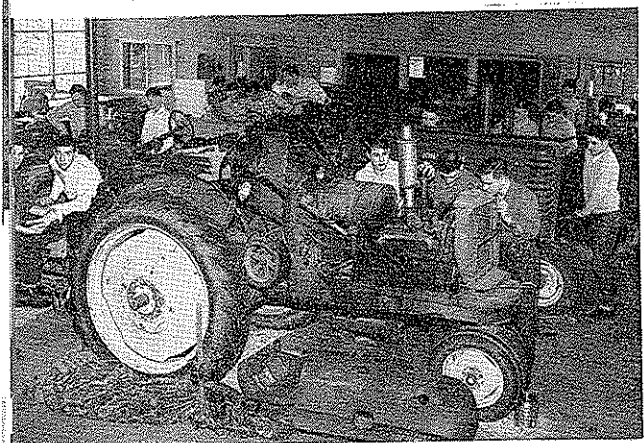
Projects to be used in the Vo-Ag Farm Mechanics shop to furnish training opportunities are found on the farms of class members and other farms of the community. These Virginia Vo-Ag pupils and their teacher are locating needed repair jobs on a farm in the community.



↑ The teacher in this Washington Vo-Ag department is convinced that there must be sufficient space and equipment in the Ag shop if farm equipment and construction projects are to be included in the training of pupils. Adequate facilities promote high standards of workmanship.



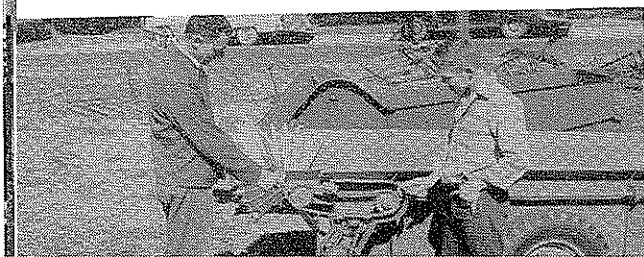
← Learning to adjust a fertilizer sower is being obtained by these two members of a Vo-Ag class in Connecticut. In addition to the learning taking place some farmer is going to have a reconditioned piece of equipment when the teaching is completed. Lack of space in the shop has crowded this project outside the building.



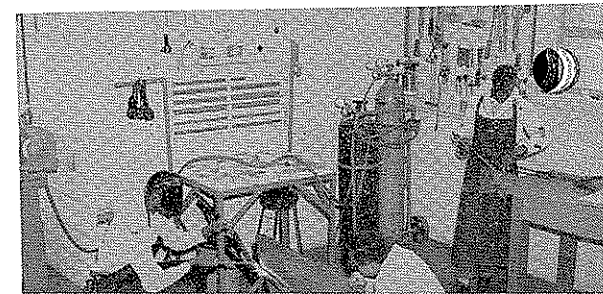
Tractor instruction requires a large amount of space when classes are large. This Ohio Vo-Ag shop is being taxed to the limit. Proper organization of the instruction however keeps everyone busy and promotes effective learning.



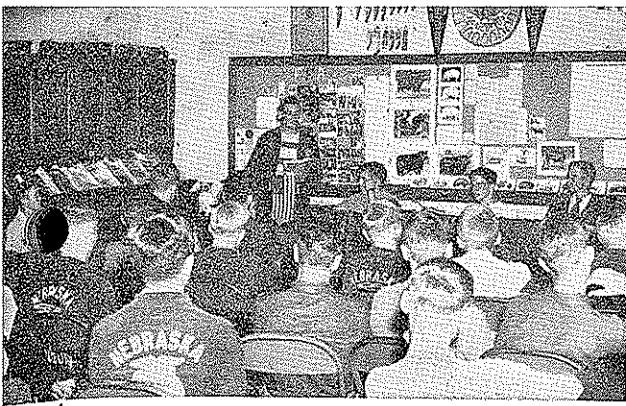
These Virginia Vo-Ag boys are developing their knowledge and skill in welding through application to real home and farm problems. Welding facilities are becoming standard equipment in today's Farm Mechanics shop. Time and expense are saved on the farm if the farmer is prepared to make his own repairs.



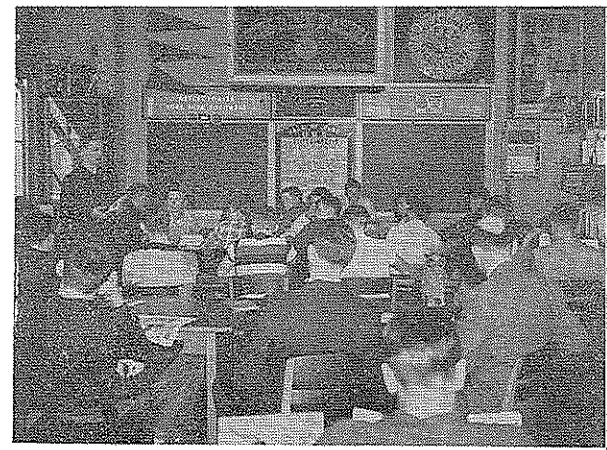
This Vo-Ag boy in Wisconsin and his teacher discuss the over-hauled and reconditioned manure spreader after it has been returned to the farm from the Vo-Ag shop. The lessons learned by the boy in the repair and operation of the spreader are likely to mean longer life of the farm equipment.



FFA and Leadership Training



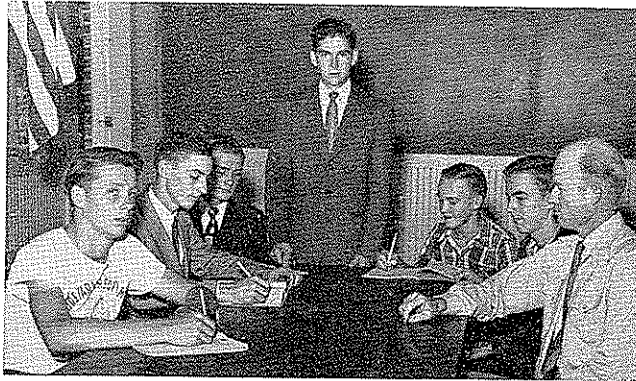
↑ Meetings of a local Future Farmers of America Chapter are conducted by the members with their own officers in charge. This Nebraska Chapter is in session with one of the officers presenting an item of business for Chapter consideration. The teacher, as Adviser to the Chapter, remains in the background.



↑ This West Virginia FFA Chapter is hearing a committee report made by the chairman on a problem which had been considered by a committee. Such experiences prepare for participation in adult organizations later in the lives of these boys.



This planning committee of a Mississippi Chapter is meeting with the Adviser (Vo-Ag teacher) to prepare a program of work to be recommended to the Chapter for the year. Boys are pleased to have such responsibilities from which they obtain much training value for future leadership positions.



↑ The installation of new Chapter officers and the retiring of out-going officers is made the occasion of community participation in this Wisconsin FFA Chapter. Both the boys and their parents derive much satisfaction from the training such activities provide.



The FFA Chapter is one of the extracurricular activities in a school program and, therefore, gets the attention of the school administrator. The officers and Adviser of this Ohio Chapter are examining the year's program of work for the Chapter with the school superintendent.

An annual feature of the program of work in most FFA Chapters is the Parent and Son banquet. A part of the group attending a Florida Chapter's banquet is shown in this picture. Much desirable training grows out of planning and conducting this event by the boys.



↓ Awards for achievement in Vo-Ag and in the FFA Chapter are made a part of the program in the annual Parent and Son banquet. The awards are being made by the County School Superintendent in this Michigan Chapter banquet program.

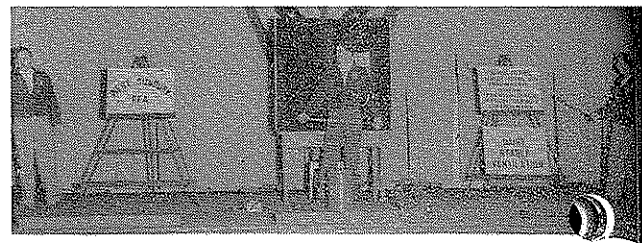


↓ The Florida State Association of FFA was represented by this exhibit in one of the larger Fairs in the State. The theme of the exhibit was the relationship between the Vo-Ag program and FFA as a total program of training.





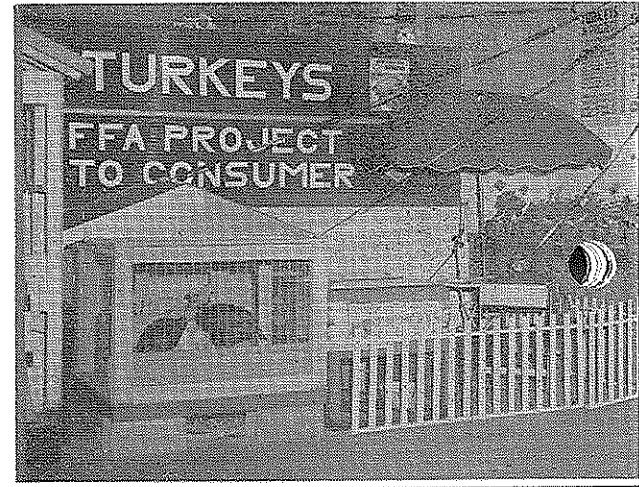
Demonstrations prepared and conducted by FFA members train for leadership, create desirable public relations and lead to agricultural improvement. Boys from this Pennsylvania Chapter are presenting a demonstration before one of the community organizations.



The FFA Chapter in California of which these boys are members has its own farm equipment for cooperative use. Members rent or lease land and rent the equipment from the Chapter to farm the land. A committee of the Chapter is responsible for the management of the cooperative project. Such experience prepares for later participation in cooperative activities.

FFA Chapter members learn cooperation in many ways. One is in preparing and displaying exhibits of their aims and accomplishments as shown in this illustration. A Utah Chapter prepared the exhibit for National FFA Week to be placed in a prominent location in the community.

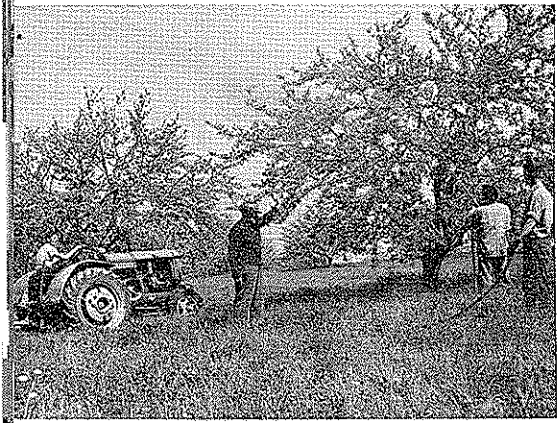
Another example of a Chapter exhibit as a means of calling attention to good farm practices, acquainting the public with the work of the Chapter and creating desirable public relations. A New Jersey Chapter prepared and displayed this exhibit in a County fair.



