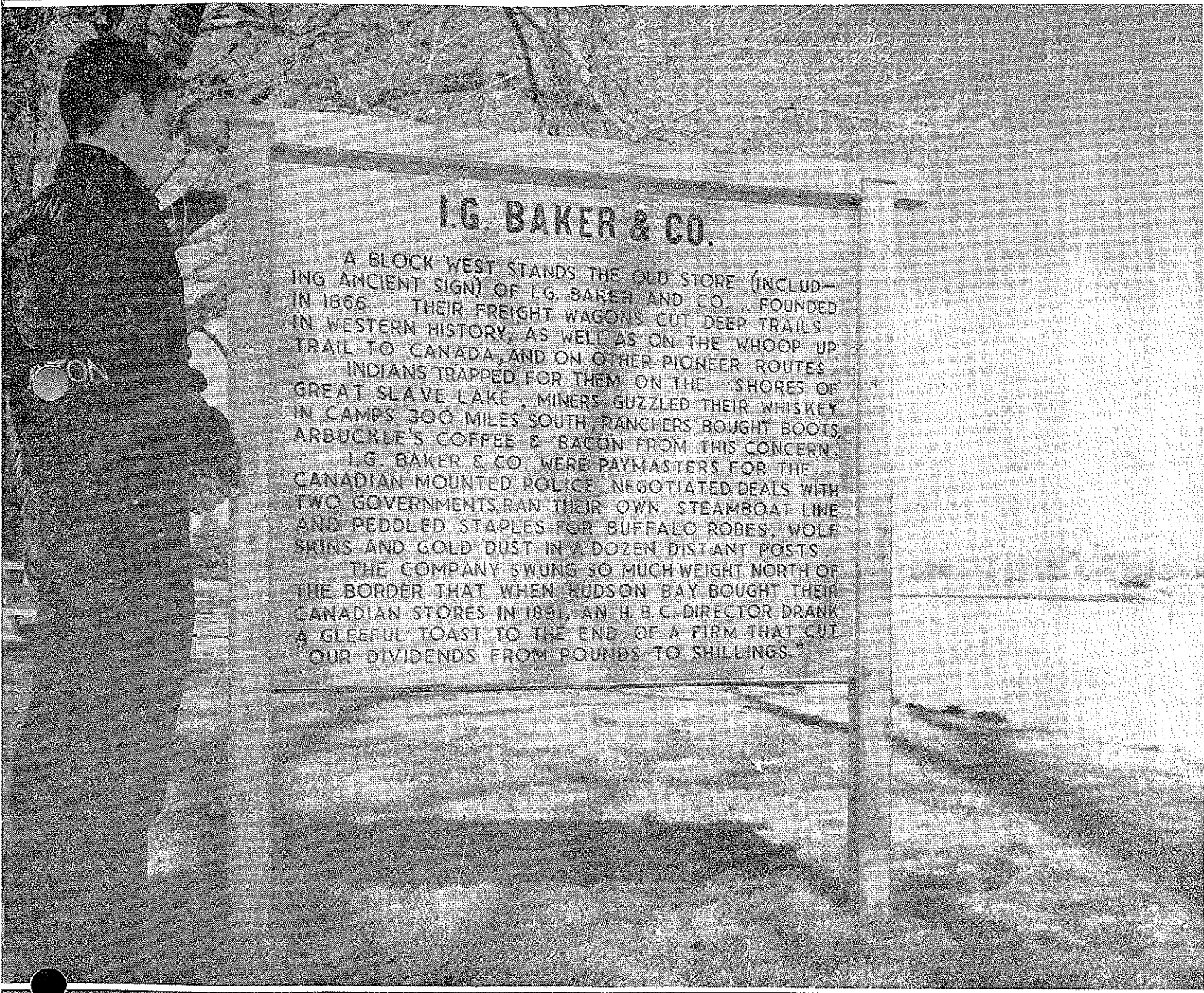


# AGricultural EDucation

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## I.G. BAKER & CO.

A BLOCK WEST STANDS THE OLD STORE (INCLUDING ANCIENT SIGN) OF I.G. BAKER AND CO., FOUNDED IN 1866. THEIR FREIGHT WAGONS CUT DEEP TRAILS IN WESTERN HISTORY, AS WELL AS ON THE WHOOP UP TRAIL TO CANADA, AND ON OTHER PIONEER ROUTES. INDIANS TRAPPED FOR THEM ON THE SHORES OF GREAT SLAVE LAKE, MINERS GUZZLED THEIR WHISKEY IN CAMPS 300 MILES SOUTH, RANCHERS BOUGHT BOOTS, ARBUCKLE'S COFFEE & BACON FROM THIS CONCERN. I.G. BAKER & CO. WERE PAYMASTERS FOR THE CANADIAN MOUNTED POLICE, NEGOTIATED DEALS WITH TWO GOVERNMENTS, RAN THEIR OWN STEAMBOAT LINE AND PEDDLED STAPLES FOR BUFFALO ROBES, WOLF SKINS AND GOLD DUST IN A DOZEN DISTANT POSTS. THE COMPANY SWUNG SO MUCH WEIGHT NORTH OF THE BORDER THAT WHEN HUDSON BAY BOUGHT THEIR CANADIAN STORES IN 1891, AN H. B. C. DIRECTOR DRANK A GLEEFUL TOAST TO THE END OF A FIRM THAT CUT "OUR DIVIDENDS FROM POUNDS TO SHILLINGS."

*Featuring—Building School Relationships*

A monthly magazine except for a combined issue of August & September 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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# The Agricultural Education Magazine

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COVER: Ft. Benton, Montana, has a historical museum and a number of highway signs pointing out historic points in the area. The Ft. Benton FFA Chapter, under the guidance of their teacher, Gail Stensland, have built and erected highway markers and assisted with the development of the museum, a good example of developing a desirable relationship between the vo-ag department, the school, and the community.

