

*The*

# AGRICULTURAL EDUCATION

*Magazine*

VOLUME 30

JUNE, 1958

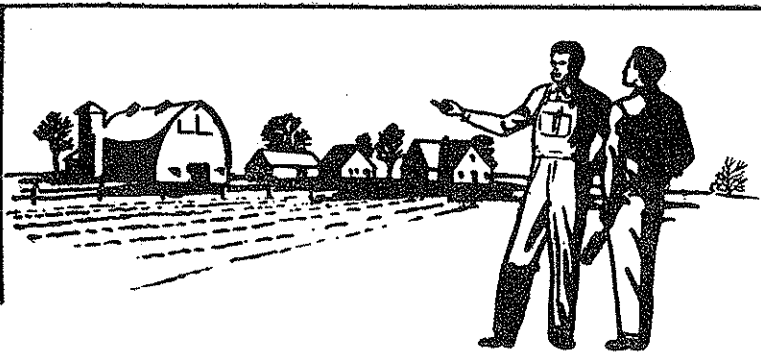
NUMBER 12



Picture legend, page 271

*Featuring—* **The** Summer Program

# The Agricultural Education Magazine



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

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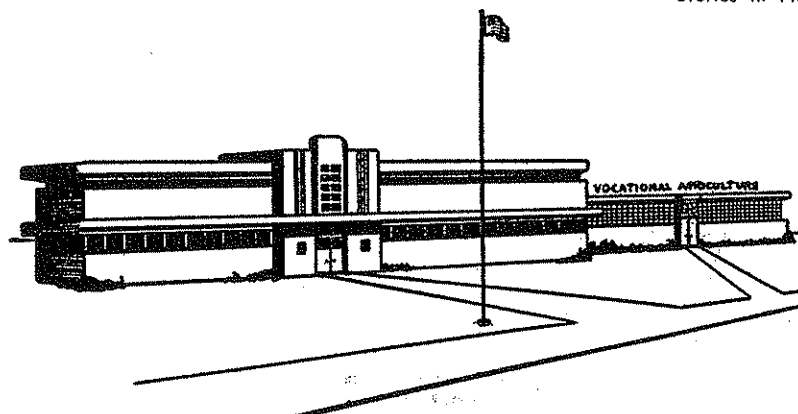
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Subscription price, \$2.00 per year, payable at the office of the Interstate Printers and Publishers, 19-27 N. Jackson St., Danville, Illinois. Foreign subscriptions, \$2.25. Single copies, 20 cents. In submitting subscriptions, designate by appropriate 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

## Plan Your Work . . . . And Work Your Plan

BERT L. BROWN, Chief Supervisor, Agricultural Education, Washington

One of my often repeated statements is that the summer program is the most important part of the program in vocational agriculture. In contrast to the nine months of the school year where you are influenced by time schedules, classes, the guidance of your administrators and by regular school activities, in the summer you are more or less on your own. For the most part, it is your decision as to whether you build a good program or loaf and coast downhill. I should like to have the time and the opportunity to sit down and discuss this important phase of our program with each and every vocational agricultural instructor in this state and, in fact, in the nation to in some way point out how essential, how fundamental to the further success—yes, even vital to the continuance of vocational agriculture—is a good balanced summer program of work. If this opportunity were afforded me, I believe I would start the conference with the question, "Are you worth what your school district is paying you for the three months in the summer?" I would ask you to honestly introspect and appraise your summer program. After hearing your answer, I would point out that vocational agricultural instructors are employed on the twelve months' basis and, for the most part, are paid on that basis. I would point out that since they are employed on a twelve months' basis, it is reasonable for a school district to expect approximately twelve months' service. I would further say to you that if you are performing all the duties and responsibilities that you should, then your school can't pay you enough for your summer work. I would be glad to tell your administrator the same thing. On the other hand, if you are one of the minor group of vocational agricultural instructors who look upon the summer as vacation time, a time in which teaching and learning are at a standstill, then I would frankly say to you that no matter how little your school district was paying you for your summer work, you are grossly overpaid.

I would like to ask you what you were doing in the summer in regard to the supervision of the farming programs of day school, young farmer, and adult students of vocational agriculture. Admittedly, the supervision of farming programs of students is considered the most important summer activity of teachers of vocational agriculture. How many visits do you

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## From the Editor's Desk . . .

Additions to the HONOR ROLL . . . . .

Two states have reported that New Mexico is not alone on THE AGR. ED. MAG. honor roll of subscribers.

Several gentlemen from Missouri reported that Missouri teachers have been subscribing 100% through their Agriculture Teachers' Association for more than 20 years—and perhaps for more than 27 years.

Mr. T. L. Barrineau, District Supervisor, and Dr. E. W. Garris, Head, Agr. Ed. Dept., U. of Florida, report as follows:

"Florida has been 100 per cent in subscribers for more than twenty years. Each teacher and each member of our state staff is a member of our Agricultural Teachers' Association, the National Agriculture Teachers' Association, AVA, and a subscriber to *The Agricultural Education Magazine*. This was passed more than twenty years ago at our summer conference and we have continuously followed it each year since."

Congratulations to the agriculture teachers of Florida and Missouri for this excellent record of support for their professional magazine.

NEW FEATURE COULD ADD TO READER INTEREST . . .

If you would like to express yourself regarding various articles published in *The Agr. Ed. Mag.* without actually writing an article, the opportunity is now available. Some space will be reserved each month for publishing a "letters to the editor" column. To be published in full, letters should be short and to the point.

The first of the "letters to the editor" appeared in the April, 1958, issue.

SUMMER PROGRAMS . . . . .

One of the rewards of the job of teaching vocational agriculture is that the teacher is employed for a full year. To this obvious benefit can be added the fact that each teacher is free to arrange his own summer schedule. There are, of course, various scheduled events such as summer conferences and fairs which must be attended. For the most part, however, the teacher decides what he will do and when he will do it. This is indeed a remarkable freedom for an employee; it is also a mark of a true profession. But the freedom to "do as you please" is not an unmixed blessing. With such freedom comes a great deal of responsibility.

If the freedom to plan summer work is to be preserved—indeed, if the fact of summer employment is to be preserved—the teacher of vocational agriculture must meet the responsibilities which are a part of this

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# How About Your Summer Program?

## Nebraska study provides valuable suggestions

ROLLAND ESSMAN, Vo-Ag Instructor, Scotia, Nebraska

Ordinarily the school year is presumed to include thirty-six weeks of the calendar year. Many people believe that the summer period is the time when all teachers are free from school duties; a time when teachers have no duties or responsibilities to the school in which they are employed. To the average person, the summertime is a period when teachers attend summer school, do outside work, or just plain loaf. We know that such is not the case with the teacher of vocational agriculture. He is responsible for a summer program which must be carried out during this period of sixteen weeks. We know too that the summertime can provide the vocational agriculture teacher an opportunity to do some of his best work.

But how do your friends and neighbors in the community feel about the matter? And the superintendent and board of education—what do they think about your summer work? Do they ever stop you and ask, "What are you going to do with your time the rest of the summer?" Or have you ever had a neighbor say, along about August 15, "Are you ready to go back to work after your nice long vacation?" In fact, how do you feel about it yourself? Have you ever sat down and really asked yourself: What activities did I carry on during the past summer? How much time did I spend on each one? How important were the things I did? Did I spend my time to the best advantage? How much time should an ag teacher spend on the various summer activities; should I weed out some of them?

Too often we become so harried by the press of things to be done that we fail to take careful note of the results. Time devoted to evaluation can be some of the most valuable time we spend, but it must follow action very closely if it is to be most fruitful. If delayed too long, many things may be overlooked, forgotten, or discounted in importance, which can make the difference between a good and a merely passable job of evaluation. Now is the time to reflect

on your work of this past summer while it is still fresh in your mind, while evidences of results are still clearly apparent, and before you become so bogged down with the detail of starting classes, daily lesson plans, etc., that you can't find the time to do justice to the evaluation.

A study of summer activities of vocational agriculture teachers in Nebraska provides some very good answers to questions raised earlier. Nebraska teachers averaged five and one-half days per week on the job during the summer months. Time spent on the job ranged from 30 to 60 hours and averaged slightly over 43 hours per week.

### Importance of Various Summer Activities

Summer activities of Nebraska vocational agriculture teachers were many and varied, as shown in Table 1. Teacher rating of these various activities as very important, of some importance, or not important, quite clearly establishes that certain of these activities are regarded as musts while many others could very well be eliminated or be performed only if time permits and there is no interference with the more important activities.

Derivation of index numbers, on the basis of ratings, reveals a wide range of importance for the various activities. It is interesting to note that activities with index numbers from 98 to 77 seem to have a common denominator. For example, home visits to new and all-day students, vacation time, ordering classroom and shop supplies and equipment, developing the next year's teaching program, FFA meetings, and professional reading all have immediate, personal implications for the teachers. These activities probably should be considered as being a must by teachers who want to have a good department of vocational agriculture.

The activities with index numbers from 76 to 55 do not seem to arrange themselves into a definite pattern. This group appears to be very general

Table 1: Summary, in Decreasing Order of Importance, of Various Summer Activities

| Activity                                 | Index |
|------------------------------------------|-------|
| Supervised farming program home visits   | 98    |
| Ordering classroom supplies              | 95    |
| Vacation                                 | 95    |
| Ordering books and bulletins             | 93    |
| Ordering shop supplies                   | 90    |
| Regular FFA meetings                     | 88    |
| Reorganize filing system in classroom    | 87    |
| File new bulletins and books             | 87    |
| Professional reading                     | 86    |
| Inventories                              | 85    |
| New lesson plans                         | 85    |
| Revising old lesson plans                | 84    |
| Ordering new shop equipment              | 83    |
| Home visits to new students              | 82    |
| FFA officers meetings                    | 81    |
| Fair activities                          | 80    |
| State reports                            | 79    |
| State conference                         | 77    |
| FFA reports                              | 77    |
| Writing newspaper articles               | 76    |
| Locating and preparing teaching aids     | 76    |
| Attending leadership schools             | 74    |
| Collecting crop samples                  | 71    |
| Filing in individual folders             | 70    |
| Repair shop equipment                    | 70    |
| Sharpen all edge shop equipment          | 69    |
| Collect weekly samples                   | 69    |
| Locate farm mechanics jobs               | 68    |
| Filing in local school reports           | 68    |
| In-service training classes              | 67    |
| Home visits to young farmers             | 65    |
| Get acquainted in your community         | 65    |
| Home visits to adults                    | 64    |
| Summary of the year's activities         | 63    |
| District meetings                        | 59    |
| Getting acquainted with the SCS          | 57    |
| Getting acquainted with the county agent | 55    |
| Attending summer school                  | 55    |
| Young farmer classes                     | 52    |
| Supervised farming program tours         | 52    |
| Young farmer reports                     | 51    |
| Adult farmer reports                     | 49    |
| Community survey                         | 46    |
| Putting on demonstrations                | 45    |
| Conducting FFA picnics                   | 43    |
| Conducting adult farmer classes          | 42    |
| Conducting young farmer tours            | 42    |
| Service club activities                  | 42    |
| Farmer service activities                | 40    |
| Conducting adult farmer tours            | 36    |
| Redecorating shop                        | 36    |
| Redecorating classroom                   | 34    |
| Taking FFA summer trips                  | 33    |
| Taking young farmer summer trips         | 31    |
| Taking adult farmer summer trips         | 27    |
| Repairing classroom equipment            | 13    |

and contains activities from many of the major areas of the study. These activities could probably be included in a summer program if they did not interfere with the more important summer activities.

The activities with indexes from 52 to 13, according to the responses of the teachers surveyed, were apparently considered to be the least important of all summer activities. They appear to be the more routine jobs that are frequently carried out by the teachers, such as: adult and young farmer tours, records and reports, FFA picnics, service club activities, FFA summer trips, redecorating the

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# The Importance of On-Farm Instruction

Take advantage of this unique opportunity!

ROBERT M. COLLINS and IRVIN T. LATHROP, Teacher Education,  
Iowa State College



Robert M. Collins

YOU as a vocational agriculture teacher are an integral part of your school system. Do you realize, however, what a unique advantage you have over your fellow teachers?

You have the aid of on-farm instruction as a required part of your program. The vocational agriculture teacher normally starts on the job on July 1st each year. You have approximately two months in which to get well acquainted with the students whom you will have in class during the coming academic year.

## Values of Farm Visits

The so-called "academic" teacher, to obtain any similar benefit, must come on the job a week, ten days or two weeks early on his own, check around in the community to find out about the students he will have, look over the school's records, and possibly make some home visits. However, in this limited time, the effect of home visitations of academic teachers cannot be as great as those of vocational agriculture teachers. The advantages you have as a vocational agriculture teacher in getting to know the students are as follows:

1. You gain a knowledge of the capabilities of your individual students. This is extremely valuable to you in teaching situations both on the farm and in the classroom.
2. You secure information about the interests of each student.
3. You learn much about the existing relationship between the student and his family.
4. Knowledge of your students allows you to anticipate behavior problems. This bug-bear of many teachers commonly called "discipline" is also affected in another way by on-farm instruction. It is a psychological advantage to have been invited into a student's home. It is only natural that a student will hesitate to cause a teacher trouble who has been a guest in his, the student's, own home.

Farm visits also make it easier for the vocational agriculture instructor to cope with severe behavior cases. The subject can usually be brought up naturally to the parents in the course of the visit. When you and the parents cooperate on a problem, the probability of it being solved is much greater than with you working on it alone.

5. You as instructor of vocational agriculture can well use the principle of "learning by doing." Classroom teaching can be related to the problems of the students on their own farms and with their own projects.

6. You have a valuable avenue for guidance. Young people need encouragement. In classroom situations it is too infrequent that you have time or opportunity to visit informally with a student on an individual basis.

7. You have a medium of continuous evaluation.

These are just a few of the advantages and opportunities resulting from farm visits. There is evidence that in the past some instructors of vocational agriculture have not taken full advantage of these opportunities.