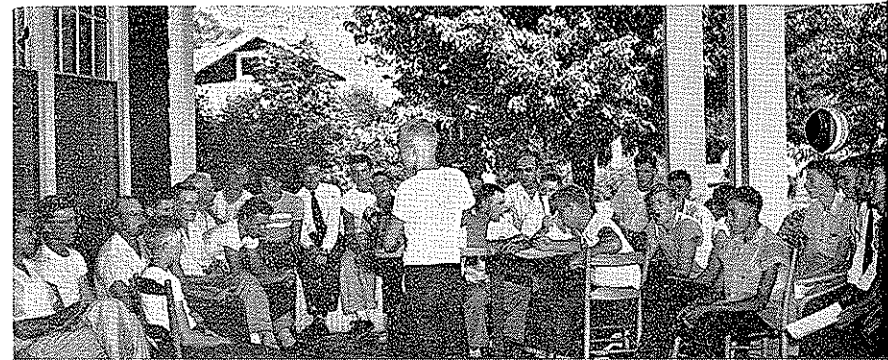
These members of a Georgia Chapter are learning cooperation through a Chapter project in the cooperative purchase of seed corn for use in their farming programs.



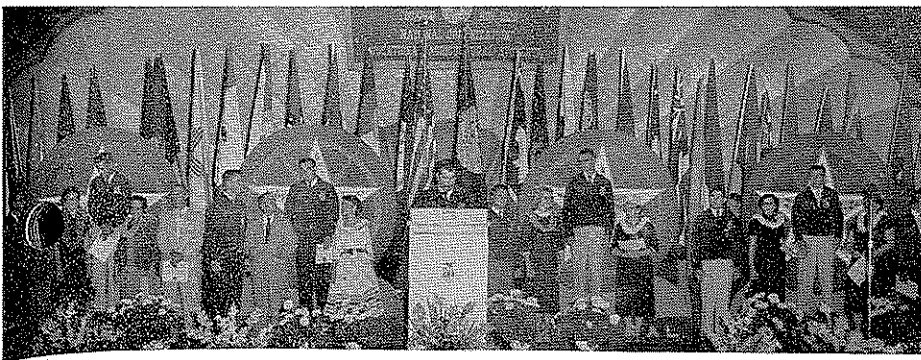
Judging contests are popular activities within and among FFA Chapters. These Pennsylvania boys are proudly displaying the ribbons they won in an area contest. The motivation created stimulates added achievement.



Some FFA Chapters conduct a Chapter project involving the lease or rental of land for cropping or other productive activities. A Pennsylvania Chapter leased an orchard as a Chapter project which it operates and manages on a share basis. The owner of the orchard is giving the FFA members a few pointers on their spraying operations.



Leadership training is one of the major activities at the West Virginia State FFA Convention. Pictured is one of the leadership classes with FFA members participating in the discussion. An annual State FFA Convention is a part of the program of each State Association.



↑ FFA is a national organization with membership in each State and the territories of Hawaii and Puerto Rico. Annually the National Association holds a convention of State Association delegates and members in Kansas City. This scene from the 1956 convention shows the Regional FFA Star Farmers, their families and National FFA officers on the stage of the convention floor. The flags in the background represent each of the States and Territories.



← The FFA official emblem is shown in this seal which is mounted on the table around which the founders of FFA conceived the idea which led to its organization in 1928.



↑ FFA history was made by the men shown above. Seated at the table are Dr. Walter S. Newman, now President of Virginia Polytechnic Institute, and H. W. Sanders, Head of the Department of Vocational Education at V.P.I. Pictures on the wall are of Henry C. Groseclose and Edmund C. Magill, both deceased. Mr. Sanders is pointing to the FFA seal and plaque mounted on the table around which these four men developed the idea which has grown to its present size and scope.



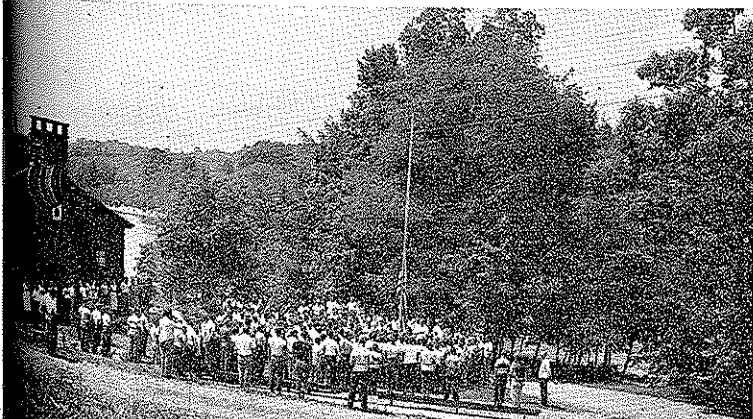
↑ The National Association of Future Farmers of America elects its officers in the same manner as that used by each State Association and local Chapter. The nominating committee, made up of State delegates to the national convention, is interviewing a candidate for national office.

FFA State Camps are operated by a number of State Associations to provide summer recreation opportunities for members of local Chapters and for leadership training activities. Campers in Ohio are shown participating in the morning flag raising ceremony which opens each daily program. Campsites in some States are owned by the State Association while in others the camps are leased for a definite period of time.

→ The North Dakota FFA Association established a sheep development project for the improvement of the sheep enterprise among FFA members in the State. Shown in the picture are the purebred rams purchased by the Association to initiate the project. Holding the rams are four of the State FFA officers at the time the project was started.



↓ The Connecticut FFA Association has sponsored an annual tour for its members as one of the summer activities of the Association. Points of educational interest within and outside the State are featured and the trip of several days duration is varied each year.

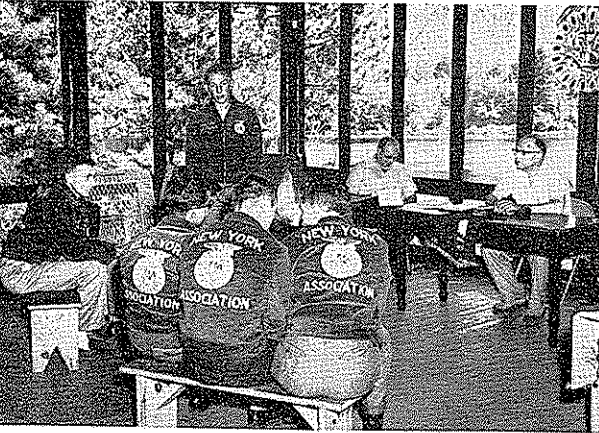




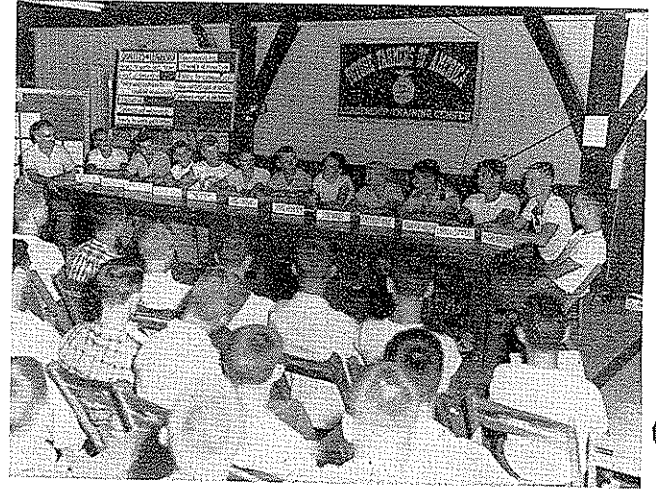
↑ Land Judging is one of the leadership training features provided at the West Virginia FFA Convention. The FFA members pictured above have won their respective Federation contests and are competing for a trip to the National Land Judging Contest. The State contest is sponsored in West Virginia by the State Soil Conservation District Supervisors Association.



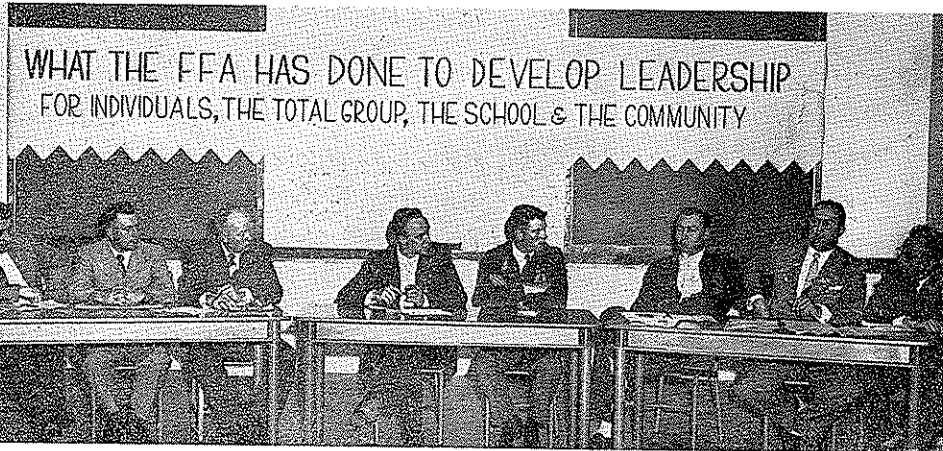
↑ It is customary in local FFA Chapters, in State Associations and in the National Association to award honorary FFA degrees to persons who, at the various levels, have in various ways made outstanding contributions to the program of Future Farmers of America. The State President of the Arkansas Association is shown here awarding Honorary State Farmer degrees at the time of the banquet which features the annual Association meeting.



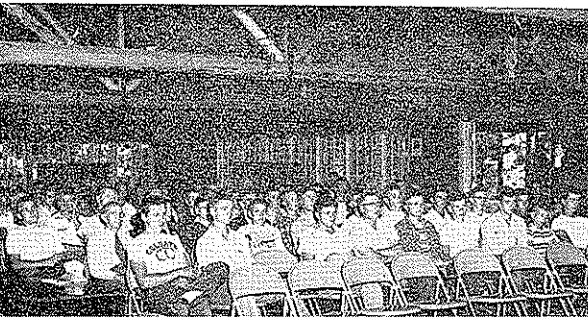
← Training in extemporaneous speaking is a part of the New York leadership training session each summer for officers of local Chapters. This training period is conducted at the State Leadership Training Foundation camp owned and operated by the State Association. State FFA officers act as leaders during the period.



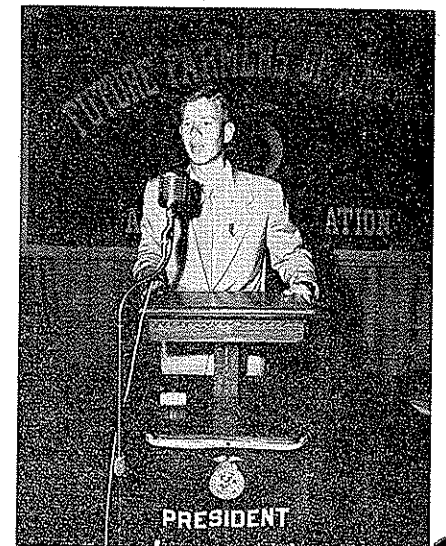
Leadership training is emphasized in all State Association meetings and in State camping programs as well as at the local Chapter level. The panel of Future Farmers in Kentucky is discussing qualities of leadership. Such a meeting is held annually at the Kentucky State Leadership Training Center for all local Chapter officers, committee chairmen and Advisers (Vo-Ag teachers).



↑ This panel of present and former FFA members participated in an annual FFA Leadership Training Conference held in Montana. Represented on the panel were past and present State officers, State and American Farmer degree winners and Chapter Advisers.