# Editorials

## Guest Editorial

### Building School Relationships

DALE C. AEBISCHER, Supervision, Madison, Wisconsin

Vocational Agriculture complements and supplements the other offerings of the school to produce a well-rounded total program serving the community's educational needs. Hired by the local board of education, the agricultural instructor works under the same local supervision and policies as every other teacher in the system. Obviously, the relationship of vocational agriculture to the rest of the school affects the total school function and the success of the agricultural program.

There need be nothing incompatible in this relationship if care is used in developing mutual understanding and appreciation of the objectives, the problems, and the need for cooperation with all of local school personnel and their individual programs.

The relationship with the school administration should be built upon these concepts. The administrative head of a school is responsible for justifying every school activity and program offered. As agricultural teachers, have we made it easier for administrators to justify continued support for agriculture by providing them with the kinds of programs and information they should have? Have we planned our programs carefully in relation to local needs and developed effective procedures, goals, and evaluative criteria to determine progress objectively? Have we kept our administrator informed of our objectives, plans and procedures, and results? Has his counsel been sought on those issues which affect school policy?

An affirmative answer to these questions can do much in creating administrative interest in the program and in helping the administrator interpret the program effectively to the school board and to the public in general.

A local vocational agriculture program can benefit greatly by contributions from such diverse sources as the guidance counsellor, speech and English teachers, the natural sciences department, the social sciences, music, mathematics, and every other department in school. Cooperation, however, is a two-way street.

Programs are quite frequently interpreted in terms of the personnel associated with them. A self-centered person who lacks interest in other people is apt to create an adverse image of the program which he

*(Continued on Next Page)*

## From the Editor's Desk

### Developing Desirable School Relationships in the Larger Rural School

"School relationships are one thing in a six-teacher high school but something else in a thirty-teacher school." The teacher who made this statement had taught in schools of both sizes. He recognized the importance of the complex of personal relationships with other faculty members, nonprofessional school employees, supervisors, administrators and school board members to the success of his program.

School consolidation and district reorganization have increased the size of a majority of the high schools offering vocational agriculture. It, therefore, seems appropriate to consider some of the factors which influence the school relationships of vocational agriculture departments in expanding rural high schools.

The literature of school administration today shows that principals and superintendents give the development of desirable relationships within the school a high priority among their responsibilities. Much is written of staff communication, of liaison between staff and administration and of decision making which involves faculty and staff.

As schools grow larger vo-ag teachers need to make certain adjustments in the way they work with others in the school. The teacher must understand the administrative channels, which in a larger school are more specific and more complex. He must understand the specialized functions of various people within the school from guidance counsellors to curriculum specialists. He must give more attention to the printed word regarding his school. He will need to read carefully the written policies of the school and even the student's handbook.

These are minor adjustments which help in developing desirable in-school relationships in the larger school. Even more important are those fundamentals of human relationships which apply to any size or type of group.

Any group which has as much day-to-day contact as the personnel of a school must reach a clear and common understanding of group goals and objectives and arrive at a priority of means for achieving them. Activities of the group must be coordinated and have the support of each member. Resources must be cooperatively assessed and used. Person-to-person relationships must be cultivated.

*(Continued on Next Page)*



### Building School Relationships . . .

represents. Similarly, a teacher who lacks ambition or the ability to plan effectively creates poor acceptance of the program.

Within a school staff, the well adjusted teacher who commands respect of the students, conducts an effective program, willingly assumes his fair share of the additional general school chores, and becomes an effective citizen of the community makes the job of every other teacher a more pleasant experience.

Agricultural teachers to a large extent have created a favorable image of themselves, and in so doing have greatly strengthened the relationships of their program not only within school but in the community. The relatively long tenure of agricultural instructors, their dedication to a demanding job, and their adaptability to changing circumstances are probably the best assets of vocational agriculture in facing current challenges. □

### Developing School Relationships . . .

Communication must be effectively maintained with each member. Finally, the group must participate effectively in policy development and decision making in appropriate areas. All this must be accomplished without the loss of individual initiative by any member. There is no gain if all of the above group relationships are developed at the expense of the vo-ag teacher becoming a rubber stamp "organization man." . . .

Desirable school relationships have been characteristic of many vocational agriculture programs. Many an administrator has said that his vo-ag teacher was one of the most influential teachers in his system. With a few minor adjustments, the same ways and means can result in improved school relationships regardless of the size and complexity of the school system. □

Farm-City Week will be observed nationally November 16-22. Additional efforts to promote improved rural-urban relationships will be conducted at various times throughout the year.

### Thirty Years Ago In the Agricultural Education Magazine

George Deyoe wrote, "Under present economic conditions, is it not justifiable for an agriculture teacher to extend his program so as to more definitely include urban people and their agricultural problems as well as rural people and the major farm problems?"

Indiana teachers considered at their state conference the possibility of buying Ford cars on state requisitions with the privilege of turning them in for new cars at the end of the first year.

This agency agrees to accept model A cars in trade on new cars at \$200 depreciation each 12 months from the purchase price. To secure this arrangement, purchasers would be required to carry full coverage collision insurance, equip seats with covers, and prepay lubrication on the car for 12 months.

## Subscription Rate Increased— August-September Issues Combined

This issue of *The Agricultural Education Magazine* includes a part of the copy which would have appeared in the August and September issues. It contains four additional pages in order to bring our readers as much as possible of the previously planned two issues.

When word was received by the editor of the action of the Editing-Managing Board to combine the two issues, copy for the August issue had already been sent to Interstate. As a consequence, this issue deals more with school relationships than farming programs. It has been necessary to return a few articles to their authors and to drastically shorten others. We regret this necessity, but having combined these two issues and increased the subscription rate from \$2.00 to \$3.00, the Magazine should now be able to serve its readers as before and on a sounder financial basis.

A copy of a letter to state supervisors, teacher trainers, and the secretary of N.V.A.T.A. from R. W. Canada, Chairman of the Editing-Managing Board provides additional information which we believe should

be of interest to our readers.