## Techniques for Making Farm Visits

Naturally, any program has disadvantages as well as advantages. Many teachers have difficulty in making farm visits. They say they have trouble "breaking the ice" with farmers and even with their prospective students. A majority of teachers, however, who have studied and given the on-farm program a proper trial, say it is not at all difficult if you go about it in a correct manner. Good judgment dictates that you should not try to give any advice and instruction on the first visit to a new farm. This first contact and perhaps the first several contacts, depending on the individuals concerned, should be merely for the purpose of getting acquainted and for gaining the confidence of your student and his parents.

Teachers also vary a great deal in their philosophy concerning on-farm instruction. Some teachers go so far as to flatly tell students, and even

their parents, that *this should be done or this should not be done*. Some instructors have failed in their visitation programs because of this dictatorial policy. On-farm instruction is similar to classroom instruction in respect to this dictatorial attitude. A good teacher understands that the effects of education will only be realized through the recipients own acceptance of needed changes.

On the other hand, there are some teachers who do not go far enough in giving advice and help in connection with their boys' projects. When the instructor gives too little advice and help, boys and their parents soon begin to think the instructor is only putting in his time and his visits are worthless.

Here are some helpful techniques for breaking the ice on your farm visits.

1. In most communities it is not difficult to find the interests of the individual farmer. Two of the many sources of information are:

- a. The local newspaper.
- b. Casual conversations with friends and neighbors of the student and his family.

2. You can easily see when you drive past the farm the possible points of interest to that farm family. For example, any farm with a nicely landscaped yard, a new piece of farm equipment or large livestock enterprise will immediately give you a lead concerning that family's interests and things in which they take pride.

3. You should lead off you discussion with the things that interest the farm family. You also have a mutual interest since the parents are vitally interested in their sons! Teachers who really enjoy and utilize farm visits say that the problem is not to develop rapport, but the problem is to terminate the visit.

## Farm Visits Stressed by Many Agencies

Any vocational agriculture teacher who "writes off" farm visits as being unimportant or unusable should think of the many personnel of other organizations who consider farm visits to be of primary importance. Briefly, these include county extension directors, youth assistants, veterans on-farm instructors, soil conservation service personnel, and farmer's home supervisors. Another part of extension

## How About . . .

(Continued from page 268)

shop and classroom, repairing equipment, conducting community surveys, and farmer service activities. If eliminations are to be made in the activities of the summer program, these probably could be dispensed with without materially affecting the summer program. In any case they should not be included in a summer program if they interfere with the performance of the more important activities previously listed.

### Summary of Time Use for Summer Activities

Table 2 shows how teachers utilized their time during the summer months and how they felt their time should be spent.

Table 2: A Summary of the Time Spent and the Time that Should Be Spent in the Thirteen Major Summer Program of Work Areas as Reported by 89 Teachers of Vocational Agriculture in Nebraska

| Area                                 | Days spent | Days that should be spent |
|--------------------------------------|------------|---------------------------|
| Self-improvement . . . . .           | 22.50      | 23.50                     |
| Supervised farming program . . . . . | 16.75      | 19.39                     |
| The teaching program . . . . .       | 9.50       | 9.50                      |
| Community work . . . . .             | 6.75       | 7.25                      |
| Shop facilities . . . . .            | 6.17       | 5.25                      |
| Classroom facilities . . . . .       | 5.50       | 4.00                      |
| Future Farmers of America . . . . .  | 5.00       | 3.75                      |
| New students . . . . .               | 3.50       | 3.75                      |
| Young farmer group . . . . .         | 3.25       | 4.50                      |
| Public relations . . . . .           | 3.00       | 1.78                      |
| Adult farmer group . . . . .         | 2.83       | 3.33                      |
| Records and reports . . . . .        | 2.50       | 1.00                      |
| Community survey . . . . .           | .75        | 1.00                      |

The greatest proportion of the vocational agriculture teachers' time was devoted to the area of self-improvement. The figures reported for this area were heavily influenced by summer school attendance. If the time spent in summer school is discounted, which in general utilizes the teacher's vacation time, the supervised farming program area then becomes the most important area of work. It was generally thought by the teachers that the amount of time spent on both self-improvement and the supervised farming program area should be increased.

The teachers devoted a large share of the summer to developing a teaching program for the next year. They spent nine and one-half days on this activity and apparently felt that the time now being spent on the activity was enough.

Teachers devoted an average of only three-quarters of a day to community surveys. Although community surveys were a relatively unimportant activity from the standpoint of time

being spent on them, it should be noted that the teachers felt that this amount of time should be increased to one day.

It is interesting to note that, except for work with the Future Farmers of America, the teachers felt that more time should be devoted to the areas dealing with people in the community. These areas included community work and work with new students, young farmers, and adult farmers. In the case of the Future Farmers of America, the suggested decrease in time resulted largely from the teachers' belief that the amount of time devoted to FFA records and reports and FFA summer trips should be decreased.

It was the general opinion of the teachers that they were devoting

more time than was necessary to areas dealing with the mechanics of operating a department of vocational agriculture, as reflected in recommendations that time so spent be decreased. This included time spent on shop facilities, classroom facilities, public relations, and records and reports.

Did your summer program include all of the activities reported by Nebraska teachers? Do you find that they are all important? Are there some that could and should be eliminated, or should you change the emphasis through allotment of time to the various activities?

### Recommendations for Improving Summer Programs

Conditions and needs vary from school to school and from state to state. However, in general the following recommendations are offered for consideration by vocational agriculture teachers who want to improve their summer programs.

1. Consider the summer program an integral part of the vocational agriculture program and not a separate activity.

2. Carefully evaluate the various activities of the summer program.

3. Develop plans for the summer before school is out in the spring.

4. Eliminate as many as possible of the less important summer activities.

5. Keep active in the community during the summer.

6. Increase emphasis on the home visits to supervised farming programs of students.

7. Plan activities to provide a more uniform work load distribution throughout the year.

8. Hold several regular FFA meetings during the summer.

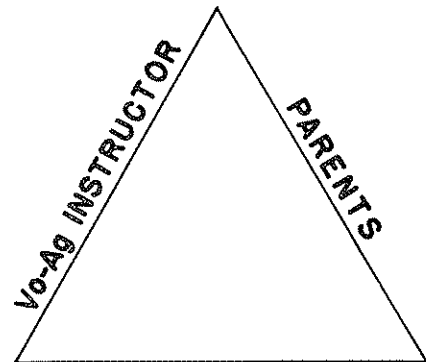
Those persons who are responsible for administrative and teacher training activities in connection with vocational agriculture in the state can render invaluable aid to the teachers by assisting in identification of the important summer activities and assisting the teachers in their planning for an effective summer program. □

## The Importance of . . .

(Continued from page 269)

work, the new farm and home development program, also stresses the value of the farm visit.

You as an instructor of vocational agriculture have a maximum opportunity of achieving your objectives through on-farm instruction. Through this process parents and students work on their needs through learning by doing with maximum guidance on the part of the teacher.



A Cooperative Team Working on a Student's Needs Provides Maximum Assurance of Attaining Objectives □

## The Cover Picture

This is the third summer that workshops in woodland management have been conducted as part of the in-service training program for teachers of agriculture in Georgia. The workshops were started after the Trust Company of Georgia made a grant of \$50,000 to the State Board of Education to expand forestry instruction in the public schools. The grant set up funds to provide for the in-service training workshops, to assist schools with vo-ag departments in buying 10-acre tracts to use as school forests, and for the employment of a professional forester on the vocational agriculture supervisory staff.

The staff for the four-day workshops includes personnel from the School of Forestry at the University of Georgia, and the State and U.S. Forestry Services.

In this picture are: Dr. W. R. Brown, teacher-trainer at the University of Georgia, V. O. Smith, formerly teacher at Franklin county high school and now superintendent of schools, and J. V. Ham, teacher of agriculture, Cedartown. □

## From the Editor's . . .

(Continued from page 267)

freedom in a professional manner. He must plan and carry out a program of summer work which justifies his employment and he must provide adequate reports of plans and accomplishments to his administrator and school board. Anything less could lead to regulation or elimination of the summer program. The first possibility would be a serious blow to agriculture teaching as a profession; the second possibility would seriously cripple the entire vocational agriculture program. The agriculture teaching profession will not be able to dodge responsibility for whatever happens. □

## Plan Your . . .

(Continued from page 267)

make to the farms of your day school students, young farmers and adult farmers for the purpose of instruction during the summer? Many educators in agricultural education state that probably an average of three visits to each day school student and one visit to each adult farmer should be the minimum number of visits during the summer. However, one can readily

realize that instructors with large enrollments and large school districts cannot meet these minimums. As a supervisor, I have always said that I would be willing, in such cases, to settle for one on-farm instruction call to each and every boy and adult who had been enrolled during the year—provided, of course, that such calls were for instructional purposes, not social visits. Too often there is a tendency to call on the boys with outstanding farm programs and the good farmers to the neglect of the boys and adult farmers who may need and can benefit from your help and advice to a greater degree.

Do you take some time to prepare for the annual teacher-training conference of vocational agricultural instructors in order that you may be in position to enhance the benefit of the conference to yourself and others by sharing the value of your training, thinking and experience? Or do you go to this conference with the idea that it is entirely the supervisors' show and that you are to be entertained? Do you set aside some time for your own professional improvement, in addition to the teacher-training conference? Most school boards will make arrangements for the vocational agricultural instructor to attend summer school once in a period of four years; in fact, many boards and administrators encourage this type of program. Yet, how many of you would have to admit that you have not attended a full session summer school within the last four years? Many states arrange for short, intensive, off-campus training courses in professional and technical agriculture and education, yet many instructors seem to find it convenient not to attend. Do you always attend the "field days" which are sponsored by your agricultural experiment stations and other agricultural organizations? Agricultural instructors, as well as all other teachers, must constantly study, for, in the words of Dr. Arnold, the Headmaster of Rugby, "Students should have the privilege of drinking from a running stream rather than a stagnant pool."

How much time and energy do you spend in the summer carrying out the aims and purposes of the FFA? Does your FFA chapter hold regular, well-planned, effective meetings in the summer? How about summer tours and camps? What do you do about interesting and preparing boys in livestock judging, dairy judging, poul-

try judging, public speaking, contests in farm mechanics, farm electrification, dairy farming, farm safety, soil and water management, or advancement in Future Farmer degrees? Do you interest and assist your FFA members in preparing and exhibiting something of which they are proud at the county, district or state fair? Certainly this is a desirable experience for any young man.

Do you make sure that your department is ready for school in the fall; that it is improved over the preceding year? Are supplies, reference material and illustrative material prepared or ordered and on hand for ready, effective teaching? Are equipment, your classroom and farm shop facilities in good repair and working order?

In addition to the activities I have mentioned, many more have a place in the summer program of vocational agriculture. Do you submit your reports, at the time due, on the program to your state office and to your superintendent of schools? Do you write articles or a column for the newspapers to publicize your summer program? Sometimes I feel that few people, except ourselves, know of the excellent program that is being carried on by vocational agriculture during the summer, simply because we do not tell people about it. Are you valuable and effective in strengthening school-community relations in your school area during the summer? How many of your new and prospective vocational agricultural students, both day-school and adult farmers, have you visited? Did you do some planning with them on farming programs before their enrollment? This is a must for the summertime.

Another must is a vacation. A vacation is due the vocational agricultural instructor just as much as is his monthly pay check. He owes it to himself and to his family to take a vacation. The average length of the summer vacation of vocational agricultural instructors is approximately two weeks. However, prolonged vacations merely add fuel to the criticism that the summer program of some vocational agricultural instructors is merely a "three months' paid vacation."

For the vocational agricultural instructor it certainly is not difficult to maintain an active, effective, full summer program of work. It is more

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Ralph R. Bentley

What do most people want from a job? Is it money, travel, prestige or some other reward? Why do some persons remain in the same job for a lifetime while others change jobs every few years? The answers to these questions are important to teachers, counselors, employers, personnel workers, and many others who are interested in helping people prepare for suitable jobs and increase the satisfaction which they get from their work.

A recent study<sup>1</sup> conducted at Purdue University and at the University of Illinois was designed (1) to determine the factors which agriculture college students considered most important in a job, and (2) to determine whether there were significant differences between various groups of students with respect to the factors they chose as most important.

The data for the study were obtained from freshmen and senior agriculture college students who responded to sixteen selected factors by ranking the three which they thought were the most important in a job.

The percentages of student groups selecting each factor were computed and the significance of the difference between each of the following groups was determined: (1) Purdue freshmen and seniors, (2) Illinois freshmen and seniors, (3) freshmen from Purdue and Illinois, (4) seniors from Purdue and Illinois, (5) Purdue agricultural education students and other<sup>2</sup> Purdue agriculture college students, and (6) Illinois agricultural education students and other<sup>2</sup> Illinois agriculture college students.

Table I shows the number of students by groups and the percentage

<sup>1</sup>The study was designed and the data were summarized by Dr. Ralph R. Bentley of Purdue University. The Illinois data were collected by Dr. A. H. Krebs of the University of Illinois.

<sup>2</sup>"Other" refers to students majoring in animal husbandry, dairy, agricultural economics, and general agriculture.

<sup>3</sup>This is the third in a series of articles on factors affecting the occupational choices of agriculture college students. The first two articles appeared in the April and May, 1958, issues.