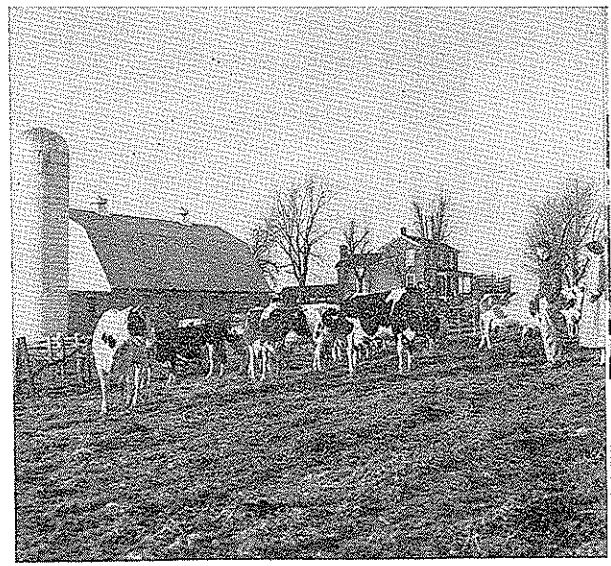


← An evening vesper service is a daily part of the leadership training program at the New York State FFA camp. Shown here is a group of local Chapter officers who are invited to a special training period at the camp each summer. Vesper services are a part of each day's program for all campers during the summer and usually are conducted around a campfire on the banks of one of the lakes or the reservoirs.



Training in public speaking has been an important activity in the FFA program at all levels, Chapter, State and National. This FFA member in Alabama is competing in the State contest for the opportunity to participate in a regional contest. If successful there he will win the right to enter the national contest held at the time of the National FFA convention. Such experience provides valuable training for speaking before public gatherings of all kinds and sizes.

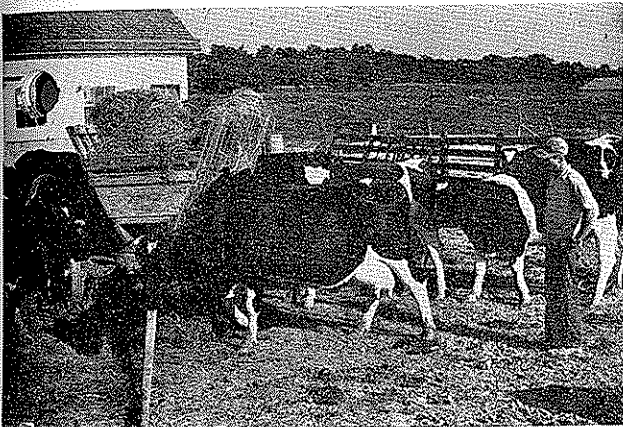
The Young Farmer Program



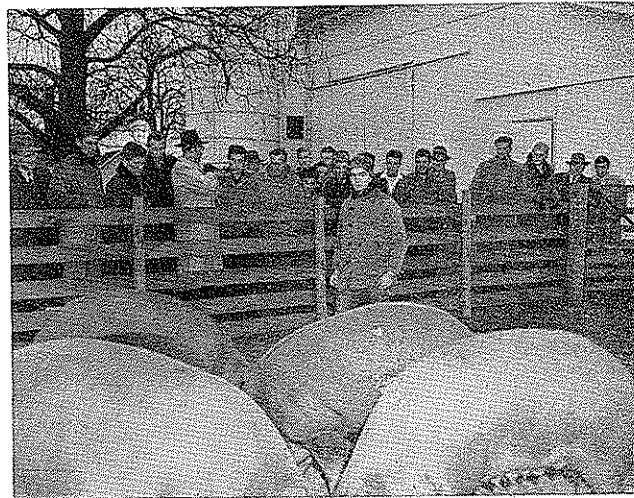
↑ This member of a West Virginia Young Farmer class and his wife have their problems of establishment in farming which provide need and opportunity for instruction. He is continuing farming operations which were started while he was a member of the high school Vo-Ag department. Many members of Young Farmer classes got their start in this manner.



↑ Young Farmer programs get started through farm visits made by the teacher to the young farmer to discover the problems which he is having in getting himself established. This North Carolina teacher and the young man are discussing problems of marketing which can become the basis for further instruction in young farm group meetings.



↑ When a young farmer becomes responsible for the operation and management of the farm, as did this Illinois member of a Young Farmer group, he is ready to bring problems to the group for discussion and help in solving them.

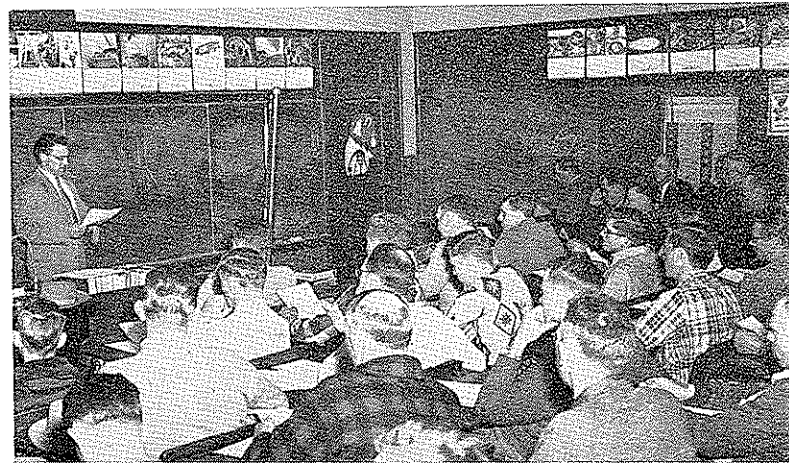


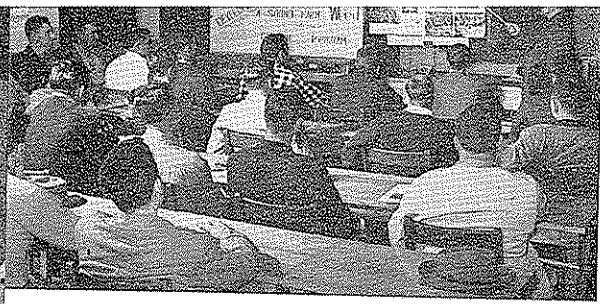
↑ Young Farmer group meetings held on farms of the members or on other farms of the community are always well attended. These young farmers in Ohio are getting first-hand information on up-to-date practices used by one of the class members.

↓ Teachers find that it is necessary to get out on the farms of the young men in order to make them aware of the kinds of help a Young Farmer program can provide. Such was the case in getting this Kentucky young farmer enrolled.

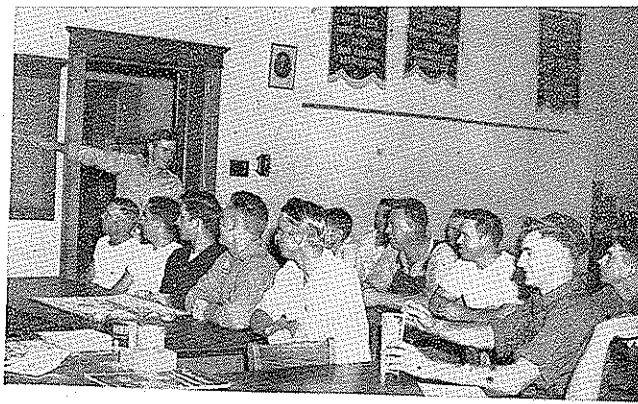


↓ This Pennsylvania teacher has discovered that there is no shortage of young farmers in his community who were interested in a Young Farmer program. Problems to be considered in such group meetings are those which the young men contribute from their own farm operations.



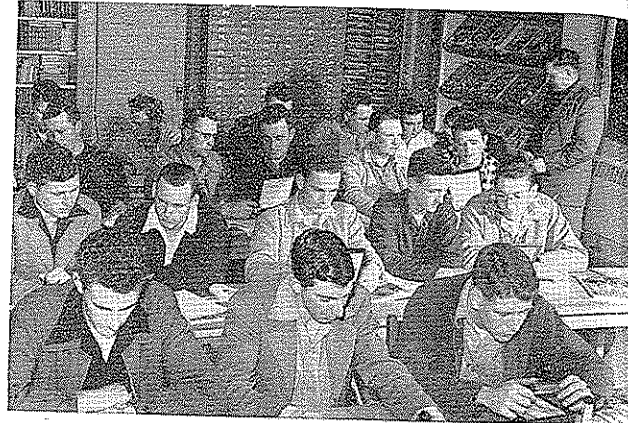


↑ Group instruction in the classroom is a necessary part of Young Farmer instruction when the information needed by the class members can be made available most effectively under such conditions. This North Carolina teacher is making use of charts as a basis for the group discussions.

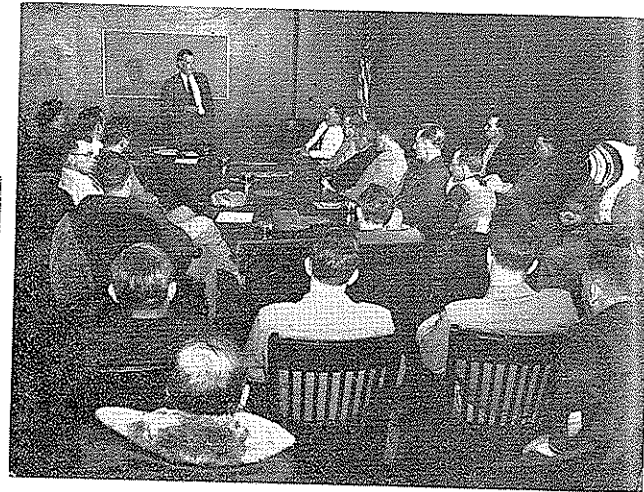


← Young Farmers will attend group meetings which meet their needs and the teacher is prepared to serve them. This teacher in Ohio appears to have the attention of his class centered upon materials which were prepared and are being presented in a manner which appeals to the members.

→ Who says members of Young Farmer classes won't use reading materials in their group meetings? This North Carolina class is taking some of their class time to examine materials which the teacher had selected for use in solving a problem on which the group was working.



← All group meetings of young farmers are not held in the classroom at school. This Ohio Young Farmer group is holding one of its regular meetings in the home of one of the members. Previous to the informal session shown here, the class had inspected the member's dairy herd earlier in the evening.