Date: May 21, 1962

To: Head State Supervisors, Teacher Trainers, and the Secretary of NVATA

From: R. W. Canada, Chairman, Editing-Managing Board of the Agricultural Education Magazine

Subject: Financial Status of the Agricultural Education Magazine

Under date of January 10, 1962, a letter was directed to the above leadership indicating the action authorized by the Board at the December, 1961 Annual Meeting relative to steps that might need to be taken in order to correct the declining financial position of the Ag. Ed. Magazine. Since that time further depletion of cash reserves has made it necessary to implement the action authorized.

Effective May 16, 1962, the annual subscription rate of the Ag. Ed. Magazine will be increased \$1.00, moving from \$2.00 to \$3.00. Furthermore, to effect a further savings, the 1962 August and September issues will be

combined for this year, thus saving approximately \$1,400 as an initial step in accumulating an operating cash balance.

This information is being forwarded in order to alert all states so that proper steps may be taken before the next year's subscriptions are collected and trust that all interested state officers of associations will be notified. The Board urges that every effort be made in the several states to increase subscriptions where such possibilities exist. We believe this action will reverse the declining financial status of the magazine and help restore the magazine to a sound financial position.

On May 18, 1962, the Pacific Regional Conference, meeting in Denver, unanimously endorsed the action of the Board. We trust that the other Regions will feel likewise about this matter.

We have a purposeful professional magazine that has served our field of work well. We trust that it may continue to provide ever better service in the future.

R. W. Canada



## Securing Community Support for the Vocational Agriculture Department

V. R. CARDOZIER, Teacher Education, University of Maryland

It is no secret that in many schools throughout the country, school administrators are asking more than ever before whether vocational agriculture should be continued in their schools, and if so, what should be the nature of the instruction, who should enroll in it and for what purposes.

The main reason for such questions from administrators, supervisors and teachers is that parents and other members of the community are asking them. This is a new development in many schools where vocational agriculture has long enjoyed strong support from faculty, administration and the community.

### When Should Teachers Move?

This has led some teachers to ask themselves: "Should I help close my department and move to a more vigorous vocational agriculture program or even abandon vocational agriculture altogether and enter some other occupation?" Let us rule out the small percentage of departments which should be closed annually because of a number of other valid reasons not related to the above questions.

In his low moments, one should remember that teachers of foreign languages went through far worse times in the 40's and 50's. Low public support or apathy caused teachers of history, art, music, and many other subjects to experience long periods when they questioned the educational worth of their subjects and themselves to the school.

### Securing Community Support

Before "throwing in the towel," try to find out whether your school and community really need and want instruction in agriculture. How do you go about it? There are several ways. Here is one approach that might be worth trying.

(1) Outline in detail the questions that concern you about your program and which you feel are concerning the community. Very likely the basic questions will be: "Should training in agriculture be offered in this school? If so, for whom should it be offered,

what should be its purposes, and what kind of training should be provided?"

(2) Review the problems with your advisory council if you have one. If not, choose a special committee for this purpose made up of persons normally found on an advisory committee. Ask that committee for points of view, for alternative approaches, for reasons why agriculture should not be offered in the school, for reasons why it should, and the kind(s) of program(s) that should be provided. But make sure that this committee does not settle then on final answers; begin with the understanding that the purpose is exploration, not yet final solution. Be sure to include the principal or local superintendent, and perhaps other school staff persons in this endeavor from the beginning.

(3) Next, call a community-wide meeting to discuss the problem(s). You, the chairman of the advisory council, or other qualified person should first set the stage of the meeting by clearly outlining the problem(s). Then, review in brief the changes that have occurred in American agriculture over the past 20-25 years. Outline the changes that have occurred in the program of instruction in agriculture in your school to adjust to those changes. Based on a comprehensive study, report the job opportunities in agriculture in your community and other communities to which graduates of your high school move.

Then, explore with the audience recent trends toward courses in high school in ornamental horticulture, applied biology, forestry, basic agricultural science, conservation of natural resources, food technology, general agriculture, and other studies dealing either with agriculture specifically or in a related way, not as vocational education preparing students for jobs but as part of their general education. Point out that these are electives and are taken by many college bound students over and above their programs of academic education and not at the expense of any basic subject. Caution: A required course in agriculture for all

as general education is questionable, for many people believe that the same argument could be used for their special interests by American industry, labor, retail merchants, news media, advertising, and many more.

Then, with this impartially presented background, turn to a panel of individuals to present points of view in support of various alternatives. After panelists have presented their views, then ask the audience to question panelists and present their points of view. At the end, have a previous nonparticipant summarize the points of view that were made during the evening. Make sure that a record is made of this. There should be no attempt to arrive at conclusions that evening.

(4) Later, meet again with the advisory council and/or the special committee and pursue the discussion again. With this group, develop a proposed course of action for agricultural instruction in that school—its abolition, or the kind(s) of program(s) that should be offered, for whom, for what purposes, and the nature of the training—for presentation to the school administration and board of education.

### The Final Decision

In taking this approach, one must be prepared to accept a conclusion that is not entirely to his liking, perhaps the abolition of his department. On the other hand, if through such a procedure it is decided that agricultural instruction is not needed in that school, then perhaps the teacher would be better advised to move.

The preceding outline has omitted many of the major steps for the sake of brevity but provides the basic framework of *one* way to develop policy for a program of agricultural instruction that *can* enjoy full school and community support. □

In 1888 the U. S. Department of Agriculture reported that wage-earners spent half their incomes for food. Today, capita spending for food is only one-fifth of disposable income.



## School Relationships May Be Improved Through Balancing High School Programs

C. B. JETER, Area Supervisor, Virginia

Since the advent of sputnik, a great deal of concern has been given to the improvement of instruction on all levels of education with a heavy accent on mathematics and the sciences. Perhaps our approach has been a good one except that in far too many cases we have emphasized a few academic areas at the neglect of the other areas such as the vocational and practical arts. To attempt to improve one or two subject matter areas of education and forget the other is to encourage a program of education that is as mediocre, than the program we had before the advent of sputnik. Also, the matter of quality in education would be meaningless. For a democracy cannot choose—it must not choose—to educate a few people well and to educate the majority of people poorly.

Is shoddy educational fare all right for some people? Not on your life! The demand to educate everyone up to the level of his capacity and the demand for quality in education are not incompatible. We cannot afford to countenance shoddiness in any part of our program. The artist and the artisan alike must be nurtured in the same high tradition of excellence.