## Factors Which Agriculture College Students Consider Most Important in a Job\*

RALPH R. BENTLEY and PAUL E. HEMP, Teacher Education, Purdue University



Paul E. Hemp

TABLE 1  
Percentage of Student Groups Selecting Each of the Designated Factors As One of the Three Most Important Factors in a Job

| OPPORTUNITY FACTOR                        | Year in College        |                       |                        |                       | Fields of Specialization |                     |                      |                     |
|-------------------------------------------|------------------------|-----------------------|------------------------|-----------------------|--------------------------|---------------------|----------------------|---------------------|
|                                           | Purdue                 |                       | Illinois               |                       | Purdue                   |                     | Illinois             |                     |
|                                           | Freshmen<br>N=411<br>% | Seniors<br>N=198<br>% | Freshmen<br>N=410<br>% | Seniors<br>N=229<br>% | Ag. Ed.<br>N=131<br>%    | Other<br>N=287<br>% | Ag. Ed.<br>N=95<br>% | Other<br>N=354<br>% |
| 1. To use your own ideas.....             | 34                     | 44                    | 43                     | 37                    | 34                       | 39                  | 30                   | 45                  |
| 2. To do good for others.....             | 28                     | 31                    | 31                     | 39                    | 52                       | 18                  | 62                   | 27                  |
| 3. To earn money.....                     | 39                     | 32                    | 37                     | 32                    | 25                       | 41                  | 21                   | 37                  |
| 4. To be your own boss.....               | 41                     | 28                    | 47                     | 29                    | 13                       | 46                  | 9                    | 49                  |
| 5. For continuous employment.....         | 36                     | 31                    | 27                     | 28                    | 31                       | 34                  | 21                   | 27                  |
| 6. For advancement.....                   | 23                     | 41                    | 23                     | 32                    | 31                       | 30                  | 30                   | 25                  |
| 7. To do a variety of work.....           | 26                     | 26                    | 24                     | 28                    | 26                       | 25                  | 25                   | 26                  |
| 8. To work with pleasant people.....      | 18                     | 25                    | 14                     | 26                    | 25                       | 18                  | 43                   | 15                  |
| 9. To work in a healthy environment.....  | 25                     | 22                    | 18                     | 26                    | 21                       | 23                  | 23                   | 21                  |
| 10. To learn on the job.....              | 12                     | 12                    | 14                     | 15                    | 20                       | 10                  | 28                   | 11                  |
| 11. For prestige.....                     | 2                      | 3                     | 4                      | 4                     | 6                        | 4                   | 1                    | 4                   |
| 12. For good working hours.....           | 6                      | 0                     | 4                      | 0                     | 6                        | 3                   | 3                    | 3                   |
| 13. For travel.....                       | 3                      | 1                     | 5                      | 1                     | 4                        | 3                   | 3                    | 4                   |
| 14. To be in a position of authority..... | 3                      | 0                     | 3                      | 2                     | 3                        | 4                   | 0                    | 2                   |
| 15. For clean working conditions.....     | 2                      | 3                     | 4                      | 0                     | 2                        | 1                   | 0                    | 3                   |
| 16. To become famous.....                 | 2                      | 1                     | 1                      | 1                     | 1                        | 1                   | 1                    | 1                   |

of each group who selected each factor as one of the three most important factors in a job.

The percentages shown in Table I indicate that the factors selected most often by agriculture college students were "to use your own ideas," "to do good for others," "to earn money," "to be your own boss," "for continuous employment" and "for advancement." From 10-43% of the persons in each group studied selected the factors "to do a variety of work," "to work with pleasant people," "to work in a healthy environment," and "to learn on the job as one of the three most important in a job. Fewer than six per cent of any group selected the factors "for prestige," "for good working hours," "for travel," "to be in a position of authority," "for clean working conditions," and "to become famous" as one of the three factors which they considered most important in a job.

### Year in College

The percentages of freshmen and senior students who selected each of the sixteen designated factors as one of the three most important in a job

are shown in Table I. In order to point out more clearly the significant differences between the responses of these groups, Table II was prepared.

Significant differences in the selections of freshmen and seniors may be observed in Table II. A significantly larger percentage of freshmen than seniors at both universities selected the factor "to be your own boss" as one of the three most important factors in a job. At Purdue a significantly larger percentage of freshmen than seniors selected the factor "to earn money" as an important job factor.

A significantly larger percentage of seniors than freshmen at both institutions selected the factor "for advancement." At Purdue the factor "to use your own ideas" was chosen by a significantly larger percentage of seniors than freshmen while at Illinois the factors "to work with pleasant people" and "to work in a healthy environment" were selected by a significantly larger percentage of seniors than freshmen.

### Field of Specialization

In order to show more clearly the

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**Factors Which - - -**

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significant differences between the selections of agricultural education students and other agriculture college students Table III was prepared.

A significantly larger percentage of agricultural education students than other agriculture college students at both universities selected the factors "to do good for others" and "to learn on the job" as two of the three most important factors in a job. At the University of Illinois a significantly larger percentage of agricultural education students than other agriculture college students selected the factor "to work with

pleasant people" as one of the three most important factors in a job. Table III also shows that at both universities a significantly larger percentage of other agriculture college students than agricultural education students selected the factors "to earn money" and "to be your own boss."

**Summary**

The findings of this study regarding the factors which agriculture college students consider most important in a job may be summarized as follows:

1. In choosing a vocation, many agriculture college students consider the opportunities the vocation offers them to use their own

ideas and to serve others. Also, these students want to earn money, to be their own bosses, and to have opportunities for continuous employment and advancement.

2. Very few agriculture college students indicated that fame, prestige, good working hours, travel, clean working conditions, and positions of authority were important factors in a job.
3. At both universities a significantly larger percentage of freshmen than seniors selected the factor "to be your own boss" as one of the three most important factors in a job.
4. At both universities a significantly larger percentage of seniors than freshmen selected the factor "for advancement."
5. A significantly larger percentage of agricultural education students than other agriculture college students at both universities selected the factors "to do good for others" and "to learn on the job."
6. A significantly larger percentage of other agriculture college students than agricultural education students selected the factors "to earn money" and "to be your own boss."

**Table II: Opportunity Factors which Show Significant Chi-Square Differences when the Selections of Freshmen and Seniors Are Compared**

| PURDUE UNIVERSITY                   |          |         |            |  |
|-------------------------------------|----------|---------|------------|--|
| Factor                              | Group    | Percent | Chi-Square |  |
| 1. To use your own ideas            | Freshmen | 34      | 4.841°     |  |
|                                     | Seniors  | 44      |            |  |
| 3. To earn money                    | Freshmen | 39      | 6.191°     |  |
|                                     | Seniors  | 32      |            |  |
| 4. To be your own boss              | Freshmen | 41      | 8.455**    |  |
|                                     | Seniors  | 28      |            |  |
| 6. For advancement                  | Freshmen | 23      | 8.973**    |  |
|                                     | Seniors  | 41      |            |  |
| UNIVERSITY OF ILLINOIS              |          |         |            |  |
| 4. To be your own boss              | Freshmen | 47      | 16.007**   |  |
|                                     | Seniors  | 29      |            |  |
| 6. For advancement                  | Freshmen | 23      | 4.787°     |  |
|                                     | Seniors  | 32      |            |  |
| 8. To work with pleasant people     | Freshmen | 14      | 10.424**   |  |
|                                     | Seniors  | 26      |            |  |
| 9. To work in a healthy environment | Freshmen | 18      | 4.254°     |  |
|                                     | Seniors  | 26      |            |  |

\* Chi-square—Difference due to chance less than 5 in 100.

\*\* Chi-square—Difference due to chance less than 1 in 100.

**Table III. Factors which Show Significant Differences when the Selections of Agricultural Education Students and Other<sup>1</sup> Agriculture College Students Are Compared**

| PURDUE UNIVERSITY               |         |         |            |  |
|---------------------------------|---------|---------|------------|--|
| Factor                          | Group   | Percent | Chi-Square |  |
| 2. To do good for others        | Ag. Ed. | 52      | 53.5407**  |  |
|                                 | Others  | 18      |            |  |
| 3. To earn money                | Ag. Ed. | 25      | 12.7470°   |  |
|                                 | Others  | 41      |            |  |
| 4. To be your own boss          | Ag. Ed. | 13      | 49.1639**  |  |
|                                 | Others  | 46      |            |  |
| 10. To learn on the job         | Ag. Ed. | 20      | 4.4843°    |  |
|                                 | Others  | 10      |            |  |
| UNIVERSITY OF ILLINOIS          |         |         |            |  |
| Factor                          | Group   | Percent | Chi-Square |  |
| 2. To do good for others        | Ag. Ed. | 62      | 62.5071**  |  |
|                                 | Others  | 27      |            |  |
| 3. To earn money                | Ag. Ed. | 21      | 6.7781°    |  |
|                                 | Others  | 37      |            |  |
| 4. To be your own boss          | Ag. Ed. | 9       | 39.2878**  |  |
|                                 | Others  | 49      |            |  |
| 8. To work with pleasant people | Ag. Ed. | 43      | 29.0141**  |  |
|                                 | Others  | 15      |            |  |
| 10. To learn on the job         | Ag. Ed. | 28      | 13.7691**  |  |
|                                 | Others  | 11      |            |  |

<sup>1</sup> Other agriculture college students include those majoring in animal husbandry, dairy, agricultural economics, and general agriculture.

\* Chi-square—Difference due to chance less than 5 in 100.

\*\* Chi-square—Difference due to chance less than 1 in 100.

**Implications**

1. The evidence in this study indicates that those who employ agriculture college trained persons might well provide ample opportunities for them to use their own ideas and thus not stifle their initiative.
2. Agricultural and educational agencies which employ agriculture college trained persons should give special attention to provisions for job security and advancement if they are interested in attracting and holding such employees.
3. Agricultural colleges desiring to recruit high school graduates should emphasize such job factors as the opportunity to be your own boss, to earn money, to use your own ideas and continuous employment.
4. The evidence in this study indicates that factors such as the opportunity to earn money, to be your own boss, to do good for others, and to learn on the job may serve as useful guides in helping students to decide for or against agricultural education. □

What do studies show? - - -

## Providing On-Farm Instruction

G. W. WIEGERS, JR., Teacher Education,  
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The Smith-Hughes Act states that the school shall provide for directed or supervised practice in agriculture, either on a farm<sup>1</sup> provided for by the school or other farm<sup>2</sup>, for at least six months per year. This provision was apparently based on the assumptions that agriculture cannot be taught effectively in isolation from actual practice, that persons enrolled in the program need educational assistance in performing agricultural activities, and that in order to secure desirable outcomes actual farm practice be extended over a reasonable length of time such as a production cycle.

The provision in the foregoing Act relating to educational direction on farms has been generally accepted by administrators and teachers of vocational agriculture throughout the United States. Many terms have entered into the picture concerning the implementation of this original provision, such as: follow-up, follow-up of instruction, follow-up supervision, supervisory visit, supervisory farm visits, on-farm visits, supervisory on-farm visits, on-farm training, on-farm instruction and others. These terms generally imply contact between instructor and enrollee on a farm for instructional purposes. Through the years much effort has been directed toward understanding and improving certain aspects of instruction away from the "school house."

This review of studies concerned with providing on-farm instruction is limited to studies reported in the series of bulletins, *Summaries of Studies in Agricultural Education*, supplements six through ten, released through the U. S. Office of Education, Department of Health, Education, and Welfare, Washington, D. C. This review does not include summaries relating to small group on-farm instruction, field trips, tours or other group on-farm instruction, except as

they relate to individual on-farm instruction.

### Values

The values derived from on-farm instruction as reported in research studies provides justification for this part of the total instructional program in vocational agriculture. The following values were reported in one or more studies: (1533, 1629, 1704, 1722, 1753, 2006, 2303, 2390, 2439).<sup>3</sup>

1. Aided in solving problems
2. Provided instruction in determining and using new practices
3. Helped enrollees and instructor evaluate results
4. Provided suggestions and information
5. Helped enrollees to formulate and execute plans
6. Provided sources of materials for teaching
7. Stimulated interest of enrollees in instructional program
8. Influenced attitudes of enrollees
9. Increased participation in FFA
10. Improved school grades and farming programs

Many opinions and judgments have been recorded concerning the requirement of on-farm training in the Institutional On-Farm Training Program. Hayward (1614) reported that farm veterans in the Central Region rated classroom instruction over individual and small group on-farm instruction. The author stated that it appeared advisable to decrease the amount of on-farm instruction (100 hours per year per trainee) in the future adult programs or improve the methods of providing for more effective use of time. Hamilton (1544) found that farm veterans rated individual on-farm instruction higher than small group on-farm instruction. Sweany (1828) learned from farm veterans and teachers in Michigan that significantly more teachers than veterans thought that on-farm instruction should follow up classroom teaching. Eaton's study (1520) of 190 farm veterans in Vermont pointed out that

individual on-farm instruction was accepted and considered highly desirable which implied the advisability of its continuance in future adult programs. He recognized that an administrative problem would arise—that of providing an adequate staff to carry on the necessary work, travel allowance, salaries, and suitable work schedules.

An evaluation (1542) of the young and adult farmer program in one service area in Ohio revealed that over three-fourths of the farmers believed the teacher's visits were of "much" value. In Virginia the agricultural Education staff (1753) found that practices and procedures used by teachers in developing supervised farming programs with adults and young farmers centered on farm visits. Class instruction was also considered to depend to a large extent on the farm visit. Unlike the typical follow-up, the practice indicates that classroom instruction was concerned with solving problems originating on farms that were spotted on farm visits.

Strain (2232) queried school administrators in Nebraska and found they considered supervisory farm visits important parts of the over-all program. He recommended that every teacher should take his superintendent with him on a well-planned supervisory visit at least once a year. Hodges (1750) surveyed high school principals in Louisiana to determine procedures and techniques used by them in supervising teachers of vocational agriculture. His findings revealed that high school principals regarded the supervision of the farming programs of the all-day high school students as highly useful, though seldom used by the high school principals, and that the principals did not use extensively summer visits to students farming programs for improving instruction.

Tolbert (2242) found that in Georgia the only area of activities where a statistically significant difference existed between the "top" and the "bottom" teachers was that of on-farm supervision; definite superiority was shown on the part of the "top" teachers.

Nelson (2006) conducted a study to determine the influence of on-farm assistance on student progress in one school in Minnesota. His findings show the following were influenced positively to some degree by the number of visits: student attitude,

<sup>1</sup> The school is obligated to provide a school farm for enrollees if local farms are not available for supervised farming.