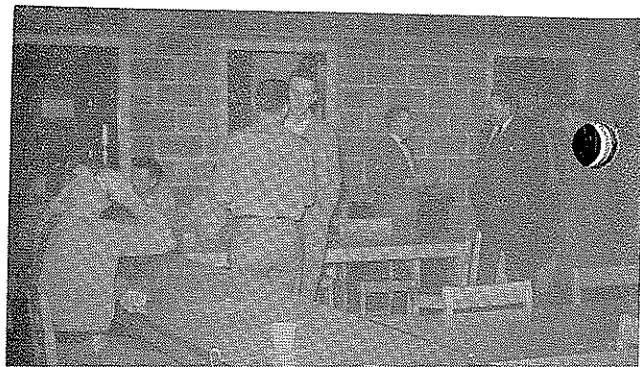
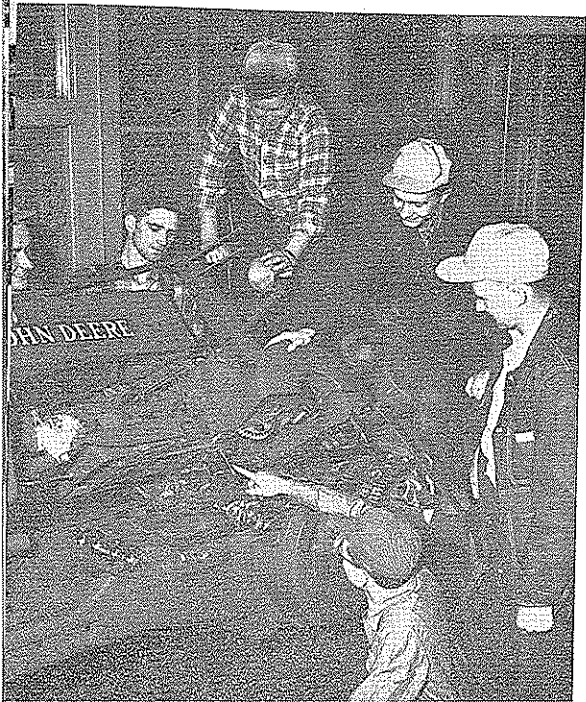
↑ Marketing problems caused these Minnesota young farmers to plan a trip to the Minneapolis Grain Exchange for the meeting in which this picture was taken. Young Farmer instruction through group meetings is arranged to take place wherever the problems can be solved best.

→ An Indiana group took an all-day trip to a marketing center in the State where many of their products could be followed through some of the stages of the marketing process. Time-out was taken for this picture. Such group meetings as this are an important part of the year's activities in Young Farmer programs.

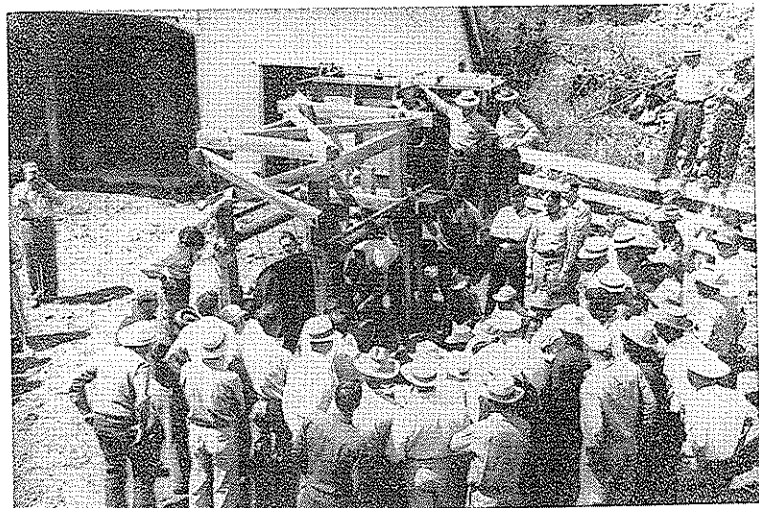
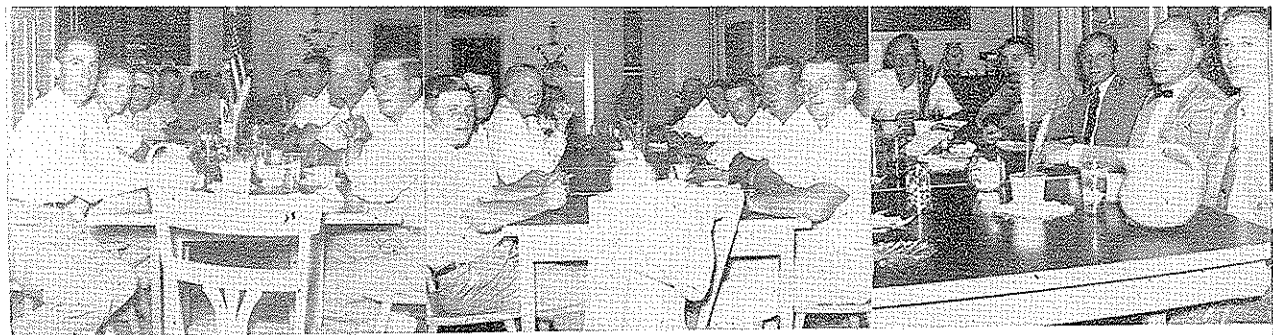


↓ Group meetings at the school are not all work. This Iowa Young Farmer class is taking a "break" for refreshments. Most Young Farmer groups organize their sessions so that a "recess" can be taken, with a committee appointed or volunteered to arrange for light refreshments. This promotes good social relationship among members.

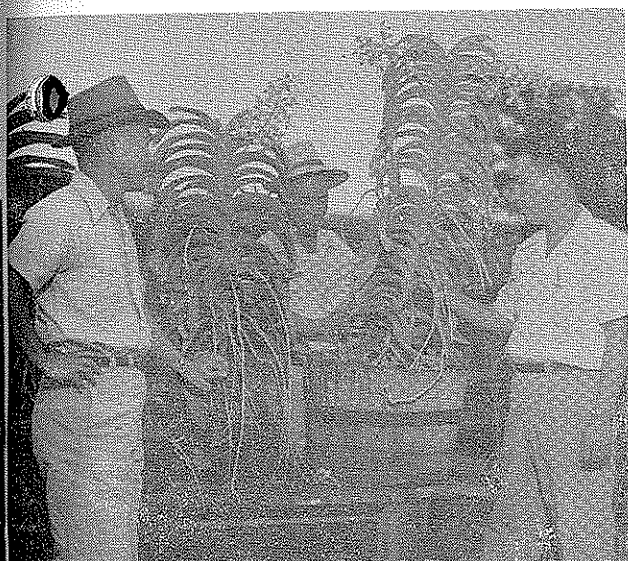
← Shop instruction is always an important and popular part of Young Farmer programs. These young men know how important it is to keep their machinery in efficient operation as long as possible. The combination of slack periods in the winter and the facilities of the Vo-Ag shop makes tractor repair popular at that time of year.



→
This composite picture shows a part of the Young Farmer group in a Pennsylvania Vo-Ag department attending their monthly dinner meeting. Other events in their yearly program include a ladies night, a family picnic and occasional field trips.



Young Farmer groups in Utah are organized into a State Association. One of the features of the year's program is a State tour on which they visit farming operations of various members and observe demonstrations of better farm practices. Picture at the left shows the group looking over a member's Hereford herd. The picture at the right shows a part of the group observing a foot-trimming demonstration.



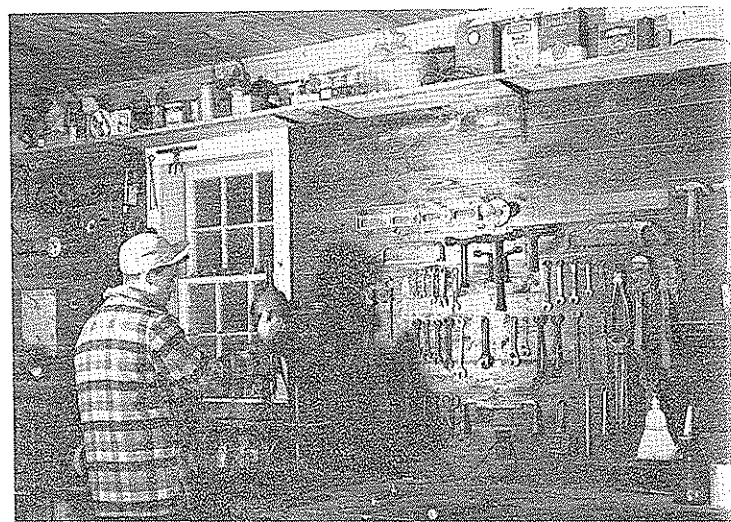
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What can the wives do while the Young Farmers are attending their meetings? A Virginia Young Farmers group gets help with this problem from the Home Ec. teacher who is meeting with the wives while their husbands are in session with the Vo-Ag teacher. Even the children are cared for occasionally by FHA girls.

↑ A Young Farmer from the Hakalau Chapter, Hawaii Young Farmers Association, is receiving on-farm instruction on growing Vanda orchids from his teacher and the area supervisor.

↓ The Texas Association of Young Farmers presents an outstanding young farmer award each year during the annual State Young Farmer Convention.



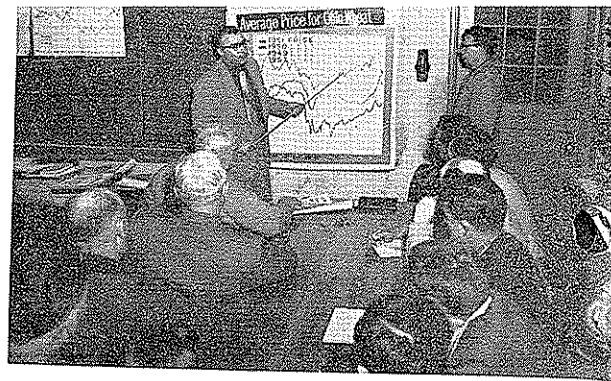
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One outcome of the farm shop instruction in Young Farmer groups is the establishment of well-equipped shops on the home farms of members. This was the case for this Michigan young farmer.



The Adult Farmer Program



↑ Adult Farmer classes have an important place in many Vo-Ag programs. Pictured above is a part of the seventy farmers and a few wives who enrolled for the course in an Oregon community. This particular class session was still going strong at 9:20 p.m., according to the clock on the wall.



↑ This Adult Farmer group in Ohio had asked for some help on grain marketing. Such meetings required considerable selection and use of special instructional materials and the assistance of specialists in conducting the teaching. The Vo-Ag teacher has called in a specialist to assist in this meeting.



↑ The Vo-Ag teacher needs the help of an advisory group of interested farmers in planning the program of Adult Farmer instruction. This is especially true for those meetings planned to be of interest to all members enrolled for the course. Such an advisory group also is useful in promoting the program. (Picture from North Carolina)

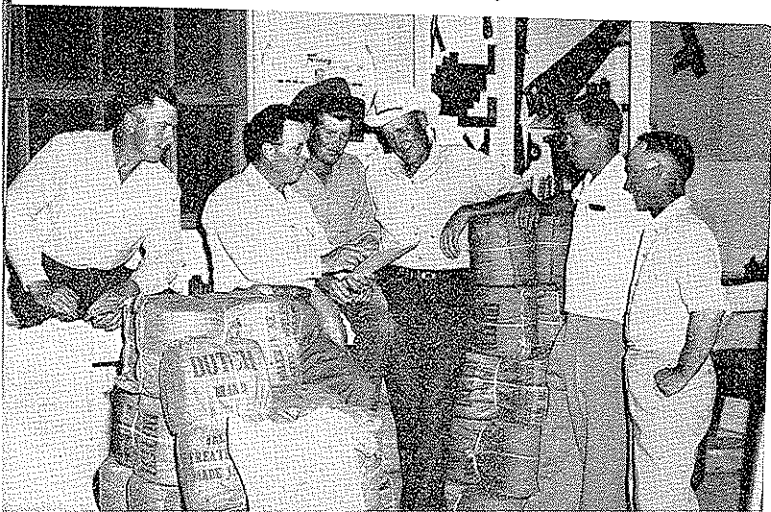


↑ Adult Farmer groups attract farmers of varying ages. The fact that they usually are well established in farming causes them to attend those meetings which deal with their particular interests. This Ohio group was made up of dairy farmers.