### Meeting the Needs of the Majority

Why do we need a balanced program which includes vocational and practical arts subjects? To answer this question I believe we should recognize that a relatively few pupils will become great scientists, famous artists, great business leaders, or eminent statesmen; but nearly every pupil will take a useful job, marry, raise a family, live in a community, pay taxes, vote and contribute to the National security. Therefore, to prescribe any program that is not balanced with the vocational and practical arts and without due regard for abilities and interests of pupils or the needs of society is pure nonsense.

When we consider that only about 30% of high school pupils go to college, our program should be designed to provide necessary training that will enable the other 70% to enter a vocation or pursue additional training for

a vocation on completion of high school.

Another facet of this picture becomes important when we take into consideration:

1. That 40% of the working force is engaged in occupations in which training in agriculture contributes to their proficiency.

2. That the number of clerical workers nearly doubled in the 10-year period 1940-1950 and is still increasing.

3. That 6 out of 10 high school students will go into some phase of distribution.

4. That the emphasis on technology in industry creates an almost unlimited demand for technicians in industrial fields.

5. That nearly all girls will be homemakers.

Over the last few years, it appears that we have not worked toward planning programs that would meet the needs of pupils or challenge their abilities and interests. In our zeal to plan programs that would up-grade the schooling of one group of students—the exceptionally bright boys and girls—we have neglected the needs of the other groups so much so that even those programs which held promise of meeting the needs of the individuals and society failed in their objective. In many instances this failure can be attributed to poor guidance programs.

### Who Should Be Enrolled?

Vocational and practical arts in our regular school programs were never designed to meet the needs of pupils who experience great difficulty with academic subjects. For in these subjects there are certain learnings which are purely academic—English, mathematics, science, etc. in which pupils must reach a point of proficiency before they can successfully master the vocational and practical aspects of the subjects. Yet, these pupils have been pushed into vocational and practical arts subjects. This has been a serious mistake of our schools in their effort to plan programs for boys and girls

that would be in keeping with their abilities. If the schools would insist on high academic standards both in the academic and vocational courses as a part of a balanced program in their schools, this would not exist.

Equally as serious a mistake as assigning pupils to courses in which they are not interested is the lack of foresight in planning programs which will meet the needs of society. Yet, this is one of the primary objectives of education.

### Some Will Attend College

We cannot determine at the age of 14 what a pupil may do. Therefore, even those programs which are designed to provide training in the vocational and practical arts should be balanced so that they will also meet the needs of those pupils who in the last years of high school may decide upon a vocation that will require training beyond the secondary level. Many of our present programs are so designed. Numerous studies show that a student who studies agriculture in college does better if he had agriculture in high school, and does as well as or better in other college subjects than his fellow students who have not had agriculture. The same holds true for any other vocational or practical arts subject.

Many principals, teachers and guidance counsellors follow the policy of preventing pupils who plan to go to college from including vocational and practical arts subjects in their programs. Yet, studies show that success in college cannot be determined by the pattern of subjects taken in high school. Over the years, college preparatory programs have been thought to make the greatest contribution toward academic success in college. Research does not reveal any particular course or curriculum to be superior to other courses or curriculums in the preparation of students for academic success in college. This fact together with the fact that the future demands of society will be so varied and many that anything other than a balanced

program will fall far short of providing a satisfactory type of training.

### Some Future Needs of Our Society

While there are many facts which point up the future needs of society which only a balanced program can equip pupils to meet, I would like to mention three.

In the first place, the recent U. S. Census report indicates almost 180 million people in America. There are predictions of 200 million within the next two decades. Almost every major city has had an increase of population. Within these cities there are major plans of urban renewal. This means an eradication of slums and at the same time the opening of doors for employment, particularly for vocational specialists.

In the second place, social and economic change begin silently, but the final phases are the sudden realization by observers that changes have occurred and that new approaches must be instituted to match new facts. This is why we must develop in every student good citizenship, participation in community organizations and exercise of his franchise of voting. We cannot exert a creative influence upon graduated and mature individuals, but we can and must instill in the citizens of 1970 and 1980 the value of having improved educational and community institutions.

In the third place, since 1940 more than 20 nations of Asia, Africa and the Middle East have thrown off the yoke of colonialism and now stand as sovereign governments. And more striking is the fact that within a short

time Africa alone will have more than 500 million people who will be conducting their own affairs. These are areas of the world which now need and want America's technical "know-how." On the other hand these areas of the world have the natural resources we need and want.

There is a resurgent and vibrant volcano erupting through the action and voice of young America which demands that we give emphasis to a balanced program. Pupils whose abilities and interests indicate that they should plan a more or less academic program should have some subjects in the practical arts; just as the pupils whose abilities and interest indicate they should plan a vocational or general program should pursue academic subjects and in many instances include some modern language. All pupils will need a well rounded background of experiences. For we can no longer confine lessons to the manual arts and skills or the purely academic skills, for in our new society there will be no room for a banker whose honesty stands in question, or a minister who is not prepared, or a brickmason who has a heart of stone, or a plumber whose integrity cannot be plumbed, or an educator who has facts without the courage to act and think the truth.

### Excellence Is Important

In our society there may be excellent plumbers and incompetent plumbers, excellent philosophers and incompetent philosophers. An excellent plumber will be infinitely more admirable than an incompetent philosopher. Our society will not tolerate

shoddiness in philosophy because it is considered an exalted activity and because plumbing is considered a humble activity. For if it did, it will have neither good plumbing nor good philosophy. Neither its pipes nor its theories will hold water.

As we work to provide balanced programs for our secondary school pupils, primary consideration should be given to this question. Can we best defend freedom and improve our society by designing a program for our school that will try to develop a major portion of our students into scientists, doctors, lawyers, and professionals when only about 20% of our workers are needed in this field or shall we have a balanced program that recognizes that relatively few pupils will become great scientists, famous artists, outstanding business leaders, or eminent statesmen; but nearly every pupil will take a useful job, marry, raise a family, live in a community, pay taxes, vote, and contribute to the National security?