<sup>2</sup> The term *other farm* refers to the home farm or a farm on which the enrollee can get supervised farming experience.

EDITOR'S NOTE: This is one of a series of articles sponsored by the A.V.A. Agr. Ed. Research Committee to review research findings and point up possible applications to our programs.

<sup>3</sup> Numbers in parenthesis in this report refer to the numbers of studies appearing in *Summaries of Studies in Agricultural Education*, Supplements 6-10.

## Providing On-Farm - - -

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subject matter learned, and participation in FFA activities. The type of visit influenced attitudes and participation in FFA to lesser degrees. A Texas study (2021) of 110 supervised farming programs revealed that as the number of visits increased, the scope of the enterprises increased. Thomason (2439), in an Oklahoma study, reported there was a direct correlation between the number of times the student was visited and the amount of labor income he made from his projects; in addition, students who were visited most had more projects per student and five times as many Junior Master Farmers. He followed by recommending that teachers make frequent, regular visits to the farms of students.

Hildreth (1551) set out to determine whether a relationship existed between vocational agriculture students' farming programs and the number of supervisory visits made to the students by the teacher. The study covered a three-year period. There was a positive relationship between the average number of visits and the average labor income per student for two years. No definite relationship could be determined for the other year. McCutcheon's doctoral dissertation (1585) revealed a definite relationship between the average number of supervisory visits and the per cent of students completing supervised farming programs and the per cent of enterprises completed by the student. No definite relationship, however, was found between the average number of visits and the amount of labor income actually received by the student or the average scope of potato and brood sow enterprises.

Raine's study (1629) of the effect of the number of home visits on ninth-grade boys studying vocational agriculture at Staples, Minnesota, revealed that the number of visits had a positive influence on 6-week period grades, final supervised farming grades, and final exam grades; had a significant bearing on attitudes and an influence on persistency to continue high school and study vocational agriculture the following year. Increased scope of supervised farming activities was associated with the larger number of home visits. The number of home visits had no influence on the amount of subject matter learned.

A Virginia study (1753) showed that teachers visited each student an average of 3.3 times during the year. In Tolbert's study (2242) of the use of professional time by teachers of vocational agriculture in Georgia, it was reported that boys were visited nearly six times during the year. Teachers made supervisory visits on 2/3 of the workdays. One out of seven teachers taught young farmer groups. This group spent 2/3 of their time in young farmer work in on-farm supervision. These young farmers received more supervisory visits than did any other students. Data secured from 50 Negro teachers in Arkansas showed that 88 per cent visited each farmer from 1 to 5 times per year (2258).

Pancost (1805) conducted a study of techniques and procedures in Institutional On-Farm Training Programs in Michigan. Data were secured from teachers rather than enrollees. These teachers were of the opinion that instruction in future adult programs should be given in the classroom and on-farm and that as many as 12 farm visits a year were wanted by class members. Brown's study (1708) of disabled veterans showed that the veterans suggested for future programs provision for on-farm instruction and that they would like to have the instructor visit them about once a month or when especially needed. Another study (1463) showed that less than 50 per cent of the veterans recommended on-farm instruction at 1-week or 2-week intervals. A study (1969) of the opinions of a group of Institutional-On-Farm Training veterans in Michigan showed they felt that in future adult classes instruction should be given both on the farm and in the classroom; and that the instructor should average 23 supervisory visits or about 63 hours of on-farm instruction per year. Guiler (1542) stated that 80 per cent of the young and adult farmers in one Ohio school area indicated that teacher visits should be "every 3 months" or more frequently.

Monson (2387) reported that shorter and more frequent visits provided better opportunity for timely reminders on practices that must be performed at certain times. A North Carolina study (1857) showed that parents wanted more visits by the teacher. A recommendation followed stating that a teaching schedule be

arranged so that more home visits could be made to adults and boys. Hawkins' evaluative study (1935) showed that visiting pupils monthly to provide instruction and to evaluate their farming programs ranked 17th out of 23 practices rated most effective in guiding pupils in developing supervised farming programs by the agricultural teacher in South Carolina.

### Time

Spain (2427), in an attempt to determine where a teacher of vocational agriculture needed to change the percentage of time from that of his present schedule, found that farmers, teachers of vocational agriculture, county superintendents of North Carolina, and state supervisors and head teacher trainers in the U. S. recommended that approximately one-third of the teacher's time be spent in on-farm instruction. In one area in South Carolina, it was reported that teachers of vocational agriculture devoted 27 per cent of their time to visiting farm people (1976). A Nevada study (1710) showed that teachers in that State devoted, on the average, 60½ hours per week to their job and that approximately five per cent of their weekly time was spent on supervising farm practice of high school agricultural students, but only 1 per cent in supervising adult farmers. A study (2049) of the working hours of Vermont teachers of vocational agriculture showed that the average teacher spent nearly seven hours per week on farm visitation work. The experienced teachers spent more time at home, less on farm visitation work.

Responses from a study (1463) of 550 farm veterans in the Central Region indicated that the majority preferred fewer than 100 hours of on-farm training per year for future adult farmer classes. More than 50% of the veterans preferred more than 50 hours of on-farm instruction per year. A random sampling of schools conducting adult-farmer classes in 1952 in twelve Central Region States revealed that follow-up of instruction appeared to have been somewhat limited. On the basis of the above findings it was suggested that ways should be found for making more effective follow-ups on the farm (2299).

Nelson (2006) reported that his data indicated that students should be visited during the months that

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**Teacher abilities needed for summer work developed through - - -**

# Summer Internships

CARL G. HOWARD, Teacher Education, New Mexico

There is no substitute for experience. If one is willing to accept this statement entirely or in part, the summer activities of vocational agriculture teachers may be experienced best by an internship with vocational agriculture teachers who are doing an outstanding job during the three months when school is not in session.

Revamping the offering for summer school brought out the fact that nothing had ever been done to develop abilities needed to conduct an intelligent and efficient summer program for the undergraduate about to do his resident work in agricultural education or for the graduate student who would ordinarily be in his first

years of work as a teacher of vocational agriculture in the state.

Acting on the assumption that the supervising teachers should be the best men in the state, which is quite true in

New Mexico, the supervising teachers were called in for a conference on how internships in summer work might best be handled, administered, and reported.

Time studies from the Pacific Region, from states of New Mexico,



A group of teachers making a radio broadcast as part of the summer program in one of the centers. Professor Howard is seated on the left.

Idaho, and Montana; workshop reports from district meetings in our state, along with reseach studies from other areas having to do with the summer program; and the experiences of the teacher trainer and the several supervising teachers were all brought into the picture. Several hundred years of experience plus many assumptions, facts, and philosophies were thrown into the hopper and the group emerged with the following:

A work sheet which formed a guide for the program.

The summer work of the vocational agriculture teacher may be divided into some nineteen or more activities. These are listed in the left hand column of the work sheet. Obviously each of the nineteen areas of endeavor are not of equal importance or significance.

As a basis for earning two semester hours of graduate credit, the nine men enrolled in the course were required to spend, with a good supervising teacher at his department, two weeks or ten days, working eight hours a day, for a total of eighty clock hours. This eighty hours was broken down, arbitrarily, into an approximation of the hours listed for each of the nineteen items in the second column of the work sheet. The three supervising teachers were to use this general breakdown differently, depending on the summer work each had to do to bring about best results in his own school. The third column of the work sheet was filled in by the supervising teacher as he expected to use it with his interns. When the eighty hours had been put it, the supervising teacher indicated the actual hours spent by

### SAMPLE WORK SHEET

| SUMMER ACTIVITIES OF VO-AG TEACHERS                          | Hours To Be Spent On Activities | Supervising Teacher's Plan |             |                   | Name of Student |                  |
|--------------------------------------------------------------|---------------------------------|----------------------------|-------------|-------------------|-----------------|------------------|
|                                                              |                                 | Dates To Use               | Hours Spent | Grade to be given | Dates           | Hours and Rating |
| 1. Instructional visits to students.....                     | 20                              |                            |             |                   |                 |                  |
| 2. Livestock work, preparation for fairs, etc....            | 4                               |                            |             |                   |                 |                  |
| 3. Visits to prospective students.....                       | 4                               |                            |             |                   |                 |                  |
| 4. FFA meetings and events.....                              | 4                               |                            |             |                   |                 |                  |
| 5. Meetings and contests.....                                | 2                               |                            |             |                   |                 |                  |
| 6. Service club programs.....                                | 2                               |                            |             |                   |                 |                  |
| 7. Conferences.....                                          | 4                               |                            |             |                   |                 |                  |
| 8. Keeping up-to-date.....                                   | 4                               |                            |             |                   |                 |                  |
| 9. Ordering materials.....                                   | 3                               |                            |             |                   |                 |                  |
| 10. Maintaining equipment and supplies.....                  | 4                               |                            |             |                   |                 |                  |
| 11. Getting shop jobs lined up.....                          | 2                               |                            |             |                   |                 |                  |
| 12. Organizing and revising teaching plans.....              | 5                               |                            |             |                   |                 |                  |
| 13. Securing and preparing instructional materials.....      | 2                               |                            |             |                   |                 |                  |
| 14. Correspondence, filing, and clerical work.....           | 4                               |                            |             |                   |                 |                  |
| 15. Reporting activities to local people.....                | 2                               |                            |             |                   |                 |                  |
| 16. Writing news stories and feature articles....            | 4                               |                            |             |                   |                 |                  |
| 17. Taking pictures of student activities.....               | 2                               |                            |             |                   |                 |                  |
| 18. Working over filing system and permanent records.....    | 4                               |                            |             |                   |                 |                  |
| 19. Making FFA and Departmental reports to State Office..... | 4                               |                            |             |                   |                 |                  |
| TOTAL: 2 Weeks @ 10 days @ 8 hours-30 hours.....             |                                 |                            |             |                   |                 | GRADE            |
| GRADES TURNED IN FOR COURSE (by Supervising Teachers)        |                                 |                            |             |                   |                 |                  |



## Providing On-Farm - - -

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school is in session. He also indicated the study illustrated that the teacher must budget his time and have a schedule that will permit on-farm visitation quite frequently and regularly throughout the calendar year. In a study on factors which contribute to successful adult farmer classes in Alabama, Pruett (2410) reported that successful teachers make supervisory visits between meetings. According to Rohrbacker (1646), data in his study indicated that instructors should visit farming programs of boys at crucial periods, have a definite purpose for all project visits, and leave important recommendations with students on project visits. Gibson (2351) recommended that service calls be reduced by making every call an instructional visit.

McCarley's study (1985) of summer activities engaged in by teachers of vocational agriculture in 20 departments in Oklahoma indicated that most time was devoted to supervision of farm practice of all-day students; 2nd, supervision of adult farmers; and 6th, supervision of young farmers. He followed by recommending that slightly less time be devoted to supervision. Knuti and others (1771) in a study of the use of time by teachers of vocational agriculture in eight western states during the summer of 1952, reported that teachers spent slightly over 9 hours per week on supervisory visits to high school students and that the adequacy of time needed to be evaluated. Garret (2346), in a study of the concepts of an effective program of vocational education in agriculture, found that plans should be made for the teacher's summer work with the largest amount of time going to supervising the farming programs of high school, young adult and adult students.

### Travel

The average amount of teacher travel per department in Arizona was found to be over five thousand miles per year, with an average of 250 student visits. Approximately 65 per cent of total travel was used for student visits (2340). Palmer (1804) found in Ohio an average of 190 supervisory farming visits per department for the year, and an average of nearly seven miles traveled for each visit. The average miles per

student for this purpose by the department ranged from 12 to 57 miles. Of the total number of miles traveled per department nearly 80 per cent was used for supervised farming. Taubert (1830) reported that in Virginia 41 per cent of the total travel was used for supervisory visits (all-day class, young and adult farmer class members.)

A study of travel of teachers of vocational agriculture by Ball (2080) showed that teachers traveled 5,443 miles per year in Kentucky; of this amount, 66 per cent was for on-farm supervision. Of the travel for on-farm supervision, 73 per cent was for high school boys, 11 per cent to young farmers and 16 per cent to adult farmers. High school boys received an average of nearly 4 visits during the year; young and adult farmers 3 visits each. Teachers made most of the visits from May to October. Interestingly, there seemed to be no relationship between the travel of the teacher and travel allowance, size of department, and time scheduled for supervision. In another study (2290), teachers with larger enrollments of all-day students traveled more than teachers with small enrollments; and in-service mileage of the teachers increased with the number of classes taught for adult farmers.

### Other Factors

Binkley (2089) found in Kentucky that a significantly large percentage of the teachers with the more successful programs visited each beginning boy at least twice the first semester, systematically supervised farming programs, made arrangements with boys before supervisory visits, and visited all boys.

Bryant (1880) reported that his study indicated that there was lack of on-the-farm planning between the parent, student, and teacher in regard to the total program of vocational agriculture and especially the farm mechanics program. Parents generally expressed the opinion that they were unaware of what was expected of their sons.

Kindell's study (2373) indicated that one of the most effective instructional methods used in giving instruction in record keeping was permitting students to take record books home during summer months and assisting them in record keeping.

In a study of the effect of length and frequency of on-farm visits on

the performance of improved practices by vocational agriculture students, Monson (2387) compared three two-hour visits with six one-hour visits. He found that the former resulted in a greater increase in the performance of improved practices and in the initiation of more new practices, particularly those involving managerial skills. The longer visits provided opportunity for more effective teaching and understanding of the significance of improved practices.

Gingery (1737) found that many states do not require a summer report from the local teacher of vocational agriculture. However, in those states that do, the supervisors reported a higher number of farm visits per student by the local instructor.

Based on data collected from Ohio teachers, Clark (1715) recommended that school administrators help promote the adult-farmer program through such precedures as scheduling two periods at the end of each school day for vocational work and by relieving teachers of study hall and home room assignments.

Davis (1902) pointed out the need for improving the supervision of farming programs in one North Carolina county, particularly in working jointly with parents and sons.