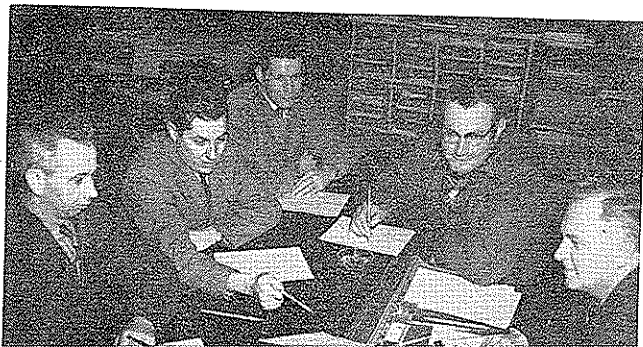
The Vo-Ag farm shop is used frequently as a part of Adult Farmer programs. This Virginia group has taken "time out" for a discussion period and demonstration by the teacher of some of the tools and their use.

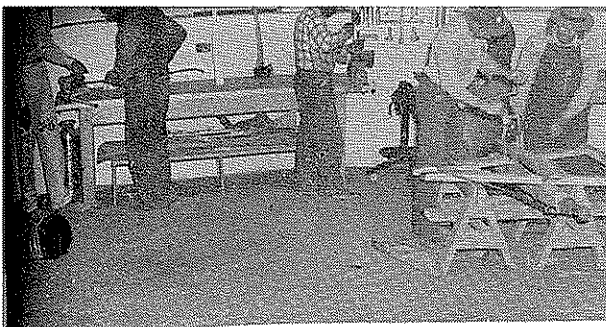


↓ Problems of purchasing and selling cooperatively are included in the programs of many Adult Farmer groups. In the Wyoming community represented in the picture, one of the outcomes of the adult instruction was the formation of a cooperative organization. The directors of the Co-op Board are talking over a recent purchase of baler twine and flour with the Vo-Ag teacher.



↓ This Ohio teacher is making use of a committee of his Adult Farmer group in planning the Adult program for the year. Established farmers know the problems which they need to consider during the year and also can assist the teacher in planning when they should be scheduled and how the instruction can be made most effective.



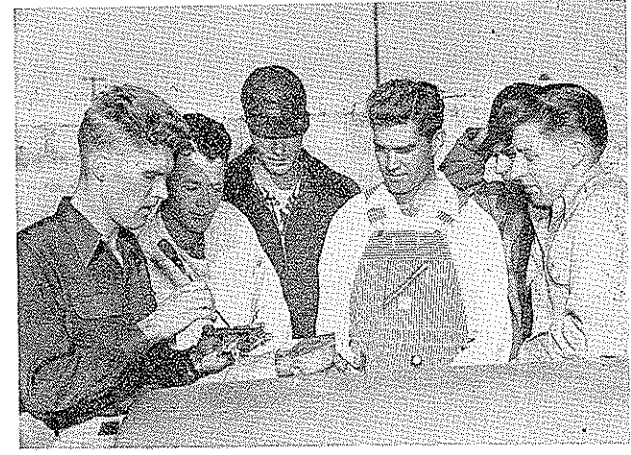


↑ Farm shop activities are popular in Adult Farmer programs. These farmers in a Virginia community are making good use of the Vo-Ag shop to re-fit hand tools, construct items for farm use and do various repair jobs. →

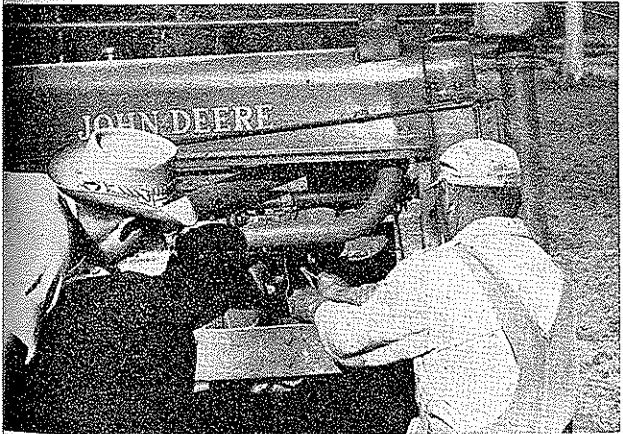
A group of farmers in Georgia worked on cultipackers which they designed and constructed as a part of the Adult Farmer program. Performance of work of this kind by farmers has become common practice as a result of Adult instruction in the Vo-Ag program. The availability of equipment in the Vo-Ag shop has made a variety of repair and construction jobs possible.



↑ Some of the most effective instruction in the Adult Farmer program takes place in group meetings held on a farm. Farmers are impressed by actual field demonstration of improved practices such as is being conducted for this group in Kentucky on pasture renovation through use of various implements.



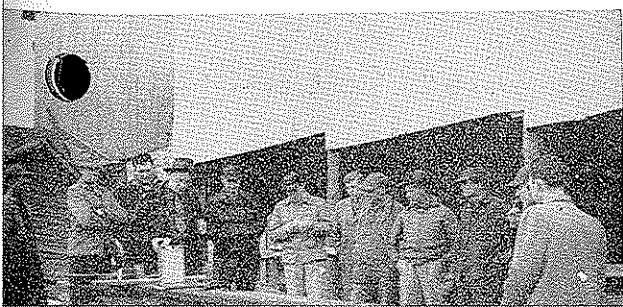
↑ Adult farmers learn easily and readily in their own small groups out on the farm where the problem is quite specific. This North Carolina Vo-Ag instructor is demonstrating to a small group from his Adult Farmer enrollment.



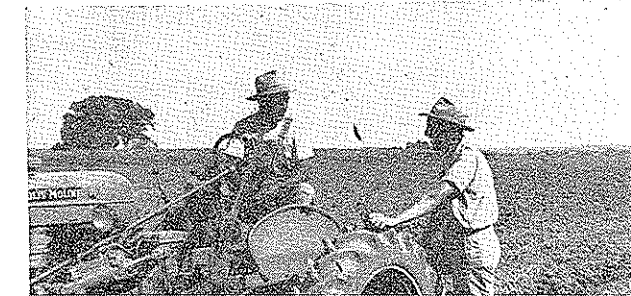
← Individual on-farm instruction by the teacher includes a variety of problems on the farm. Tractors and other machinery on today's farms provide many needs and opportunities for service through Adult Farmer programs. This Illinois farmer is being advised by the Vo-Ag teacher.



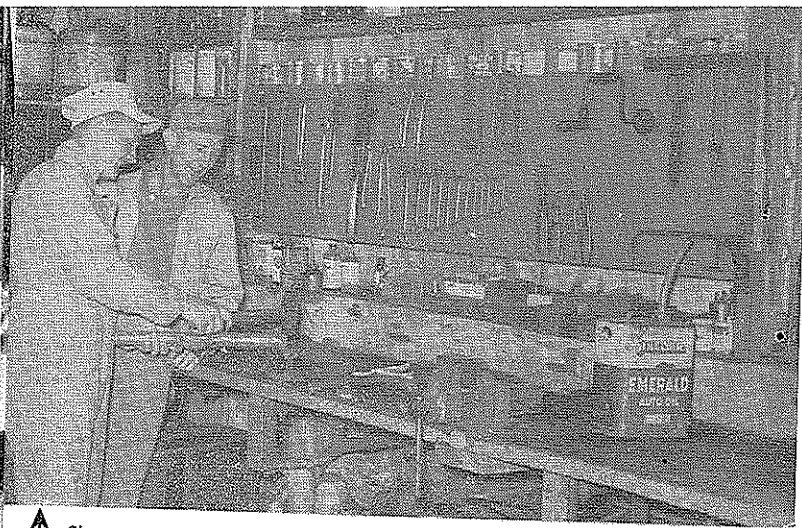
↑ A field-day for adult farmers in the form of a livestock clinic was arranged by Vo-Ag teachers in two adjoining Arkansas communities. A specialist in diseases and ailments of livestock contributed his services to demonstrate practices and lead the discussions.



← These farmers in Michigan had special problems on wood preservation and building construction which called for a field trip as a part of their Adult Farmer program. The place selected was one of the farms in the community where they could see and discuss actual applications of the information obtained. This is another case where the Vo-Ag teacher may want to call in a specialist to assist with instruction.



↓ Farmers welcome having the teacher visit them on the farm when the reason for the visit is to assist them in their problems. This Alabama teacher is making a follow-up visit for that purpose. This encourages farmers to participate in the Adult Farmer program.



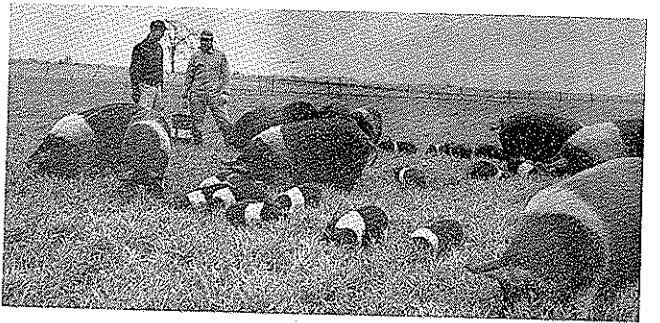
↑ Shop instruction in the Adult Farmer program "pays off" on many farms in the form of home-farm shops. This example on the farm of an Illinois farmer was started while he was enrolled in the high school Vo-Ag program. Its development into becoming a definite asset in the farm business was continued in the Adult program. Shown with the farmer is his Vo-Ag teacher.



Farmers in Mississippi receive special training in maintenance and care of farm tractors and farm machinery of all kinds. This is true of the Adult Farmer program in many states. Frequently a special farm mechanics instructor is employed for this phase of the program. ↑



↑ Some Vo-Ag departments have an annual supper, family style, to recognize the achievements of the year and to create good community relationships. This may include any one or all of the high school Vo-Ag, Young Farmer and Adult Farmer groups and their families. The picture shows such an event in an Illinois community.