As we attempt to answer the question, I would like to suggest that we keep in mind that our age is likely to be the blackest and the brightest in human history, the most destructive and the most creative; the most humanitarian and the most barbarous; the most pagan and the most religious. What direction the world will take depends on the balance of our education for the generation today. This is the great challenge which summons us to action for a balanced program through vocational and practical arts. □



## Building School Relationships

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

A teacher of vocational agriculture has commented: "I don't care what the other teachers think of me as long as the community is with me."

A state supervisor of agricultural education, discussing a local school situation, has said: "Everything seems to be fine in the agriculture department except that the teacher is fighting the faculty."

Two schools faced the same problem: freeing the teacher of agriculture

from afternoon high school classes to make possible a more adequate program for adults. In one school the principal faced a revolt on the part of the other high school teachers, who thought the teacher of agriculture was "goofing off," and said he could not recommend the change. The change was made by the superintendent in spite of teacher and principal opposition. In the other school the teacher of agriculture had been working closely with his fellow teachers. The princi-

pal of this school described what happened as follows: "When the change was proposed to the staff, not an eyebrow was lifted. The teachers knew the teacher of agriculture to be a conscientious man, who would make good use of any time freed from the teaching of high school classes."

A school superintendent in a system which had employed the same teacher of vocational agriculture for at least 20 years called me to ask for copies of my publication in policy-

making for agricultural education for the board of education. "These ag teachers sometimes get out of line," he said. His board hoped to develop policies by which the teacher would be expected to abide.

## II

The relationships of local teachers of agriculture to their school systems are, of course, critically important. Agricultural education will thrive in the public schools only as long as it is believed to be contributing in an indispensable way to the purposes for which the schools exist.

All of the signs indicate that the public schools have a great future in which we in agricultural education may share. But we could be "included out." A hundred years after the first teaching of agriculture in a public school, only about a third of the school districts of the nation have teachers of agriculture. We started in this country with the belief that education is a private affair for which individuals and their parents are responsible. We had to develop public education if we were to have the kind of country and the kind of citizens we had envisioned, but opposition to it was strong during the first 100 years of our national history. Its greatest development has been in this century. In 1900 we were spending a quarter of a billion dollars annually for public elementary and secondary schools; in 1961-62 we are spending \$18 billion.

Agricultural educators must become interested in the entire school systems in which they are participating and appreciative of the contributions each part of the system is making. They should be able to talk with administrators and teachers about the things which interest them. We have in some form most of the problems they have; we are not as different as we sometimes think we are. Conversation is aided when teachers of agriculture have participated in professional courses with their colleagues and have read the professional publications others have read. Communication by teachers and supervisors of agriculture with superintendents, principals, and board members, would often be improved if those in agricultural education were reading periodicals such as *The Nation's Schools, Overview*, or the *American School Board Journal*, which larger numbers of them read.

Too many in agricultural education

have considered that anything not labeled "agriculture" or "agricultural education" is irrelevant to their needs and interests. Actually, more that is relevant to our problems in agricultural education is to be found outside the literature of agricultural education than is to be found within it.

It is salutary that a larger percentage of teachers of vocational agriculture than of any other group of teachers are members of the National Education Association and that many teachers of agriculture have been given positions of leadership in general professional organizations. Many of these teachers are key figures in their school systems. A country superintendent has referred to one of them as the most valuable person in community relations in a school system in a city of 15,000. When the administration and the board of education failed in a bond election, this man was asked to organize the campaign for the next vote, which was successful.

## III

Vocational education in agriculture is not an isolated form of education. It is a part of occupational education, which encompasses even education for the professions. Counseling about agricultural occupations is a part of the general counseling students should receive. Agricultural education may make important contributions to the teaching of English, speech, mathematics, science, and other subjects. In fact, it is not possible to teach agriculture well without giving attention to them. It is not surprising that recent studies have shown high school graduates in vocational agriculture to be doing better in college than graduates generally. It is likely that many farm boys acquired their interest in the so-called "college preparatory subjects" and even much of their understanding of these subjects by seeing their relevance to agriculture, the field of major concern to them.

It is unfortunate that agricultural education has been organized almost entirely in the senior high schools. It could have as important relationships to the elementary schools, the junior high schools, the junior colleges, and the adult divisions of school systems. We have yet to work out our relationships with these important segments of the public school system. □

## IV

One of the first "facts of life" for a teacher of agriculture, or any other teacher in a public school system, is

that neither teachers nor administrators are policy-makers for public education. The making of policy is a citizen function in this country, to be performed by citizens as a whole or their authorized representatives. In the school districts, most of the policy is enacted by boards of education.

This statement does not imply that teachers of agriculture have no interest in policy-making or that they are to take no part in the development of the policy boards enact. Obviously, they have a great stake in the policies boards enact for they determine what can and cannot be done in the portions of the school systems in which they are employed.

They may and they should function in two principal ways in relation to their boards of education. They should indicate that they are interested in working under carefully developed policy, rather than acting as though they were private entrepreneurs operating their own businesses. They should be helpful to their boards of education in developing policies which make possible the type of agricultural education that will be most useful to the district.

Teachers of agriculture who are conscious of their "public relations" should recognize that these are the first two steps to be taken in getting into right relationships with the people of a district. You cannot bypass the constituted and elected public authorities and have good public relations.

## V

Many teachers of agriculture ask: How can you get past your superintendent of schools to have any relationships with a board of education that will not get you into trouble with the administration? The answer obviously is: You don't bypass the school administrators any more than you bypass the board.

Superintendents are usually overjoyed when they find a teacher who wants to work under policy and has ideas about the kind of policies that would promote the work for which he is responsible. Superintendents sometimes have a feeling of need for clarifying policies for agricultural education although they may not feel as strongly the need for policy for other parts of the system.

The approach to a board is always through the chief administrative officer. The first set of policies for agricultural education adopted by a local board of education was developed



cooperatively by a high school principal, a superintendent, and a teacher of agriculture.