Thomason (2439) pointed out that local administrators must realize the importance of supervision of farm training programs, provide adequate time for supervision, and require the instructor to make necessary visits to the farms of students. He stated further that supervisors and teacher trainers should emphasize the importance of supervision, encourage instructors to make adequate visits, and check available records to see that sufficient supervision is provided.

### Summary

Research pertaining to the whole problem of on-farm instruction has been rather limited in both depth and scope. The review presented may raise more problems for some readers than provide valid information for the solution of their problems. Most of the studies reviewed were concerned to some extent with values of on-farm instruction or with administrative problems such as frequency of on-farm contacts, amount of time for on-farm instruction and travel

(Continued on page 281)

A suggestion for busy teachers - - -

# Plan and Work the Summer Program

C. W. HILL, Teacher Education, Cornell University



C. W. Hill

The cost of education is being scrutinized by school administrators and boards of education. Where little is achieved, a program is seriously questioned. In a school where an effective program is in operation, it is recognized and accepted. The vocational agriculture program is intended to provide organized, systematic instruction for boys and farmers. The achievements of individuals are known to people in areas surrounding vocational agriculture departments. For the most part, rural people are pleased with vocational agriculture. On the other hand, when there has not been an effective instructional program in agriculture, the board of education took action to improve the program or discontinue it. An effective summer program can do much to achieve the results desired by the people in farming areas.

## Summer Program Responsibilities

In an effective program of vocational agriculture, boys and farmers receive individual on-farm instruction. The summer is an excellent time for this instruction. Classroom teaching can be followed up to see whether or not the trainee has put into practice those things taught. Further instruction may be needed so that he can apply it to his situation. All jobs cannot be taught in the classroom or shop. In-school boys and young farmers have many problems and the teacher can assist them in working out solutions. Experience and studies have shown that individual on-farm instruction is desired by young farmers and it has proved to be effective.

As one takes a look at the work of a teacher of agriculture, the first responsibility is to give instruction to boys in school and to farmers in organized classes. Second, it is essential to select, acquire and organize facilities and teaching materials that will aid in the instructional program. Third, certain public relations activities should be done so as to obtain understanding, cooperation and assistance in conducting the vocational agricul-

ture program. Fourth, a teacher must improve professionally. Other phases could be listed but the above are very important for the summer. In fact, there are more jobs to do than can be done in the time available. The problem is to see each in its proper perspective and relative importance. One must choose those of most importance and value.

We recognize that there are many jobs to do in the summer. Our intentions are to conduct a good program. Yet, there are many activities competing for our time. Scheduled meetings, conferences, summer sessions, etc., could consume most of the summer. These are good but they do not produce the results desired by the patrons of the school. A teacher must choose and assign priority to those activities that will make the greatest contribution to the vocational agriculture program.

## Use Calendar for Planning

One device that may be helpful in

selecting and scheduling the summer work is a monthly calendar of summer activities (Form No. 1). Three 8½" x 11" sheets will take care of the summer months. The program should be planned prior to the summer months. First, the regularly scheduled events should be recorded. Second, evaluate the scheduled events. Do they take too high a proportion of time? Third, schedule days for supervising boys' farming programs, planning farming programs for next year, providing on-farm instruction for young farmers, vacation, and other activities. Fourth, evaluate the overall program. Should some of the activities come off and others go on or be given more time?

We do our work to the extent we have a plan. A plan is of no value unless it is followed. A sound, workable plan well developed can be used. When we list the work to do, then get in the habit of doing it, we are likely to be more effective and efficient in performing our work.

## On-Farm Instruction of Major Importance

The supervision of individual farming programs has received less and less time in recent years. Numerous activities have taken the teachers' time. Many of those activities do not have the value for the agriculture program that individual on-farm instruction holds. Farmers have been

(Continued on page 279)

## FORM No. 1

### Monthly Calendar of Summer Activities

Month \_\_\_\_\_ 195\_\_

| MONDAY                                                                                | TUESDAY                                          | WEDNESDAY                                                 | THURSDAY                                                                                   | FRIDAY                                                     | SATURDAY                                                        |
|---------------------------------------------------------------------------------------|--------------------------------------------------|-----------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------|-----------------------------------------------------------------|
| 3<br>On-farm instruction to all-day pupils                                            | 4<br>On-farm instruction to all-day pupils       | 5<br>Attend district meeting of teachers of agriculture   | 6<br>On-farm instruction—young farmers                                                     | 7<br>Ordering new bulletins and cleaning out old bulletins | 8<br>Office work; testing milk (pupils); Farm Mechanics in shop |
| 10<br>Visit prospective pupils and parents; give on-farm instruction to young farmers | 11<br>Give on-farm instruction to all-day pupils | 12<br>Assist with County 4-H Camp; Advisory Board meeting | 13<br>On-farm instruction for all-day pupils; PFA Chapter meeting                          | 14<br>Attend Dairy Field Day; conference with principal    | 15                                                              |
| 17<br>Prepare news articles; completing reports                                       | 18<br>On-farm instruction for all-day pupils     | 19<br>Supervising all-day pupils and young farmers        | 20<br>Reorganizing farm shop equipment and tools; conference with County Agriculture Agent | 21<br>Give on-farm instruction to young farmers            | 22<br>FFA picnic                                                |
| 24<br>Vacation                                                                        | 25<br>Vacation                                   | 26<br>Vacation                                            | 27<br>Vacation                                                                             | 28<br>Vacation                                             | 29                                                              |



Young farmers and their wives observe good farmstead planning.



Young Farmer tour emphasized ditch lining as an improved practice on Utah farms.

## Take the Ladies Along!

### It will help your program

ELVIN DOWNS, Assistant Director, Agricultural Education,  
Salt Lake City, Utah

Does your Young Farmer program need a "shot in the arm?" Perhaps the young ladies can provide just the right spark to make this program click.

On August 9-10, the Utah Young Farmer Association held their twelfth Annual Young Farmer State Tour. The State Tour is one of the state activities of the association and is planned to build morale for the organization, as well as to offer an opportunity for members and friends to view up-to-date farming methods and practices employed in the state.

The Box Elder and Bear River Young Farmer Chapters served as hosts to the tour. The officers of these two chapters, with their advisers, planned the tour itinerary and made all arrangements in connection with the activity.

When one thinks of farm tours, one

usually thinks of an activity in which women are lacking. This was not the case with this tour. Some 180 were in attendance, 40% of whom were women. Young men even pulled their trailer houses along to provide the lovely lady with a nice bed and other comforts of the home. School busses were provided to transport the crowd about the valley. This plan is far more satisfactory than private cars for a tour of such size.

### PLANE RIDES FOR ALL

The first day of the tour featured dairy farming, sprinkler irrigation, turkey raising, sheep raising, and the farm shop. The climax of a most interesting day was provided by the Flying Farmers of Box Elder County. For three hours, six planes flew young farmers, their wives, and guests over beautiful Bear River Valley. This was the first plane ride for most of the

As we look ahead to the summer and plan our work, it would be helpful to: (1) Evaluate those activities and events in which we are to engage. What is of more value? (2) Select the events and work to be done. (3) Develop a written monthly plan. (4) Stay with the plan through the summer even to the scheduled vacation. (5) Check off the work completed. It is my conviction that the completion of a strong summer program will develop much better working relations with boys, farmers, school administrators and others in the school area. The instruction in the classroom will be improved. Better farming programs will result. The pupils and farmers

women and many of the fellows. Petroleum distributors gave freely of gasoline to fly the planes, as did pilots of their time to help make the tour a memorable event.

The second day of the tour featured farmstead beautification, beef production, ditch lining, and pasture management. At noon, busses took the ladies for a specialized tour of new homes, where they observed furnishings, design, and various landscape plans.

Yes, the ladies really made this tour a success. Young people plan this tour as a part of their vacation and make it two days of fun. This and the State Y. F. convention are two activities that ring the bell with the women folk. It is a grand excuse to leave home for a couple of days.

At the State Convention last February, the young ladies organized the Young Homemakers Association. This organization has strengthened the Y. F. Association and will aid greatly in recruiting membership. Chapters having organized groups of Young Homemakers are those leading the parade. TAKE THE LADIES ALONG. □

will take more interest in the Vocational Agricultural Program and their achievement will be greater. The teacher will gain more satisfaction, respect and security in his work. □

### Plan Your - - -

(Continued from page 271)

likely that his problem is to find enough time to do the necessary work. He must take inventory of his program in terms of what is essential and contributory to the objectives and purposes of vocational agriculture. He should "Plan His Work and Work His Plan." □

### Plan and Work - - -

(Continued from page 278)

critical that professional agriculture workers do not get out on the farms. To have an effective vocational agriculture program, individual on-farm instruction must be a major part of the summer program. It is a matter of setting aside time to do it. After time has been scheduled and days allotted for supervision, then let no other activity crowd it out. It is recognized that adjustments in plans will take place because of unpredictable developments. These should be few. The intent and the determination to do the job will result in the plans being followed.

A refreshing point of view on . . .

## Selling Your Summer Program

ESKO ESKOLA, Vo-Ag Instructor, Hibbing, Minnesota



Esko Eskola

Until the summer program of a Vo-Ag man is accepted, or should we say recognized as the most important part of teaching Vo-Ag, then we have a big selling job to do. I have talked with many Ag men who say people still come up to them and ask, "What are you going to do this summer?" I am sure we have all had this same experience.

If you, as an Ag man, are asking the question of yourself, "What am I going to do this summer?" then the first person you have to sell is yourself. We as Ag men should see or visualize the importance of the summer work such as farm calls, preparing class work for next year, local and state fairs, FFA judging teams, weed and crop demonstration, just to mention a few. If you think justice can be done to these on a half-time basis, then brother don't bother to read the rest of this.

The selling or promoting should start with your superintendent, working down through the principal, other teachers, people downtown, and most important, the farmers and their sons you serve. If your administrator can see or understand the need of these people (farmers and Vo-Ag boys) then he will see the need of a sound summer program.

### Let's Act Professional

I think it boils down to one thing: we are overlooking the fact that we as Ag men are a group of professional people and we should start acting and thinking in a professional way. By this, I mean we should start running our summer program, or as a matter of fact our entire program, as other professional people such as doctors, dentists, bankers, etc., do.

Here are some steps which I think will help put our program on that basis:

1. Establish an office and let people know where it is. Most of us have this already, so let people know about it.

2. Keep it looking like an office.

(This might be the number one fault of all Ag men.) Set up a routine. File letters, open mail when it comes in and keep up-to-date on correspondence and reports. Don't let things pile up on your desk. There are a lot of things to do in keeping up an office, but I am sure you understand what I mean.

3. Establish regular hours. This, I believe, is the reason for many superintendents and principals complaining about the Ag summer program. You should have a set time for coming into the office. Here is what I have done in Hibbing:

In Office Monday-Friday  
7:30 A.M. to 8:30 A.M.

In Office on Wednesday  
8:00 A.M. to 12 Noon

There are many times when it is impossible to follow these hours, but I always call or stop in at the superintendent's office or let them know in advance.

The hours in the office help me to keep a clean desk and also get some of my class work done for next year. It works out swell and gives people a definite time to depend on when they want to see you. Also, the regularity of hours in the office will give the superintendent a better idea of how you are spending your time. I really believe this is just a matter of professional ethics. If other professional people operate on a "hit and miss" time schedule, they will soon lose their trade . . . so will an Ag man. Also, in setting your hours, never mention any definite quitting time. When you feel that your job is done, that is the time to stop. If you use your conscience as your guide to the quitting time, you will put in plenty of time for the job (that is, if you are professionally minded).

4. Organize and plan your week's work. I use a "Weekly Ag Report" which was developed by M. Thompson and his committee a few years ago for MVAIA. I make this report out in triplicate on Friday morning

of each week, turning one copy in to the superintendent, one to the principal and one for myself. The most important value of this method is that it is a weekly guide for me. It helps me go about my work with a sense of direction, although my accomplishment may be a great deal different than my proposed plans. The second main purpose of this report is that it really helps sell your program to the school.

5. Make planned, purposeful, professional farm calls. I believe a good professional farm call is as important as the professional call your doctor makes. You would lose faith in a doctor who would come to your house and after a half hour of two-bit conversation finally get around to what he came for. The same is true for Ag men. You should have a planned visit, rather than stop in at a place just to "shoot the bull" while you are driving around aimlessly. Before going out into the country, use your weekly plan. Pick out the route and persons to be visited and send cards to the boys you will visit for the first time, stating the time and day you will be there. This will add a professional touch to farm calls. After deciding whom you will visit, take out your record and make a note of his projects so you can ask him directly, "How are your oats, cows, sheep, etc.?" I have a file on each boy and take this along. Also, I have a sheet prepared on which I jot down notes on his project such as yield, per cent laying, No. B.F., etc. These things may not seem like much, but, to the parents and the boy, they make the call professional rather than social.

These are just a few of the things that will help you sell your program (if you, yourself, are sold on it). I am sure there are many things being done throughout the state that could be added to this list, but whatever you do, do it like a professional. We Ag men are not just teachers. We are a group of professional men serving our communities.

### Publicize Your Activities

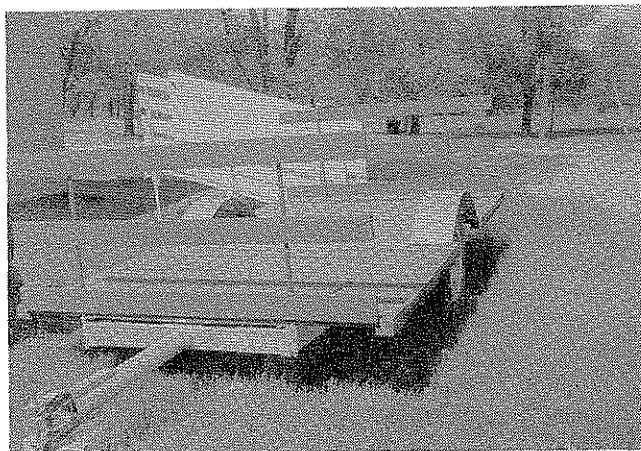
In closing, I might just add . . . Don't be afraid to blow your own horn. By this, I mean let people know what you are doing. If you think the smell of manure or grass silage on your clothes will help prove you have been on the job when you walk into the superintendent's office, then do it. It may help!