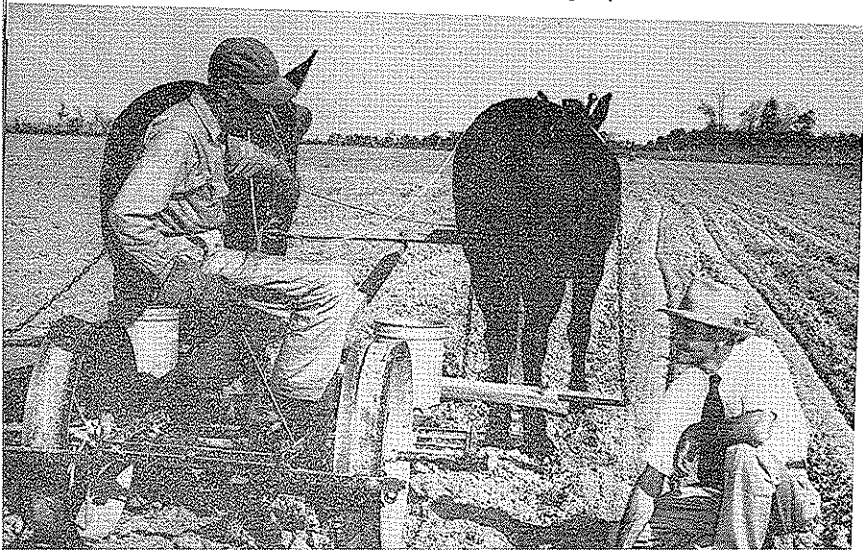


Concurrently with his attendance at the Adult Farmer meetings on swine production problems, this Illinois farmer is making changes in his farm practices. Shown above with him is his instructor observing the spring crop of pigs on an improved rye pasture. This is typical of the way better Adult Farmer programs function. ↑

The farmer pictured below was a former Vo-Ag graduate in Pennsylvania who still welcomes on-farm instruction from his Vo-Ag teacher (left). Much of the service to established farmers is performed in this manner. ↓



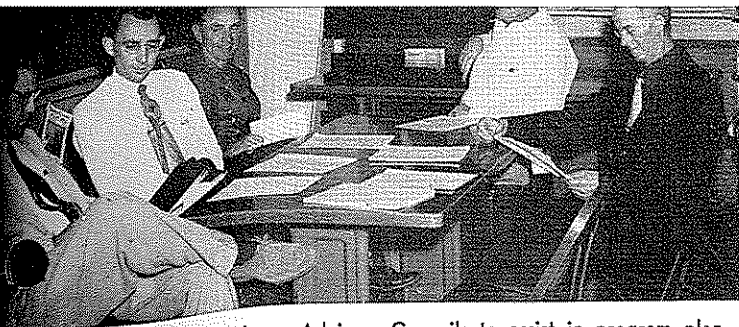
↓ This teacher in Mississippi finds that an Adult Farmer program becomes a necessary and integral part of his total Vo-Ag program in the community. The on-farm visits to members of the Adult group help in many ways in developing and serving high school classes and Young Farmer groups.



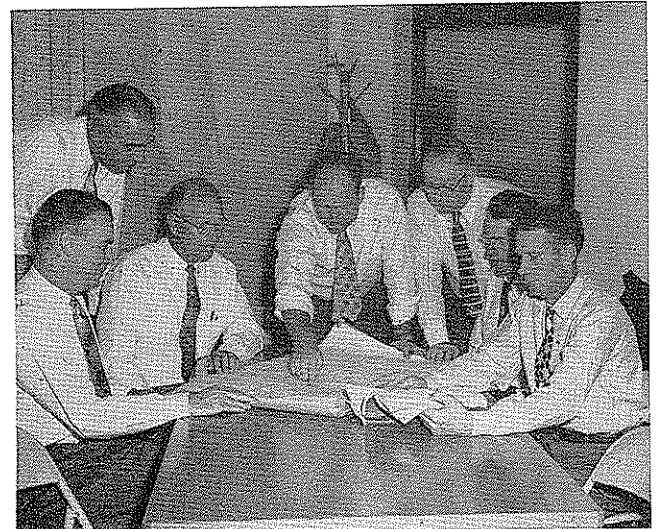
As a result of instruction in the Adult Farmer program this Illinois farmer is using green manure crops and other soil improvement practices. The Vo-Ag instructor is shown making a follow-up visit to assist in getting practices into operation. ↓



Vo-Ag Relationships in the School and Community



↑ Vo-Ag departments rely on Advisory Councils to assist in program planning. A school principal, a rancher, a local businessman who serves as secretary of the local Cattlemen's Association, and a dairy farmer are shown in a meeting to get an Advisory Council organized for a Colorado Vo-Ag department. Decision was reached to add three other ranchers to the council.



This Advisory Council is working on a plan for bringing about improved facilities for a Wyoming Vo-Ag department. The plan will be submitted to the School Board for action. This is one of the many services which Advisory Councils contribute.

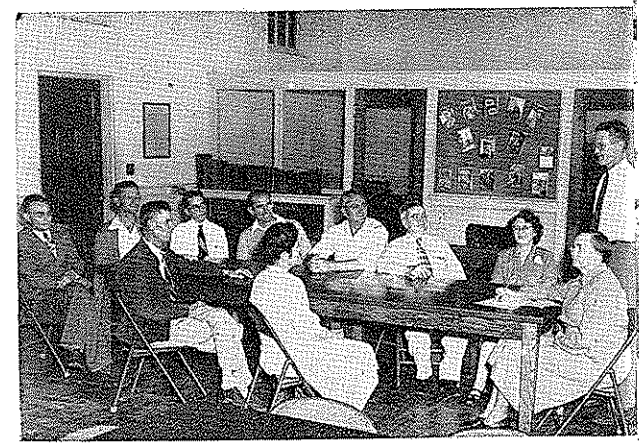


↑ A county-wide coordinating council is used in a Mississippi county to promote an improved agricultural program. Four Vo-Ag departments are represented along with all other interested agencies. The planning which is done helps to guide all phases of the four Vo-Ag programs.



↑ The teacher in this Colorado Vo-Ag department finds that an active, functioning Advisory Council is one of his best assets. The Council assists in arriving at decisions regarding in the Vo-Ag program and its operation.

The officers and committee chairmen of a large community council are depended upon by this Alabama teacher as a source of advice on the Vo-Ag program and also as a means of keeping the community informed regarding the program.



↓ Taking advantage of opportunities to meet and talk with community leaders is helpful to the Vo-Ag teacher in developing a program geared to the community. An Ohio teacher and his school principal are shown in this picture taking advantage of such an opportunity. Improved public relations are certain to be developed.

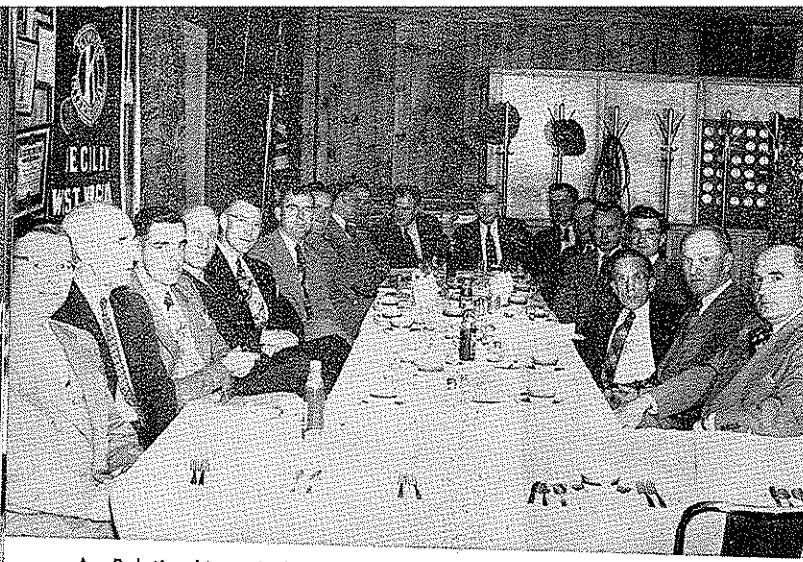


Advisory Council sessions are likely to be improved by giving attention to a seating arrangement which promotes conference activity and participation. This teacher in Michigan finds that serving light refreshments during the progress of the meeting adds to its success.



The Advisory Committee for this Vermont Vo-Ag department is holding a meeting with the two Vo-Ag teachers for the purpose of making the annual evaluation of the year's work and to begin planning the program for the coming year.

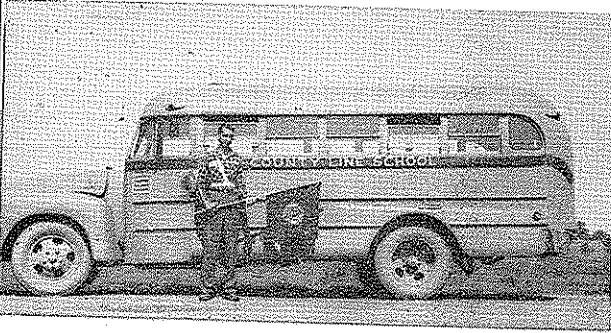




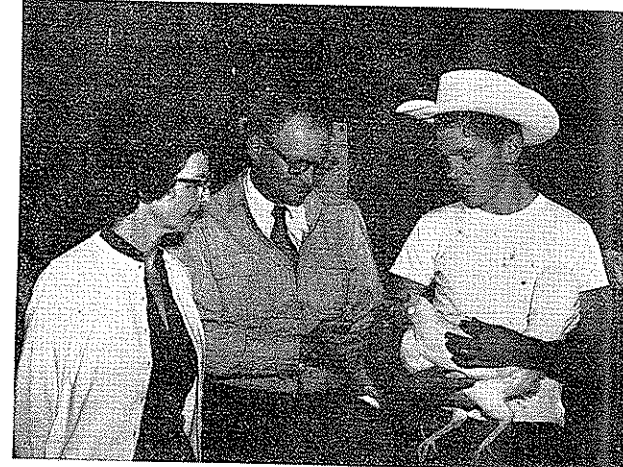
↑ Relationships of the Vo-Ag department with the rest of the school program must be maintained with complete understanding by all concerned. The joint meeting pictured above of school superintendents, principals, Vo-Ag teachers and Vo-Ag supervisors in one district of West Virginia is one means of developing such understandings.



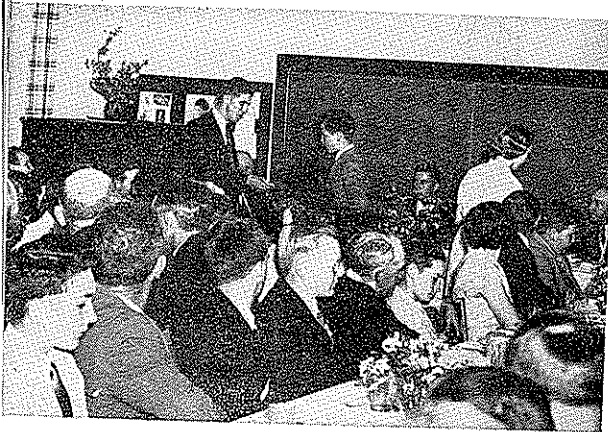
Equipment, supplies and instructional material needs of a Vo-Ag department provide problems which require the sympathetic cooperation of the school administrator. This Ohio teacher keeps his superintendent informed about materials and equipment as they look over new materials obtained.



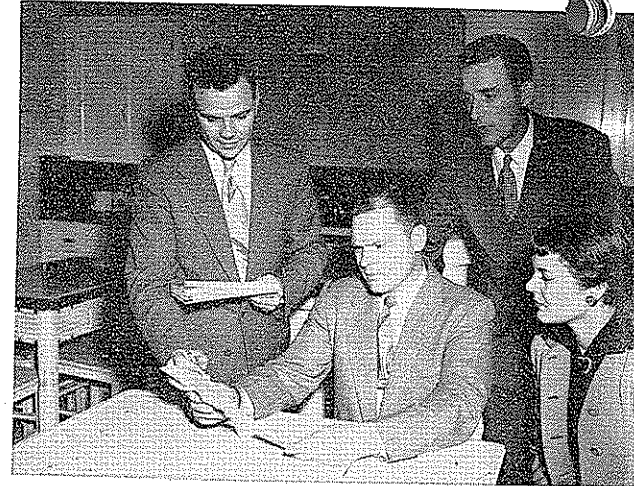
→ A Vo-Ag department in California organizes and conducts a tour for faculty members of the school to visit the farming programs of Vo-Ag students. The benefits to the department, the student and the faculty members are of mutual importance. Students are pleased to "show off" their project activities.