In many school systems the administrators and the board of education have approved consulting committees for agricultural education established primarily to assist the board of education in developing policy for agricultural education. The teacher of agriculture goes with the superintendent (or his representative) and the committee to meetings with the board when these policies are under discussion.

There are legitimate and proper ways whereby teachers may work with boards of education, which vary from one school district to another. These are the only ways that should be employed.

It took the author many years to discover that the best approach to policy for agricultural education in a school system is to ask: What policy would be good for the system as a whole? If this question is well answered, almost all that could be desired for agricultural education will be provided and very little special policy for agricultural education will be required. Furthermore, in presenting the policy for agricultural education, that results from this approach, we in agricultural education are not special pleaders for our program but are urging adoption of a program that will fit into a well conceived school system.

## VI

There are many implications for supervisors and teacher educators in the comments which have been made.

Supervisors, whose favorite roles are as consultants, can do much to assist in adapting agricultural education to school systems. Supervisors should be welcome consultants to boards of education regarding local policies for agricultural education. Yet there are many school boards that have not conferred with a supervisor since their departments of vocational agriculture were first approved. A very few supervisors have been very successful in establishing the concept that they are potential consultants to boards of education as well as to teachers of agriculture and administrators and have met with boards with some regularity.

The education of teachers of agriculture to work in school systems is a critically important part of teacher education, which has too often been neglected. Teachers need to know how

the American public school system developed and the purposes it serves. They need to understand how it is controlled and the proper roles of boards, administrators, and teachers. Teacher educators too can be useful consultants to local boards and administrators, as well as to teachers of agriculture.

Both supervisors and teacher educators should associate actively with state and regional school board associations, state citizens committees, organizations of administrators, and the P.T.A. These associations broaden their concepts of education, help them to see how agricultural education fits into a local or a state school system, and offer many opportunities to develop in the members of these groups new attitudes toward agricultural education.

## VII

We have found in Illinois that we can get school board members, members of local citizens committees, and school administrators together in regional meetings to consider nothing but agricultural education. We should be in a much stronger position now if we had been doing this over the past forty years.

We are entering a period when there will be renewed public interest in all forms of education for useful work. There has not been as much discussion of this subject since the years before the passage of the Smith-Hughes Act as we have had during the past year. Agricultural educators should take advantage of this new interest and concern to talk with teachers of other subjects, administrators, and board members about the part their program could play in making more Americans economically self-sufficient and able to contribute to the welfare of others through their occupations.

A forthcoming publication of the Committee on Public Information of the American Vocational Association has been designed primarily to be passed out on special occasions when those who make or strongly influence policy for vocational-technical education are invited to see what is being done in this field and to talk about its further development for an evening or a day. It can also be used more casually with one's colleagues in a school system.

Often a fresh approach is needed in presenting an old subject attractively. We have the opportunity for this fresh approach now in the current

interest on the part of board members, administrators, and teachers in the development of post-high-school institutions other than four-year colleges. Many of them are seeing that vocational-technical education must have a prominent part in these institutions and the questions logically arise: What is the place of agricultural education in them? For what agricultural occupations could these institutions prepare?

For the past few years we have been shoring up the teaching of science, mathematics, and English, counseling, and college preparation, and they needed to be shored up. Those responsible for the public schools are now beginning to see the schools' limitations in vocational education. Pressures for more attention to it are reaching the school people from many sources. We should use to the full the new opportunities we have to think and talk about vocational education with others in our school systems. □

## Back Issues Available

Dr. Walter Bjaraker, Chairman, Department of Agriculture and Extension Education, University of Wisconsin, advises that his department has accumulated extra copies of the following volumes of Agricultural Education Magazines which the department would be glad to send to any state desiring same:

1. Complete sets of volumes 1-10-12-14-19-20-21-22-23-28-32.
2. Broken sets of volumes for all except 8 and 15.
3. No copies available for volumes 8-15.

Requests for these volumes should be sent directly to Dr. Walter Bjaraker, Chairman, Department of Agriculture and Extension Education, College of Agriculture, Madison, Wisconsin. □

*Orville Thompson of the University of California has been named as a new special representative from the Pacific Region to the Editing Managing Board of The Agricultural Education Magazine to replace Ralph W. Canada whose term expired. S. L. Sparkes of Tennessee will succeed Canada as chairman of the board of the Magazine.*



## Leadership Activities Which Promote Desirable Human Relationships

J. C. ATHERTON, Teacher Education, University of Arkansas

By virtue of my occupation as a Vo Ag teacher I am a leader of various groups and an active participant in others. I have the responsibility of leading several classes of in-school youth as well as adults in the experiences of learning. In addition to these formal teaching activities I participate in community agricultural programs. Then as a responsible citizen, I also take part in some of the civic, social, and religious activities of the community. These could have been the comments of any one of a number of our better teachers of vocational agriculture throughout the country.

Let's assume that you have called a meeting of the agricultural committee of the local Chamber of Commerce. This is your first time to participate as chairman of the group. Past experience and observation has made you aware that some meetings are productive whereas others are sterile. As an energetic conscientious individual, you are desirous of something beneficial resulting from the conference. This is a natural reaction; however, good group meetings are not necessarily the end product of wishful thinking. Prior planning and considerate leadership during the meeting are vital ingredients and must not be neglected.

### Why Hold the Meeting

If there is no valid reason for meeting it would be preferable to not assemble at all. A definite purpose or goal should be clearly established prior to any announcement being sent to the group inviting them to attend. Normally we call a committee meeting for the purpose of investigating a problem, developing a suggested plan of action or in order to keep the members informed of events which are of significance and of interest to this particular group. As an action or fact finding body, the committee in its proceedings should allow for full and frank discussion in which the knowledge and experiences of the individuals are pooled and used in arriving at conclusions. It is imperative that courses of action be taken only after there has been a full investigation of

the various facets of the problem. It is generally accepted that an informed people are in the best position to make rational decisions and to act intelligently upon them. Therefore, it is important that the ideas and knowledge of all be utilized effectively for the common good.

A much greater degree of satisfaction will be derived by the group itself when each person participates actively and when each feels that he has made a contribution.