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Ronald Sutter, left, Barneston, Nebraska, FFA Secretary and Edgar Hinkle, Vo-Ag instructor, inspecting Ronald's steers. The farm is an excellent place for teaching application of good farm practices.



On-farm instruction often results in improved farm mechanics projects. The loading chute (background) and combination hay and implement trailer were constructed under supervision of Edgar Hinkle, Vo-Ag Instructor, Barneston, Nebraska.

## Why Farming Program Visits Are Important

**They are the key to good teaching and effective learning**

EDGAR N. HINKLE, Vo-Ag Instructor, Barneston, Nebraska

Can a vocational agriculture teacher expect to accomplish his goals in the classroom without supervised farming program visits? The answer obviously is "NO." Rather, supervised visits by the instructor to his boys' farming programs should be the means of accomplishing goals which become established through classroom teaching.

### Use Visits to Evaluate Teaching

I have found that through supervised farming program visits I am better able to see the effectiveness of my classroom teaching. When a boy, as an example, raises his hogs on clean grounds after each two litters, I know that the lesson I taught on swine sanitation for parasite control meant something to him. All too often classroom lessons can be-

come "boring" and uninteresting because we do not know enough about our boys' farming programs to observe their needs for knowledge.

When we help a boy become established in the sow and litter system of swine production we should observe how he carries on his program in relation to what we are teaching. If he does not follow what we teach, perhaps either the form of lesson plans or manner of delivery of the lesson needs to be revised. Thus a farming program is a check on the effectiveness of our instruction, and this is important for us to remember in course of study planning.

### Visits Provide Leads to Farm Mechanics Needs

Another reason why I believe supervised farming program visits are

important is because they help the teacher plan his shop program with his students. By observing equipment used in a boy's farming program, the teacher can suggest that equipment be repaired or new equipment be built in the vocational agriculture shop.

### Provide Opportunity for Good Public Relations

Finally, by supervised visits to the boy's home, the teacher has an excellent chance to establish good public relations with the parents of the boy. If parents observe what we try to do through our visits, they will be more willing to cooperate with us and with their sons. Supervised farming visits give the teacher a chance to observe the boy's home life, and thus he can better understand the little problems at home which may be big problems to the boy.

Supervised farming program visits are the key to good classroom teaching and more effective learning by the student. □

## Selling Your - - -

(Continued from page 280)

When people want your telephone number, have them call the superintendent's office. The more calls that come for you each day, the better it looks (even if you have to place a few yourself). Be sure, however that the superintendent's office knows where you are. Make sure you take your superintendent or principal along on a few well planned farm calls.

There are 101 things an Ag man can do to sell his summer program. These are some of the few which have

helped me a great deal. At least I have had no trouble getting 12/9 of the annual raise.

I think if we Ag men were to get together and set up a suggested plan of summer work, it would go a long way in erasing the question of value of the summer program in the eyes of administrators. □

## Providing On-Farm - - -

(Continued from page 277)

provisions. Valuable experiences have been recorded in the studies growing out of Institutional On-Farm Training Programs and farming programs of

all-day students, young and adult farmers.

The belief that classroom instruction should be followed up on the farm is more common than reverse.

An analysis of the many studies relating to the problem in part or in their entirety reveals that not a single study has been based on the assumption that on-farm instruction is of questionable value or is undesirable. Also, research studies have contributed little that would help the inexperienced teacher who raises the question, "What should I do while on a student's farm that will help him to learn most effectively?" □

# More Home Visits and Parent Interviews Needed

WESLEY C. EASTMAN, Vo-Ag Instructor,  
Honesdale, Pennsylvania

Why do we make home visits? Why do we have parent interviews? In spite of many copy-book answers the sad truth is, we don't; i.e., the majority of public school teachers don't. We can do better. Let us analyze the situation and resolve we shall no longer shrug away this responsibility.

"By devious paths we have arrived at the stage where we recognize that our views of Johnny should be a whole-child view. . . . Seeing the whole, and understanding even a bit of the whole, depends on seeing parents essentially as a part of the picture."<sup>1</sup> "Wholehearted cooperation between home and school provides sufficient knowledge of the child to prove the key to both prevention and cure" of child problems. . . . "Frequent conferences between parent and teacher should be the rule of the school in every grade."<sup>2</sup>

For years these concepts of teacher-parent relationships have been emphasized repeatedly in training courses for teachers. The case-study technique, a crucial method in all psychology, education, and school management, would be gravely deficient were there no findings about the home from which the pupil comes to school. Is it conceivable that a teacher could be found today for whom the importance of working with parents ought not to be axiomatic? It scarcely seems so.

But granted this backlog of philosophy and training, still comparatively little home visiting is done and few parent-teacher conferences are consummated by public school teachers. Why is it that in training we adopt one set of ideals, initiate action to acquire proficiency in the necessary analytical skills, and then in practice show little evidence of the exposure?

A straightforward look at the answers to this question is one step toward reform. Perhaps, when we assumed the responsibilities of our

first teaching position, we were not asked to make home visits, initiate individual-parent conferences, and make searching follow-up reports to parents. Not being required, home visits were easy to neglect and forget. Often we teachers are burdened with fears; fear that we will make the wrong approach, say the wrong thing, appear superior or condescending; fear of revealing our ignorance or embarrassing the parent. Thus we lack the confidence to test the truths of our own schooling. Too many public school teachers, especially beginning teachers, have disheartening overloads. There is considerable justification for the excuse, "We have no time." Then, there are the disinterest of parents and our own laziness. Possibly our failure with parent interviews is due to, as much as anything else, a feeling that the extra effort is not worth while. The rewards are academic and intangible.

A second step in the direction of more home visits is to assert that, actually, the answers are merely excuses. The professional person does not delay doing the professionally correct thing until he is asked to do it. Did I not hear somewhere that initiative is one of the trademarks of the successful teacher? As to fear, Horace Traubel says, "Fear is lack of faith. . . . Fear can only be cured by vision." Well, we have had the vision. A bit of drive and charm should get us over this block.

If heart-searching self-examination assures one that he is not dragging his feet, he needs to be more aggressive in bringing the disastrous effects of overloads to the attention of his supervisors and the school board. It is banal to say to teachers that every classroom is constantly in a state of personality flux, made up of an unaccountable number of unpredictable and imponderables, but it is true; and every teacher is expected to manage alone with thirty or more pupils. Help for her is seldom envisaged and even more rarely employed. In scattered places, though, there is some assistance. "One school principal who felt how essential it was for her teachers to contact par-

ents has managed to keep a free-floating, extra teacher on her staff. The extra teacher takes turn-about in relieving each classroom teacher for certain periods during which the classroom teacher sees parents."<sup>3</sup> Some schools are asking interested parents to volunteer to assist teachers with some duties thus freeing the teacher a part of the time for tasks otherwise neglected. Often we, as teachers, are entirely too backward about bringing the serious needs of the schools properly to the attention of the authorities who have the power to alter the situation. To this extent our overloads are entirely our own fault. Here again we need vision.

As for the travel costs for making home visits, one can be rather confident that boards of education would provide the necessary mileage if the need were satisfactorily demonstrated by enough people. Here is another point at which we neglect to sell the need. Then, too, we are not making full use of the facilities already available. Nurses, census enumerators, truant officers, vocational teachers, and perhaps others are traveling over the roads with mileage paid. On some of these trips, at least, one or more teachers could ride along, be dropped off at selected homes, and be picked up again on the return trip. But while waiting for school boards to catch the spirit and the agriculture teacher to extend an invitation, some farseeing, zealous and concerned teachers pool their cars and in groups of two or more get the job done at whatever the cost to themselves in time and money.

A third step in our reformation is for us to review the rewards to be enjoyed by those who pursue the aim of their training regarding this matter of parent interviews at home or in school. Through such interviews, of course, we are aiming at improved school-community relationships and better pupil adjustments. Are these academic and intangible? If they are, then our college professors and educational textbook writers had no real experience and did not know what they were talking about. Review, if you must, results of some of the volumes of case studies in our professional books and periodicals.<sup>4</sup> Review the uses for interview findings

(Continued on page 284)

<sup>1</sup> Dorothy W. Baruch, *Teachers Work with Parents. Mental Health in the Classroom, Thirtieth Yearbook, Supervisors and Directors of Instruction, National Education Association, chapter vi, p. 97.*

<sup>2</sup> Jane Mayer, *Parents Work with Teachers. Op. Cit., chapter v, p. 89.*

<sup>3</sup> Baruch, p. 100.

<sup>4</sup> Douglas A. Lawson, *Development of Case Study Approaches. The Educational Forum, March, 1952, pp. 311-17.*

A month by month listing of activities for - - -

## The Summer Program of Future Farmers

ROBERT E. STEFFY, Vo-Ag Instructor, Marion Center, Pennsylvania



Robert E. Steffy

PLANNING the summer program begins on or before January first. Good supervised farming programs are made. They don't just happen.

The same is true of all the other summer activities. Summer time is pay-off time for a winter of instruction, planning and encouragement.

Close supervision must be given early, especially to planning field and truck crops, and in the securing of animals suitable for showing later at the fairs and shows. These things must be taken care of long before school closes or there will be no summer program worthy of the name.

A summer program serves a three-fold purpose. First, it gives a student in Vocational Agriculture an opportunity to put into practice what has been learned during the winter. Next, it helps to motivate and give purpose to the whole course of instruction. Finally, it provides recognition for those who have succeeded. Without a good summer program, Vocational Agriculture becomes rather academic.

The program to be suggested is not developed overnight. It takes the cooperation of vocational agriculture leaders, extension leaders and others who seek to develop the potentialities

of our rural young people.

### JUNE

The summer is off to a good start with FFA Activities Week at the State University. Any boy should be proud to represent his chapter in state competition, band or chorus.

Now is the time to start improvement projects and complete the supplementary practices that have been planned.

There should be at least one FFA meeting each month. The boys can play ball until dark. Then, while eating hot dogs and drinking pop, they can discuss the events planned for the summer.

The instructor should attend the state Vocational Agriculture Convention.

### JULY

There should be a leadership training camp for officers. Good farm boys are busy, but if they can get away for three days for a camping trip to a state park, they will find the training beneficial.

Plan a project tour ending in a picnic. Invite not only FFA boys, but also any one else interested in Vocational Agriculture. Include the high school principal, school directors and businessmen.

A roadside stand, either on an individual or chapter basis, should be made ready to market produce. Be sure to get permission from the state police before opening the stand.

Continue to fit and train animals for show. It is not too early to have a fitting and showing demonstration at a boy's home.

### AUGUST

Organize a fat hog sale for the latter part of August. Four shoats make a project. Take two to the sale, the remainder to the county fair.

Join up with Extension and hold this show at the local slaughtering house. The slaughterhouse will pay a cent above market prices, local businessmen will furnish trophies and prize money. It can be a one day stand with all the benefits of a large show without the disadvantages. Seventy-five to one hundred pigs make a good show that provides worthwhile experiences.

Get the boys interested in fairs. Fairs provide competition in livestock, produce, and judging, along with recognition for a job well done. When prize money, ribbons, trophies and plaques are provided, there is nothing lost in trying to bring home the loot. A chapter should be able to collect from \$500.00 to \$1,000.00 in prizes and trips and gain valuable experience while doing it.

Plan to attend the regional dairy show.

Have an FFA window display for the fair. Make it good enough for state competition later.

These activities, along with regular supervised farming program visits, makes a busy summer but a richer program.

### Young Farmers Summer Program

Usually the regular night classes for adult farmers are not in session

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### Summer Internships - - -

(Continued from page 276)

the group in column four. With the interns, he then set up a percentile of value in column five. Column 6 and 7 could be repeated on the work sheet for the number of interns training at a given school. The name of the intern was listed at the top of the column. Then the dates and actual hours spent by each intern showing exposure to each of the nineteen items were listed, with a rating for the entire eighty hours of work. From this a grade was indicated by the supervising teacher. There remained only the chore of getting this work sheet mailed in to the teacher trainer in order that a grade might be turned

in for the two semester hours of effort.

Obviously too, the teacher trainer had to go over the entire program with each supervising teacher, help set up the schedule, and see that it was operating smoothly and efficiently.

In addition to providing learning by doing for undergraduates and new graduates by means of summer internships, the entire program was strengthened. Supervising teachers who had interns spend time with them had to do a real summer job especially for that part of the summer. The value that comes to the local instructor is tremendous, since he

needs to develop over-all planning to get efficiency and organization into his Vocational Agriculture Program, and thus be able to show this to his interns.

It should be remembered that from one to four weeks of internships can be set up and several supervising teachers used in several directed teaching centers at any time suitable to the supervising teacher and the interns who want to spend time with him. Share the ride arrangements may be made and the whole is really a group workshop where there will be enough background of experience and knowledge to improve the summer work of all concerned as well as earn college credit at the graduate level. □

## A teacher suggests ways to improve - - -

# On-Farm Instruction

CHARLES W. PHILLIPS, Vo-Ag Instructor,  
Elkins, West Virginia



Charles W. Phillips

Vocational Agriculture, by its very nature, should include on-farm instruction. Some of my most satisfactory teaching experiences have been on the farms of the boys. It is here that the actual problem arises, and here it can best be attacked and solved; its solution results in learning at its best. No classroom discussion and evaluation can have the clarity of the actual situation. As teachers of vocational agriculture, we need to make a personal evaluation of the on-farm instruction and follow a plan tailored to the needs of the community in which we work.