↑ An FFA Chapter in Arkansas organized a school bus safety patrol program for the school. One of the members is shown in action. Vo-Ag departments provide a variety of such school services during a school year.

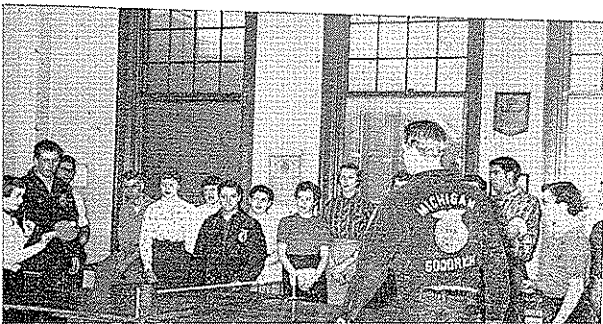


← Representatives of the school and community are invited to participate in the annual dinner meetings sponsored by Vo-Ag departments and/or FFA Chapters to recognize the achievement of members and present the various awards. The event pictured took place in a Michigan Vo-Ag program.



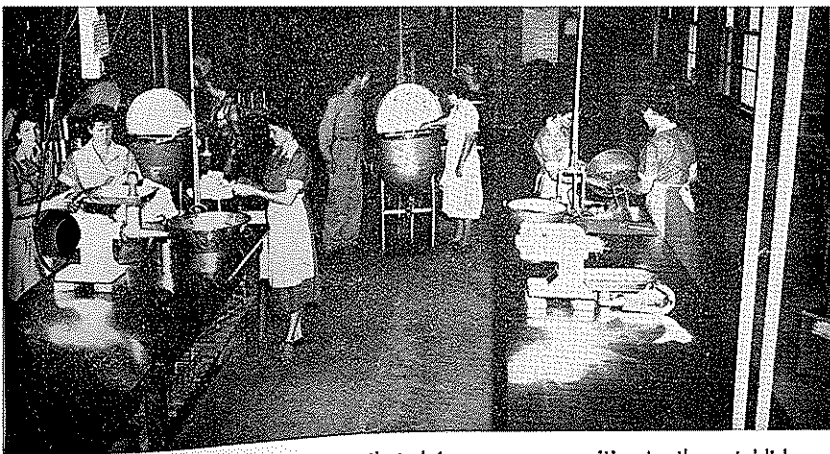
↑ Other teachers in the school cooperate with the Vo-Ag teacher in planning the FFA Parent and Son banquet in this Illinois school. The teachers shown in the planning session above represented Home Economics and Commercial subjects in addition to the Vo-Ag teacher and the school superintendent.

↓ Recreation periods in the school provide opportunities for cooperation between Vo-Ag and the rest of the school program in providing facilities and promoting desirable student relationships. An example is shown in this picture from Michigan.

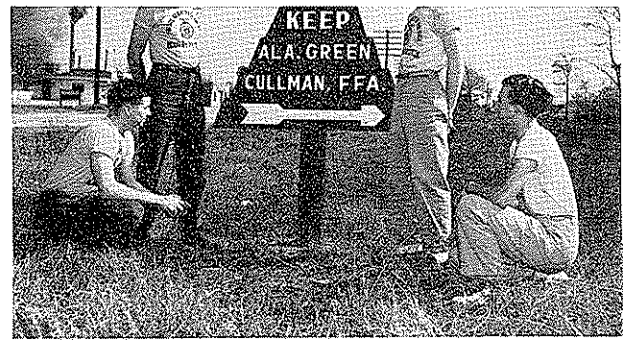


↓ Community interest and cooperation is promoted by a Nevada Vo-Ag department through public displays of the evidence of some of the achievements of students. The lettering on the truck used in this case is itself one means of attracting favorable attention.





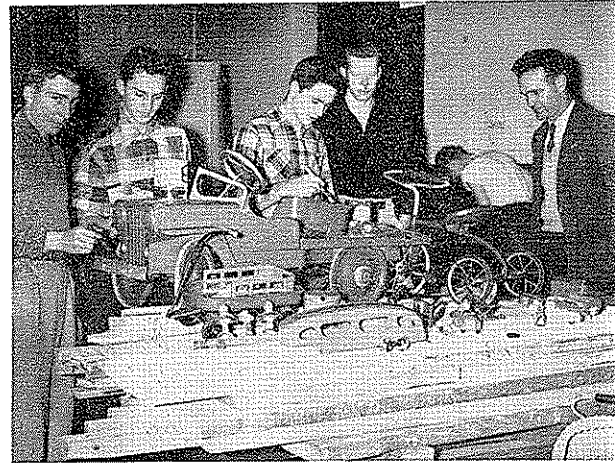
↑ Vo-Ag departments have contributed in many communities to the establishment and operation of community food processing centers. This center in Georgia is used by families in a whole county.



↑ FFA Chapters frequently include in their programs such community projects as the one illustrated in the picture above, taken in an Alabama community. This is one way of establishing community pride on the part of Vo-Ag students as future citizens.



→ Repairing toys at Christmas time is a project which many FFA Chapters have in their annual programs of work. The boys pictured are members of a Maryland Chapter. Such activities build good will in the community.



← A New Hampshire FFA Chapter planned and initiated a community improvement project of tree-planting on the watershed of the village waterworks. The members are shown planting the trees.

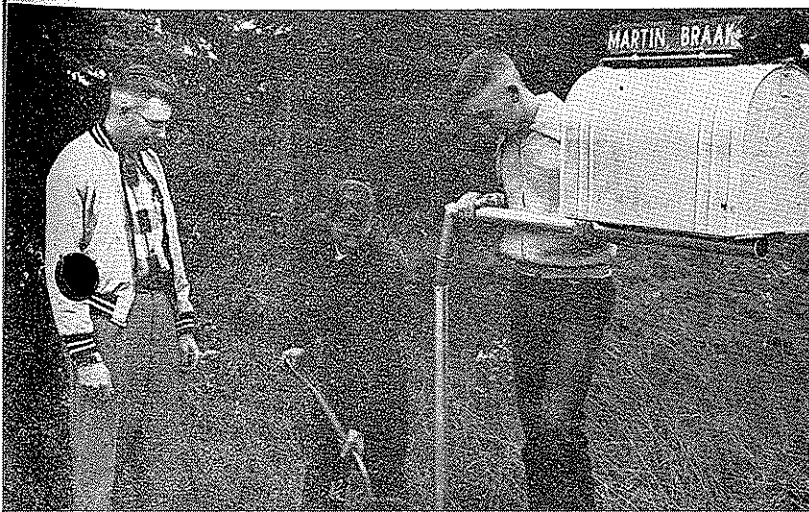


← A Georgia FFA Chapter constructed and installed road signs in its community as one of its cooperative projects. In addition to developing certain construction skills and attitudes of cooperation on the part of the boys, such activities result in desirable publicity and improvement in the community.

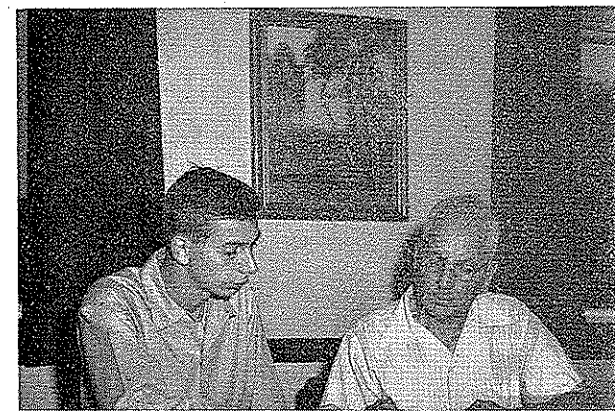


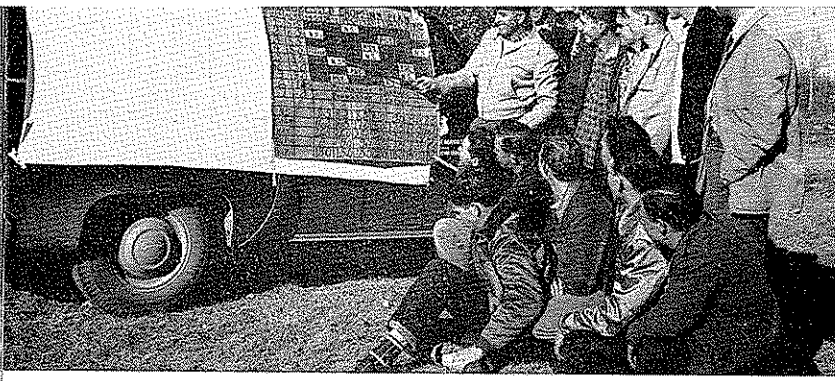
→ This community picnic site is being constructed as a community service project by an FFA Chapter in Arizona. Another example of combining opportunity for desirable learning with community improvement.

↓ A Minnesota Vo-Ag department cooperated with the State Rural Letter Carriers Association in a mailbox improvement drive. The Vo-Ag classes constructed the standards shown in the picture and assisted in placing them at rural homes in the community.



↓ The Vo-Ag teacher and his Principal talk over the plans for making farm visits during the summer months in a West Virginia community. The principal is invited to accompany the teacher on such visits. This promotes understanding necessary to cooperation in the school.

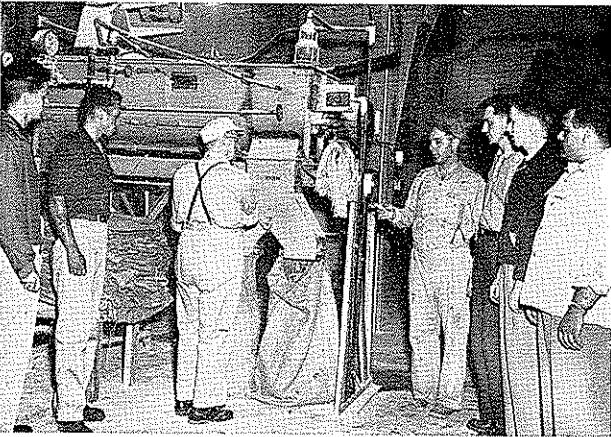




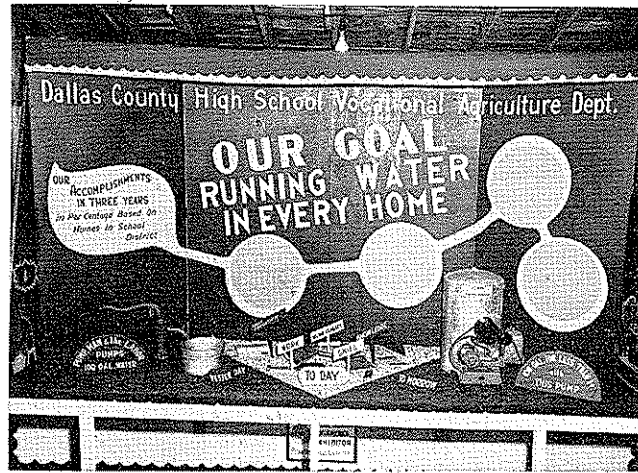
↑ Relationships with other Agricultural agencies in a community are very important in the program of a Vo-Ag department. This Vo-Ag class in Utah is getting the benefit of instruction from a Soil Conservation specialist during a field trip.