### The Role of the Chairman

As the leader of the group, what are your duties and responsibilities? What will this committee expect you to do and what will they desire that you refrain from doing.

For purposes of simplification, it may be said that your responsibilities will fall into several broad areas, namely preparing for the meeting, starting the meeting, conducting the meeting, and arriving at a consensus.

1. *Preparing for the meeting.* You as the leader have a dual function to perform in caring for arrangements for the committee meeting. Organizing the physical setting is only a part of the task. Preparing yourself mentally for the occasion is quite important also.

It seems obvious if we are to conduct a meeting that some place should be secured in which to hold it. There may be the necessity of seeing that notice of the conference is given to each member of the committee. Sometimes it will be advantageous to send an agenda to each individual at the time they are notified of the meeting. The chairman or the program committee should decide upon the degree of detailed information to include in the agenda.

Heating, lighting, ventilating needs and other arrangements should be made for the comfort of the participants. A chalkboard is useful to many groups. You should consider also the advisability of providing paper and pencils for the occasion. The seating arrangements should be such that it is conducive to a free flow of conversation among the members.

It is not practical to predict with a high degree of accuracy just what turn your group meeting may take and it is also impossible to be prepared for all eventualities. However, there are several things you can do which will usually have an influence upon the degree of success you enjoy from your role as group leader. For example, an agenda carefully prepared and given to each member may assist you in keeping the discussion from straying. A broad understanding of the topic to be discussed should aid you in developing the various facets of the problem and a knowledge of the background of each individual in the group may provide you with valuable clues relative to the handling of a tense situation or in securing the active participation of one or more persons.

2. *Starting the meeting.* Getting off to a sound beginning will do much to raise your confidence. It can be the decisive factor in determining the degree of success you have as a group leader. Having cared for the physical arrangements satisfactorily, your immediate task is one of organizing the committee for work. This will involve putting the group at ease through appropriate introductory remarks and a statement of the purposes of the meeting. When it seems desirable you may give a brief review or background for this meeting. It is preferable that the committee be presented with the problem at hand in such a way that it arouses their interest and motivates their thinking. This tends to create in each a desire to do something about the situation. You may select from a variety of techniques, one which seems to hold promise of getting the session off to a good start. For instance you may begin with a story, or by asking questions, or by the use of a visual, or by simply stating the facts, or other similar means. The device selected is not as important as is the way it is used.

3. *Conducting the meeting.* Once the meeting is under way and the problem has been presented to the group your primary task is to keep the session going smoothly to its conclu-

sion and to insure that the various aspects of the item under discussion are examined thoroughly. In filling this role you will be concerned that arguments and personality clashes are kept to a minimum. You should foster an atmosphere of informality so that each participant feels at ease. One means of getting the group to see that it is not dominated by the chairman is to provide opportunity early in the session for group decisions. Here the committee will see that the entire body is important and that each has a part in determining the end results of the meeting. In all likelihood it will be necessary to encourage some members to express opinions and to relate pertinent experiences. You should be alert to opportunities for leading these individuals into contributing actively.

It is not unusual for a group to stray from the agenda or to major on a minor aspect of the problem to the neglect of the larger issue. Through frequent summaries and a review of the original problem you can bring the group back to the items scheduled to be acted upon.

At times you may be required to raise questions so that certain information may be secured and group thinking is stimulated upon important aspects of the situation. Particularly is this so if the discussion tends to bog down prior to a satisfactory conclusion having been reached.

4. *Arriving at a consensus.* Common sense and good judgment are required in order to determine when the group has sufficient information upon which to base a conclusion. Being too hasty in pushing for a conclusion can result in improper action being taken. On

the other hand a lengthy delay in reaching a decision can be frustrating with a loss of enthusiasm and interest on the part of group members.

As chairman we need to be aware that one of our goals is consensus on the problem at issue. However it is equally as important to realize that a committee with differing backgrounds, experiences and interests will not always be unanimous on each item. There may be several solutions each of which have merit and it is logical that some will prefer one while others another.

#### Checking Up

The following are some guidelines which can be of real assistance to you when planning the group meeting and also in evaluation of it after it is concluded.

##### Meeting Preparation

- a. An agenda was prepared
- b. Committee members were notified of the meeting
- c. The chairman was acquainted with the problem and background material
- d. The meeting room was arranged satisfactorily
- e. Essential materials and supplies were on hand
- f. The chairman was familiar with the background of committee members

##### Starting the Meeting

- a. The meeting started on time
- b. The group was put at ease early in the period
- c. The chairman introduced the problem to the group
- d. Background for the problem was given

e. Interest of the group was aroused

f. Thinking by the group was motivated

##### Conducting the Meeting

- a. The meeting was conducted informally
- b. Interest was aroused and maintained
- c. Discussion was maintained on the items in the agenda
- d. Each member was given opportunity to express himself
- e. The topic was covered thoroughly
- f. The chairman avoided giving solutions
- g. Summary of the meeting was made at intervals

##### Concluding the Meeting

- a. A workable decision was reached by the group
- b. The meeting ended on time
- c. A summary was made of the pertinent decisions by the group
- d. The decision was worded clearly and decisively

##### Personality of the Group Leader

- a. The leader was calm and at ease
- b. The leader was prepared on the topics to be discussed
- c. The leader exhibited enthusiasm
- d. The leader was tactful in dealing with committee members
- e. The leader was punctual—meeting began on time and ended on time
- f. The leader was easily understood by the group
- g. The leader was patient, poised, and self-restrained
- h. The leader showed appreciation of member contributions □



## Keeping Your Administrators Up-to-Date On Vocational Agriculture

HAROLD TURPIN, Vo-Ag Teacher, Manson, Iowa

Many articles have been written both for and against vocational agriculture as taught in the public schools. This is good, however it will do more good if we let school administrators know what we are doing and let them do some of our boasting.

Because of weak programs, some administrators are doubtful of the value of vocational agriculture. When a teacher reports to his principal what he has done, he will be more likely

to do something worth mentioning.