### Amount of On-Farm Instruction Needed

There are several factors to be considered in determining the number of visits to be made per student:

1. I am convinced that the need of the individual boy should govern the visits made to his farm. Many teachers feel that more visits should be made to the first year students. My experience has convinced me that the advanced students need more supervision, particularly if they are developing good programs.
2. The teacher needs to budget his time carefully in his supervision program, reserving a margin of time to answer calls from students needing help on unexpected problems which arise during critical periods. He must know his students and their possibilities if he is to accomplish the maximum good in the time allotted. I use the approved forms to keep required records, but I supplement

them generously with my own notations so that I am not at a loss to know what each boy is attempting and what progress he has made to date. I have found group instruction helpful in teaching certain skills both from the standpoint of time saved and effectiveness.

### When Should On-Farm Instruction Be Provided?

Supervised farming should be a continuous part of the Vo-Ag program. During the school term our schedule of classes allows me the last period of day free for supervision. I find it helpful to take one or two of the boys home after their classes are out. This plan is especially good for work with new students, affording the teacher an opportunity to become acquainted with the boy, his parents, the home and farm facilities.

There is a variance of opinion as to whether the teacher should give advance notice of the intended visit. I believe that in most cases it is advantageous to do so. The pupil can plan his work so as to get the most from the visit and will more likely be at home. It is a good plan, as far as possible, to arrange the visits to coincide with critical periods in the program or when there is likely to be an opportunity for learning. This requires that the teacher be familiar with the individual pupil's program.

### Making the Visit

The primary purpose of the visit is to help the student develop a good supervised farming program. We must take the boy with what he has and advance from there. If teaching is to

be effective, the boy must bring about changes in his program; changes in thinking as well as changes in practices. I list below a few techniques which I have found practical:

1. The first visit is perhaps the most important. First impressions are often lasting. This visit should be of an exploratory nature. It should acquaint the teacher with the family and the farm situation in which the boy will have to build his program. No long time plans or recommendations should be made until there has been time to study and analyze the situation and win the confidence of the boy and his parents.
2. Make plans for a definite supervised farming program on later visits. Consider a long-time plan of productive enterprises, supplementary jobs and improvement projects. Take time. Don't rush the boy into a program before he is ready for it. The program must develop as the boy develops.
3. Keep in mind that vocational agriculture is a part of the total school program. The Vo-Ag teacher is in a position to develop good relationships between the school and the home. It is, in fact, considered by many school principals as one of the best public relations aspects of the school.
4. Stress farm safety for the entire family, as well as for the livestock. Don't hesitate to point out hazards and commend good safety practices.
5. Discuss the farm shop program. Suggest jobs which the boy may do in the school farm shop and, if feasible, encourage him to establish a home farm shop.
6. Encourage respect for the soil and help him with suggestions for carrying out conservation practices.
7. Give the student help with his farm records. We need to get away from the idea of checking records; rather develop in the boy

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## More Home Visits - - -

(Continued from page 282)

in the same sources.<sup>5</sup> Actually one suspects that every teacher has his or her own book of anecdotes, few as they may be, to verify the validity of this

method. One knows and appreciates when Johnny is doing better work because the teacher is aware of the situation at home. Besides the satisfaction of a professional job professionally done and pride in one's ability to follow through, there are many personal gratifications that accrue from home visiting. Also, most parents are

genuinely appreciative when a teacher shows so much interest in their children. The best reward, of course, comes from Johnny (from whom one would not expect it) when he ambles up to the desk and says, "I enjoyed your visit yesterday very much. I was glad you came." Yes, the rewards are genuine and great. □

<sup>5</sup> James L. Mursell, *Successful Teaching*. McGraw Hill, 1946, p. 299.



# Developing an Agricultural Vocabulary

**This deficiency really exists among students**

HERBERT H. GOLDEN, Vo-Ag Instructor,  
A. G. Richardson High School, Louisa, Virginia.



Herbert Golden

FOR some time, there has been a feeling that students of vocational agriculture in all grades have very limited agricultural vocabularies. That is, they know the meanings of very few technical agriculture words. In some cases, it has been observed that students can give an example of the use of the word but are unable to define it. Some may give weird and almost absurd meanings of simple agricultural terms. To correct this deficiency among our students, it is suggested that teachers of vocational agriculture teach a series of lessons during the school-year which will tend to improve the agricultural vocabularies of the students. The writer believes that there are certain basic words which boys who are pursuing the vocational agriculture course should know and be able to use with facility.

Since students of vocational agriculture are given a very limited amount of home assignments, it is suggested that words, in groups of not more than ten, be assigned to the students at one time. They are asked to look up selected words and to use them in both oral and written communication.

No attempt should be made to complete this plan in a few days, since it is intended for an indefinite period of time and designed for emergency-teaching days.

Most of the words included can be found in *Webster's Student's Dictionary* and other standard dictionaries. In many cases, the teacher will define the words for the students. These words, after being defined and used in sentences, should be put into a composition notebook for further reference from time to time during the year. Certain words will, of course, be assigned to certain grades in connection with a certain lesson being taught. However, other words will be sometimes found important. It would appear that students would learn the

meanings of many agricultural words by association, but for some reason they have not.

The words listed are by no means considered an inclusive list of the important agricultural words or terms. Words are to be added to this list as the teacher sees fit and as they are found in a certain lesson or in agricultural literature.

Many of the words to be studied are found in the Vocational Agriculture Supervised Farming Record Book, NFA Guide, Parliamentary Procedure Handbook, FFA Guide, and most lesson plans. These are the words that are used most frequently and are considered important.

This type of study has been tried in vocational agriculture classes in many states of our Nation and has given favorable results. It appears worthy of further trial.

Listed below are examples of agricultural words to be defined and used in sentences for all grades of vocational agriculture in the high school. Words are grouped according to instruction areas but not in alphabetical order, because new words should be constantly added.

\* Found in Record Book and Account Book

- Found in Parliamentary Procedure Handbook

X Found in NFA and FFA Guides

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| <p>I.</p> <p><b>SUPERVISED FARMING</b></p> <ul style="list-style-type: none"> <li>* (1) Agriculture</li> <li>* (2) Improvement Project</li> <li>* (3) Supplementary Farm Job</li> <li>* (4) Productive Enterprise</li> <li>* (5) Expenditures</li> <li>* (6) Mortgage</li> <li>* (7) Lien</li> <li>* (8) Farm Job</li> <li>* (9) Inventory</li> <li>* (10) Supervised Farming Program</li> <li>* (11) Assets</li> <li>* (12) Liabilities</li> <li>* (13) Receipts</li> <li>* (14) Budget</li> <li>* (15) Note</li> <li>* (16) Summary</li> <li>* (17) Survey</li> <li>* (18) Credit</li> <li>* (19) Debit</li> <li>* (20) Financial Summary</li> <li>* (21) Job Plan</li> <li>* (22) Accounts</li> <li>* (23) Efficiency</li> <li>* (24) Farmstead</li> <li>* (25) Procedure</li> <li>* (26) Net Returns</li> <li>* (27) Gross Returns</li> <li>* (28) General Farming</li> <li>* (29) Specialized Farming</li> <li>* (30) Diversified Farming</li> <li>* (31) Capacity</li> <li>(32) Facilities</li> </ul> | <ul style="list-style-type: none"> <li>(33) Bond</li> <li>(34) Managerial Job</li> <li>(35) Operative Job</li> <li>* (36) Scope</li> <li>* (37) Record</li> <li>(38) Premium</li> <li>* (39) Cash Surrender Value</li> <li>* (40) Profit</li> <li>* (41) Estimate</li> <li>* (42) Interest</li> <li>(43) Rent</li> <li>* (44) Miscellaneous Charges</li> <li>(45) Discount</li> <li>(46) Interest</li> <li>(47) Yield</li> <li>* (48) Investment</li> <li>(49) Proficiency</li> <li>(50) Per Unit</li> <li>(51) Collateral</li> <li>(52) Capital</li> <li>(53) Finance</li> </ul> | <p>II.</p> <p><b>FARM CROPS</b></p> <ul style="list-style-type: none"> <li>(1) Soil</li> <li>(2) Crop Rotation</li> <li>(3) Strip Farming</li> <li>(4) Photosynthesis</li> <li>(5) Contour Farming</li> <li>(6) Subsoiling</li> <li>(7) Terracing</li> <li>(8) Tillage</li> <li>(9) Legume</li> <li>(10) Nitrogen-Fixation</li> <li>(11) Germinate</li> <li>(12) Leaching</li> <li>(13) Mulching</li> <li>(14) Erosion</li> <li>(15) Osmosis</li> <li>(16) Silo</li> <li>(17) Tillering</li> <li>(18) Propagation</li> <li>(19) Irrigation</li> <li>(20) Green Manure</li> <li>(21) Hardy Plants</li> <li>(22) Cover Crop</li> <li>(23) Supplemental Pasture</li> <li>(24) Organic Matter</li> <li>(25) Cross-Pollination</li> <li>(26) Humus</li> <li>(27) Variety</li> <li>(28) Virgin Soil</li> <li>(29) Barren Soil</li> <li>(30) Fallow Land</li> <li>(31) Agronomy</li> <li>(32) Perennials</li> <li>(33) Biennials</li> <li>(34) Annuals</li> <li>(35) Soil Conservation</li> <li>(36) Soil Acidity</li> <li>(37) Hybrid</li> <li>(38) Foliage</li> <li>(39) Maturation</li> <li>(40) Forage</li> <li>(41) Fodder</li> <li>(42) Stover</li> <li>(43) Chlorosis</li> <li>(44) Silage</li> <li>(45) Environment</li> <li>(46) Habitat</li> <li>(47) Chlorophyll</li> <li>(48) Viable</li> <li>(49) Soiling Crop</li> <li>(50) Permanent Crop</li> <li>(51) Temporary Pasture</li> <li>(52) Stigma</li> <li>(53) Stamen</li> <li>(54) Pistil</li> <li>(55) Companion Crop</li> <li>(56) Ovule</li> <li>(57) Nurse Crop</li> <li>(58) Defoliant</li> <li>(59) Fertilizer Analysis</li> <li>(60) Pod</li> <li>(61) Topdressing</li> <li>(62) Sidedressing</li> <li>(63) Interseeding</li> <li>(64) Lodging</li> <li>(65) Herbicide</li> <li>(66) Weed</li> <li>(67) Nodules</li> <li>(68) Node</li> <li>(69) Internode</li> <li>(70) Cash Crop</li> <li>(71) Bumper Crop</li> <li>(72) Growing Season</li> <li>(73) Vegetation</li> <li>(74) Topography</li> <li>(75) Sod</li> <li>(76) Spud</li> <li>(77) Adaptation</li> <li>(78) Cotyledon</li> <li>(79) Inoculation</li> <li>(80) Nematode</li> <li>(81) Bacteria</li> <li>(82) Symbiosis</li> <li>(83) Meadow</li> <li>(84) Pollen</li> <li>(85) Yam</li> </ul> |
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**Developing - - -**

(Continued from page 285)

**III. LIVESTOCK TERMS**

- (1) Boar
- (2) Gilt
- (3) Barrow
- (4) Litter
- (5) Farrow
- (6) Cow
- (7) Bull
- (8) Breed
- (9) Sire
- (10) Dam
- (11) Udder
- (12) Class
- (13) Type
- (14) Kind
- (15) Veal
- (16) Pork
- (17) Steak
- (18) Ram
- (19) Ewe
- (20) Buck
- (21) Doe
- (22) Steer
- (23) Yearling
- (24) Heifer
- (25) Veterinarian
- (26) Pregnant
- (27) Gestation
- (28) Lactation
- (29) Springer
- (30) Castrate
- (31) Stallion
- (32) Stud
- (33) Mare
- (34) Ox
- (35) Jack
- (36) Balanced Ration
- (37) Colt
- (38) Gelding
- (39) Filly
- (40) Artificial Insemination
- (41) Stanchion
- (42) Carcass
- (43) Fawn
- (44) Pedigree
- (45) Animal Husbandry
- (46) Sibs
- (47) Mutton
- (48) Mammary System
- (49) Hermaphrodite
- (50) Roughage
- (51) Concentrate
- (52) Feed Supplement
- (53) Fedder Cattle
- (54) Polled Cattle
- (55) Registered Stock
- (56) Crossbred
- (57) Progeny
- (58) Scrub
- (60) Grade Stock
- (61) Mating
- (62) Freemartin
- (63) Hereditary
- (64) Inherited
- (65) Butterfat
- (66) Shoat
- (67) Swine
- (68) Mastitis
- (69) Dehorn
- (70) Vigor
- (71) Bloat
- (72) Vagina
- (73) Penis
- (74) Anus
- (75) Rectum
- (76) Cannerns
- (77) Testicles
- (78) Scours
- (79) Cholera
- (80) Foaling
- (81) Dual-Purpose
- (82) Masculine
- (83) Feminine
- (84) Ruminants

**IV. VEGETABLE AND FRUIT TERMS**

- (1) Horticulture
- (2) Pruning
- (3) Scion
- (4) Grafting
- (5) Insecticide
- (6) Transplanting
- (7) Pome
- (8) Fruit
- (9) Vegetable
- (10) Tubers
- (11) Runners
- (12) Blight
- (13) Bulb
- (14) Botany
- (15) Blanching
- (16) Roguing
- (17) Succession Planting
- (18) Fungicide
- (19) Herb
- (20) Fumigation
- (21) Damping Off
- (22) Propagation
- (23) Soil Reaction
- (24) Cuttings
- (25) Floriculture

**V. POULTRY TERMS**

- (1) Capon
- (2) Cockerel
- (3) Plumage
- (4) Broiler
- (5) Incubation
- (6) Fryer
- (7) Beak
- (8) Pullet
- (9) Poul
- (10) Drake
- (11) Brooder
- (12) Culling
- (13) Molting
- (14) Certified
- (15) Thermostat
- (16) Thermometer
- (17) Breed
- (18) Variety
- (19) Class
- (20) Disinfectant
- (21) Broody
- (22) Vent
- (23) Pigmentation
- (24) Shanks
- (25) Abdomen
- (26) Rooster
- (27) Palatable
- (28) Parasite
- (29) Feed Nutrient
- (30) Sanitation
- (31) Succulent Feed
- (32) Mortality
- (33) Post-Mortem
- (34) Ventilation
- (35) Typo
- (36) Vitality
- (37) Sterile
- (38) Candling
- (39) Caponizing