↑ A Maryland FFA Chapter planned and directed an "FFA Open House" event as one of its activities during the year to acquaint the public with the Vo-Ag department. In addition to the cooperation provided by the school, various commercial concerns in the community assisted by contributing a variety of educational exhibits.



↑ Vo-Ag relationships in the community determine in large measure the extent to which resources for instruction outside the classroom are available. This Vo-Ag class in New York is getting the opportunity to observe the operations in a local cooperative farm service store and feed mill due to the desirable relationships which the teacher and school had developed.



↑ Another example of an FFA exhibit to create better relationships between the school, the community and the Vo-Ag program. This was part of a county-wide exhibit in Alabama.



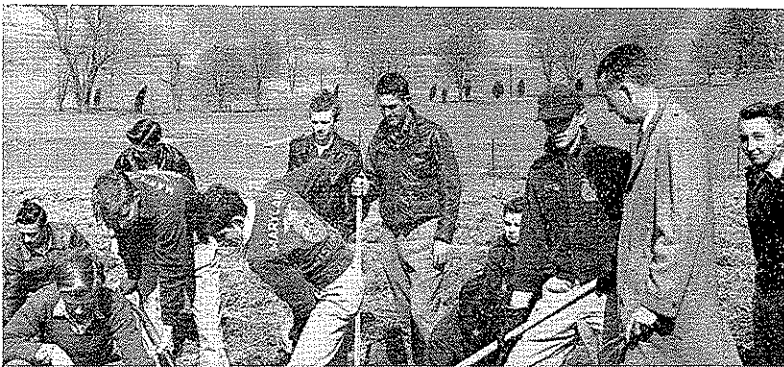
→ The attractiveness of an exhibit is important if the desired effect is to be gained. This quality is evident in this exhibit of a Florida FFA Chapter prepared in cooperation with the Homemaking department.

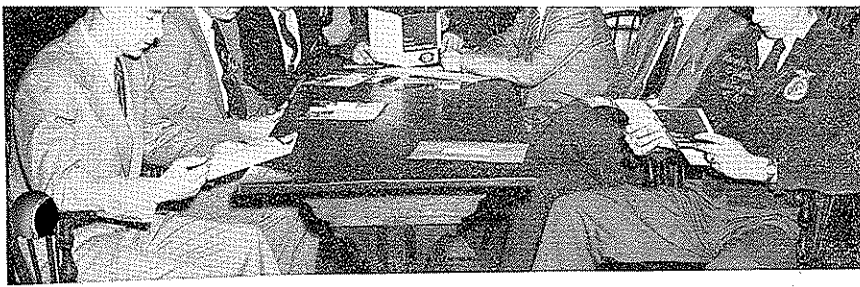
← An Iowa Vo-Ag department and FFA Chapter sponsored a picnic to promote closer relationships between townspeople and farm families.



↓ Many activities designed to promote Vo-Ag relationships in the community are state-wide. Such was the case in this forestry demonstration sponsored jointly by a leading Railroad and the South Carolina Vocational Agricultural Education Department.

↓ Community service activities are included in Vo-Ag programs of work. This Maryland Vo-Ag class is planting wildlife shrubbery as a part of a project sponsored by various conservation agencies and organizations of the community.



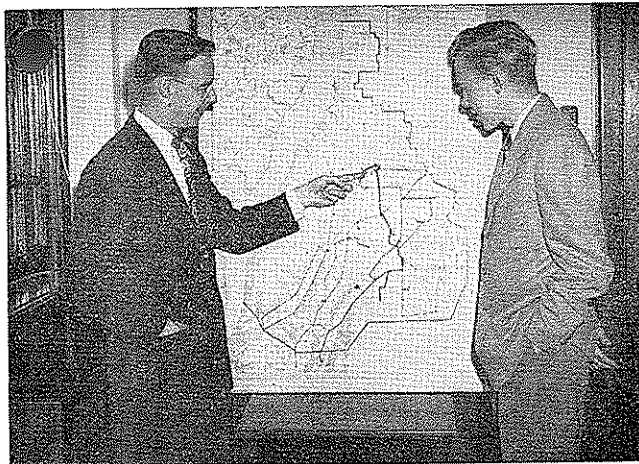


Teacher Preparation and Professional Improvement

↑ Selective recruitment of Vo-Ag teachers is a problem to be solved through cooperation of various agencies and groups. Represented in the planning group above are the Ag Teachers' Association, the State FFA Association, the Supervisory staff and the Teacher Training staff in New York. How to increase the supply of qualified teachers was the problem being discussed.



↑ The program of practice teaching was being planned by this group of Teacher Trainers and supervising or co-operating teachers in Tennessee. Apprentice or student-teaching experience is one of the most important phases of the preparation of Vo-Ag teachers.



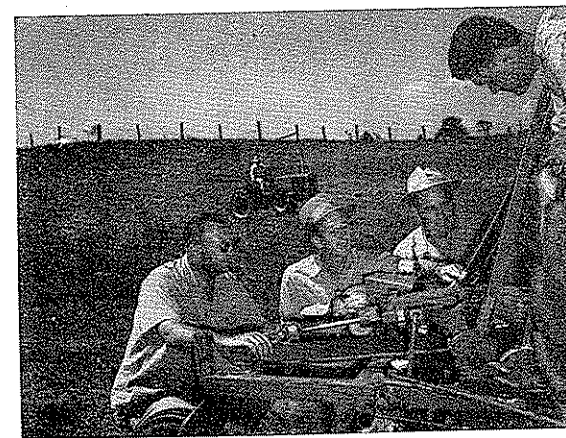
↑ A student teacher learns early the importance of becoming familiar with the area served by the school and the location of the homes of members of the Vo-Ag classes. The Principal in this New York school is acquainting the trainee with the map of the school area.

Prospective teachers in many states add to their preparation to become Advisers of FFA Chapters and for teaching Vo-Ag through participation in Collegiate FFA Chapters. In this banquet scene in Texas, recognition of accomplishment in training is being made in the form of Certificates of Merit presented to Chapter members by the Dean of the College.



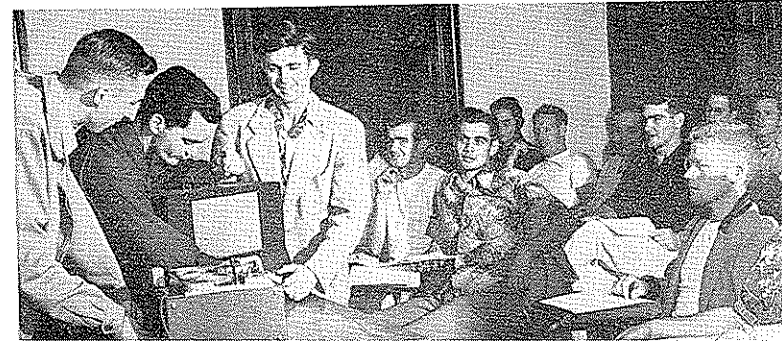
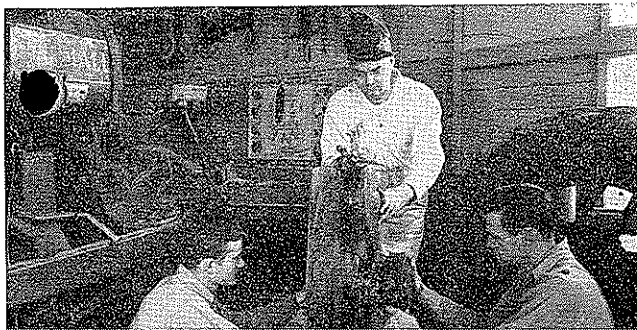
The wives of prospective teachers should not be neglected in a program of teacher preparation. California encourages the wives of the college students preparing for teaching to meet for discussion of the future work and living arrangements of a Vo-Ag teacher and his family.

Experienced Vo-Ag teachers have the problem of keeping up to date in the subject matter and skills of agriculture. These Virginia teachers are a part of a group getting in-service preparation in farm mechanics.



↓ Development of skills needed in farming is an important part of the preparation of Vo-Ag teachers. Servicing and repairing the farm tractor is being learned by these two prospective teachers in Kansas as part of their farm mechanics instruction.

College students in Oregon preparing for teaching Vo-Ag take part in planning and conducting some of their classes. They are learning to teach by teaching. Three of the trainees are conducting a class session in which a tape recorder and a radio were used as teaching devices.





↑ Professional improvement in the technical subject matter in agriculture was the objective of this group of teachers and the subject-matter specialist in the state of Washington.



↑ This group of Vo-Ag Supervising Teachers and Teacher Trainers in the North Atlantic Region attended a summer workshop in Maryland for the purpose of planning improvements in the training program of prospective teachers.



↑ Workshops for teachers are popular means of improving farm mechanics skills. A member of the College staff in Arkansas is stressing the importance of proper farm machinery adjustment and how adjustments are made.



← Keeping wives of Vo-Ag teachers happy and satisfied with the vocation of their husbands is important. Officers of the Ohio Vo-Ag Teachers' Association enlist the cooperation of the president of the "Ladies Auxiliary" in planning the annual conference program.

↓ Vo-Ag teachers in Arkansas attended workshops at a packing plant on market grades of slaughter hogs. This is one of many examples of professional improvement.

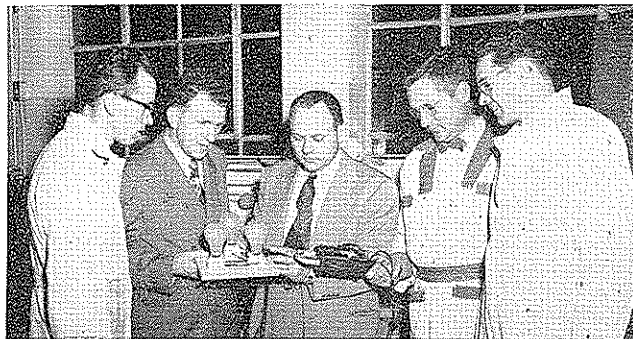


↑ These Wisconsin Vo-Ag teachers are taking a real interest in the new ideas obtained from this farm machinery specialist using actual field conditions for instruction.

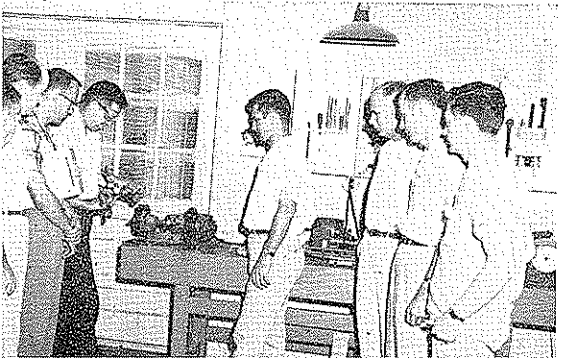
Department of
AGRICULTURAL EDUCATION
UNIVERSITY OF ARIZONA
TUCSON, ARIZONA



↓ A demonstration of tool sharpening brings these Alabama Vo-Ag teachers up-to-date on their shop skills. This was a part of a farm mechanics summer workshop.



← Professional improvement services were provided to these teachers by the Rural Electrification Director in Utah. Many agencies contribute to the improvement of Vo-Ag teachers.



→ Supervisory assistance is available to Vo-Ag teachers as a means of improving their performance while "on the job." This is provided by both local school administrators and State supervisory personnel. This Ohio teacher is discussing a problem with his school administrator and a representative of the