**VI. PARLIAMENTARY USAGE TERMS**

- (1) Motion
- (2) Amendment
- (3) Appeal
- (4) Committee
- (5) Vote
- (6) Dispose
- (7) Parliamentary
- (8) Adjourn
- (9) Table
- (10) Point of order
- (11) Suspend Rule
- (12) Session
- (13) To Repeal

- (14) Nominate
- (15) Elect
- (16) Debate
- (17) Assembly
- (18) Robert's Rules of Order
- (19) The Chair
- (20) Presiding Officer
- (21) Majority
- (22) Minority
- (23) Oppose
- (24) Decision
- (25) Agenda
- (26) Parliamentarian
- (27) Body
- (28) Reconsider
- (29) Respond
- (30) The floor
- (31) Dismissal
- (32) Veto
- (33) Impeachment
- (34) Ballot
- (35) Campaign
- (36) Petition
- (37) "Aye"
- (38) "Viva Voce"
- (39) Contest
- (40) Substitute
- (41) By-Laws
- (42) Constitution
- (43) Suggestion
- (44) Delegate

**VII. FARM MECHANICS TERMS**

- (1) Board foot
- (2) Running foot
- (3) Square foot
- (4) Linear Foot
- (5) Bill of materials
- (6) Glazing
- (7) Miter Box
- (8) Mortise
- (9) Weld
- (10) Tinning
- (11) Beveling
- (12) Volt
- (13) Ampere
- (14) Watt
- (15) Kilowatt
- (16) (D. C.) Direct Current
- (17) (A. C.) Alternating Current
- (18) Circuit
- (19) Conduit
- (20) Transformer
- (21) Fuse
- (22) Meter
- (23) Phase
- (24) Outlet Box
- (25) Grounding
- (26) Insulation
- (27) Conductor
- (28) Receptacle
- (29) Babbitting
- (30) Lubricate
- (31) Renovate
- (32) Repair
- (33) Overhaul
- (34) Construct
- (35) Calibrating
- (36) Flux
- (37) Cubic Foot
- (38) Soldering
- (39) Electrode
- (40) Brazing
- (41) Arc
- (42) Electricity
- (43) Priming

**VIII. FORESTRY TERMS**

- (1) Tree Dendrology
- (2) Cord
- (3) Acre
- (4) Biltmore Stick
- (5) Increment Borer
- (6) Seedlings
- (7) Chain

- (8) Shrub
- (9) Tree
- (10) D B H
- (11) Board foot
- (12) Kerf
- (13) Diameter
- (14) Bolt
- (15) Volume
- (16) Forestry

**IX. NEW FARMERS OF AMERICA OR FUTURE FARMERS OF AMERICA**

- x (1) Dignity
- x (2) Cooperation
- x (3) Challenging
- x (4) Occupation
- x (5) Organization
- (6) Conference
- (7) Discussion
- x (8) Candidate
- x (9) Ceremony
- x (10) Biography
- x (11) Association
- x (12) Federation
- x (13) Honorary
- x (14) Collegiate
- x (15) Associate
- (16) Active
- x (17) Vocation
- (18) Avocation
- x (19) Charter
- (20) Thrift
- x (21) Competent
- x (22) Aggressive
- x (23) Convention
- x (24) Executive
- x (25) Audit
- x (26) Council
- x (27) Trustee
- (28) Data
- (29) Status
- (30) Administrator
- x (31) Accuracy
- x (32) Brevity
- x (33) Chapter
- x (34) Scholarship
- x (35) National
- (36) Opportunity
- x (37) Initiate
- x (38) Conduct
- (39) Accomplishment
- x (40) Ascertain
- x (41) Unison
- (42) Emblem
- x (43) Prosper
- x (44) Symbol
- (45) Stimulate
- (40) Objective

**X. MISCELLANEOUS NOTATIONS AND ABBREVIATIONS**

- (1) U.S.D.A.
- (2) P.M.A.
- (3) NFA
- (4) FFA
- (5) A.E.S.
- (6) A.C.S.
- (7) A.A.A.
- (8) Secretary of Agriculture
- (9) Soil Bank
- (10) Smith-Hughes Act
- (11) Smith-Lever Act
- (12) Humid
- (13) Arid
- (14) Arctic
- (15) Anarctic
- (16) Semi-arid
- (17) Frigid
- (18) Morrill Act

(Continued on page 287)



**FIFTY YEARS OF FARM MANAGEMENT** by H. C. M. Case and D. B. Williams, pp. 386, University of Illinois Press, 1957. Price \$6.00.

This book is an historical study of the growth and development of farm management in the United States during the first half of this century. It begins with the first emergence of the subject as a separate academic discipline in land-grant colleges and follows its evolution and refinement through World War I, the depression, World War II, and the immediate post-war period. In developing the story and various concepts of farm management that have evolved, the authors cover in some detail the contributions of the men in the land-grant colleges and the U. S. Department of Agriculture who developed farm management as a science.

The book is an academically impressive and scholarly work and should be of interest to any student of the history and development of farm management.

Dr. Case is professor of agricultural economics at the University of Illinois. Dr. Williams is with the Bureau of Agricultural Economics at Melbourne, Australia. —VRC

**AGRICULTURAL COOPERATION — Selected Readings.** Edited by Martin A. Abrahamsen and Claud L. Scroggs. PP. xiv—576, University of Minnesota Press, 1957. Price \$7.50.

This book is a collection of 54 articles on agricultural cooperation by 49 authors, among them some of the nation's leaders in the cooperative movement. From a mass of literature on the topic, the editors have selected articles, edited and condensed them and arranged them into a sequence that tells the story of the development of agricultural cooperation in this country.

Part I of this book deals with an historical review of cooperatives and the sociological, philosophical, and theoretical bases for their development. Part II presents an analysis of the role played by cooperatives in our economy, dealing with their legal bases, their relationships to other farm organizations and to private business, and the matter of integrating cooperatives from production to marketing. Part III evaluates cooperatives in their contribution to our economy.

In the first 56 pages, the editors present a succinct summary of the events that led to the development of the cooperative movement and some of the

early attempts at formation of agricultural cooperatives. Each of the other parts is introduced with editorial comment setting the stage for the articles that follow.

The editors have put together in a highly readable form a series of articles that are interesting and informative. Teachers who are interested in learning more about agricultural cooperatives will find in this book a welcome addition to their professional libraries.

Dr. Abrahamsen is with the USDA Farmer Cooperative Service. Dr. Scroggs is on the agricultural economics faculty, University of Tennessee. —VRC

**PUBLIC RELATIONS FOR VOCATIONAL AGRICULTURE (A Guide for Teachers)** by V. R. Cardozier pp. 215, published by Demeter Books, P. O. Box 8645, Knoxville, Tennessee. Price \$3.75.

This book was designed to guide teachers of vocational agriculture in planning and carrying out effective public relations in the school and community. Principles of good public relations have been applied to the field of vocational agriculture, making the book an excellent reference and guide for teachers of vocational agriculture.

The author has treated the various areas of public relations in considerable detail.

Chapters are included on Why Public Relations, Planning Your Public Relations Program, Personal Contact—Key to Good Public Relations, Writing and Placing New Stories, Writing and Placing Feature Articles, Using Radio and Television, Vo-Ag Activities as Public Relations, In-School Public Relations, Evaluating Your Public Relations Program, and Building County, District, and State Public Relations.

The book is recommended for all teachers of vocational agriculture.

Dr. Cardozier is Associate Professor of Agriculture Education, University of Tennessee. —GBJ

## Developing - - -

(Continued from page 286)

### Application

The student, when writing job plans, will make sure to use the new words learned. Check should be made for the accuracy in the use of words. The words should grow out of the lesson that has been taught. Students will be encouraged to use words in classroom speech.

### Testing

A few selected words that have been studied in a given lesson should be reviewed in the form of a written

## The Summer Program - - -

(Continued from page 283)

during the busy summer months, although the regular visitations are continued.

Summertime is the best time for timely demonstration. For example, plan a tour of farms where different pieces of haymaking equipment can be seen in action.

A combine demonstration may be in order if enough members are interested. This type of meeting can be used for any kind of equipment or laborsaving device.

A soil conservation demonstration on a member's farm always attracts a lot of attention. Try to have as many conservation practices demonstrated as is practical for that particular farm.

There should be at least one family night where a picnic supper and entertainment is provided for the whole family.

Members should be encouraged to participate in local and county fairs.

The more instruction is given on a timely basis, the more effective will be the teaching. □

## On-Farm - - -

(Continued from page 284)

an understanding of farm accounts and a realization of their value to him in his program.

8. If the boy is a member of the FFA, discuss the phases of the program of activities in which he is or might become interested.

9. Don't make decisions for the student. Help him in such a way that the decisions are his own.

I have not attempted to list all of the things which should be done on a supervisory visit, nor do I advocate doing all the things listed on each visit. I do believe that following the suggestions will result in good on-farm instruction without which we cannot have good vocational agriculture programs. □

or oral test. This will show how well students have grasped the meanings in using them. It will be found, in many instances, that words can be defined in more than one way and that either definition gives the correct meaning. The teacher will, of course, give consideration for thought and originality on part of the students in these cases. □

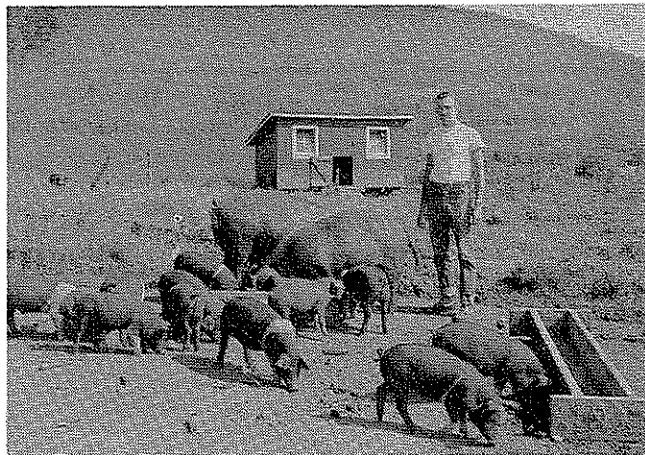


HUNTLEY PROJECT CHAPTER ADVISORY COMMITTEE

Seated—right to left: Frank Sindelar, farmer; C. C. Reed, farmer; Marvin Balzer, chairman of committee and farmer; R. E. Banderob, farmer; T. S. Aasheim, Supt. of the Huntley Experimental Station; Dean Pence, chapter advisor. Standing—right to left: Robert Pierce, farmer, and Dale Gahagan, farmer. (Photo supplied by Dr. Knuti, Montana State College)

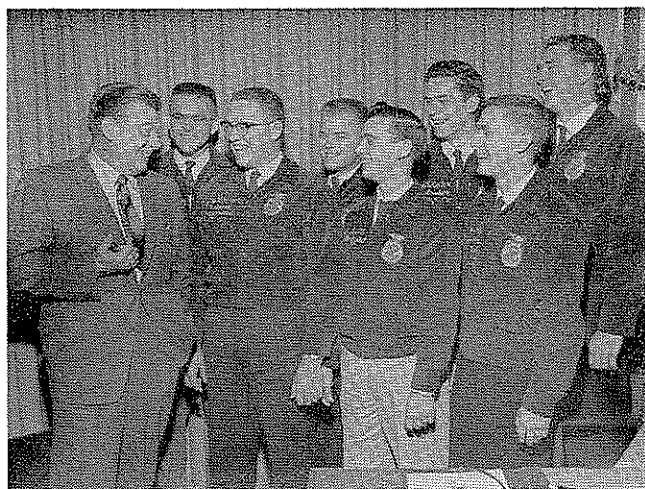


J. O. Sanders, Associate in Agricultural Education, New York State Education Department, (left) receives recognition award for thirty years of service to Vocational Agriculture from H. B. Allen, now in his 32nd year of teaching, during the 47th Annual Conference of the Association of Teachers of Agriculture of New York, on June 26th. Sanders taught agriculture for 28 years, two being at Cattaraugus, prior to taking his present Supervisory position. He was a member of the State FFA Advisory Council from 1940 until taking his present post and now serves as Executive Secretary. He has served as Treasurer of the New York FFA Leadership Training Foundation, Inc., continuously since its camp was purchased in 1945. (Photo by Harold L. Noakes)



Ed Borton has carried a variety of projects in the four years he has taken agriculture. But the ones that he has liked the best have been his sow and litter projects. This past year he has had both Hampshires and Durocs and had outstanding success in raising the litters. Richland Center, Wisconsin.

## Stories In Pictures



National FFA officers and Larry Button, President, N. Y. Association, meet Arthur Godfrey and participate in his TV program while on their national FFA goodwill tour. With Mr. Godfrey are: 1st row—Jerry Rulon, Leon Smith and Howard Downing; 2nd row—Nathan Reese, Jerry Cullison, Larry Button and Royce Bodiford.



CLASS ENROLLED IN EXTENSION COURSE IN FARM ELECTRICITY

Checking over the operation of a farm electric demonstration panel are, left to right, seated in front, Erven Skaar, Long Prairie, assistant county agent; Joe Raine, Little Falls, agricultural instructor, and William Dorsey, Park Rapids, county agent. In the rear are, left to right, Sentry Hillerud, Crosby, district manager for Minnesota Power and Light Co.; Felix Kaplan, Aitkin, agricultural instructor; Dr. Harry Kitts, St. Paul, University of Minnesota professor who conducted course; Harold Anderson, Brainerd, assistant manager of Crow Wing Electric Cooperative; Marvin Nabben, Minneapolis, Northern States Power Co. agricultural engineer; Roy A. Nelson, Duluth, Minnesota Power and Light Co., agricultural development agent, and LaVerne Ingvaldson, Wadena, agricultural instructor. Members of the class constructed 13 of these demonstration panels, which will be used for instruction to area farm groups.