I have improved my program considerably since I started making monthly reports to the school administration and the school board. It has also helped the prestige of vocational agriculture. I give a copy of each monthly report to the high school principal, the school superintendent, each board member, the sponsor of the high school news bulletin and often to the state vo-ag supervisors.

Here is the outline of the report I usually follow:

#### Vocational Agriculture Monthly Report

Manson Community School  
Month of \_\_\_\_\_

- I. Day School Accomplishments
  - A. Ag. I Classwork (Here I list the units taught, methods, visuals, shop projects, evaluation and

- problems solved)
- B. Ag. II Classwork (Here I list the units taught, methods, visuals, shop projects, evaluation and problems solved)
- C. Ag. III & IV Classwork (Here I list the units taught, methods, visuals, shop projects, evaluation and problems solved)
- D. Day school farm visits (Here I list the names of boys visited, purpose, accomplishments and problems)
- II. Adult Farmer Program
- A. Adult farmer meetings held (Topics, attendance and pertinent information)
- B. Farm visits made by instructor to adult farmers (Purpose and Accomplishments)
- C. Farm mechanics activities in farm shop by adults
- III. FFA Activities and Accomplishments
- A. FFA meetings and summary of minutes
- B. Committee meetings reports
- C. Status of Duroc sow chain hogs
- IV. Miscellaneous activities
- A. Extra-curricular activities of the instructor
- B. Community services and activities
- V. Plans for next month (General outline of plans for each class, adult farmer program, the FFA, reports to make and miscellaneous plans)

- VI. Summary for the month
- A. Farm visit totals
- B. Publicity—letters and telephone calls, news articles
- C. Mileage report to the superintendent

It takes a little time to prepare this report, but it is worth while. By doing so one reviews his accomplishments for the past month. By keeping each monthly report in the file, the teacher has a reference if the need arises. One has a complete list of units and problems covered in each class. Should there be a change of instructors the material would be of considerable help to the successor. The making of the report challenges the teacher to be worth his pay. It has helped me and I would not want to stop the practice. □

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## The Relation of High School Vocational Agriculture and Science to Achievement in the College of Agriculture

GERALD J. SCHMIDT, Teacher of Vocational Agriculture, Iowa Falls, Iowa

Recent investigations point out that today 35 percent of American youth attend a college or university. This high percentage of youth desiring college work presents a problem to those responsible for curriculum planning and student guidance. The best course pattern for college preparation is not always known. There may also be uncertainty on the part of the high school student as to exactly what his ambitions and abilities are. Consequently he may embark upon a course designed along a vocational pattern and then after completing this training find that he desires to enter college.

A person providing guidance finds himself evaluating the courses advisable for the individual student to study which will best prepare him for higher education and for his future.

The question is often asked, "How well will a student do who enters college with a background other than that which is traditionally thought of as being college preparatory?"

### A Study Is Planned

The major purpose of this investigation was to determine the relationship between the academic achievement of students enrolled in the College of Agriculture at the Iowa State University and the number of semester credits of high school vocational agriculture and science completed by the student. A second purpose of this study was to show the relationship between some of the other

predictors commonly used in counseling students in the College of Agriculture and their relationship to semester credits of high school vocational agriculture and science.

### The Students Studied

The sample for this investigation involved 287 male students who were graduated from Iowa high schools in 1955 and matriculated in the freshman class in the fall of 1955 in the College of Agriculture. The records of those students were analyzed and from the data sixteen variables were selected. Information was coded and punched on IBM cards. An electronic computer was used and intercorrelations among the variables were ar-

ranged in a 16 variable matrix. Table 1 lists the variables used and shows the complete matrix.

A study of the matrix revealed a number of significant relationships which should be useful to guidance directors, college counselors, teachers, and high school and college administrators. Some of the highlights of the above matrix are summarized below.

### Quality Point Averages

There was a positive relationship between high school quality average and the number of semesters of vocational agriculture (.12), and total high school agriculture (.12). At the same time there was a negative correlation of  $-.12$  between semesters of



Pictured are Mr. and Mrs. Glen Nachazel and son Gary and Mr. Gerald J. Schmidt, teacher of vocational agriculture at the Iowa Falls Community Schools, Iowa Falls, Iowa, reviewing Gary's high school program which will help him to prepare to enter the College of Agriculture at the Iowa State University of Science and Technology in the fall of 1963. Mr. Nachazel was a former Vo Ag student at Iowa Falls.



high school general agriculture and high school quality point average. These correlations give some indication of the quality of students who enroll in vocational agriculture.

It was interesting to note that students who had no vocational agriculture had a mean quality point average of 2.63 while those who had seven to eight semesters of vocational agriculture had an average of 2.76.

It was also interesting to note that there was no significant correlation between semesters of high school science and high school quality point averages. Those students who had no semesters of high school science had a mean quality point average of 2.72 while those who completed seven to eight semesters of science had an average of 2.63.

There was a significant correlation between first quarter quality point averages and semesters of high school vocational agriculture (.20), total agriculture (.19), quantitative thinking (Q scores) (.37), linguistic thinking (L scores) (.37), reading speed scores (.27) reading comprehension scores (.40), English placement scores (.43), and high school quality averages (.68). High school average was more highly correlated with first quarter college quality point averages than were any of the other variables. Here again it appeared that high school quality point average was one of the better predictors of college achievement. There was no correlation between first quarter college quality point average and semesters of high school science or general agriculture.

A study of some common quality point averages revealed that those students who had no vocational agriculture had a high school average of 2.63 and a first quarter college average of 1.89 and a final college average of 1.98. Those students who had seven to eight semesters of vocational agriculture had a high school average of 2.76, a first quarter college average of 2.18 and a final college average of 2.22.

An interesting finding was made by comparing the number of semesters of high school science and seven to eight semesters of science and high school and college quality point averages as had been done with vocational agriculture. Those students who had no semesters of high school science had a mean high school average of 2.72, a first quarter college average of 1.97 and a final college average of 1.96. However, those students with seven to eight semesters of high school science had a high school average of 2.63, a first quarter average of 2.00 and a final college average of 2.03. The college quality point averages of the group having had seven to eight semesters of high school science were approximately .18 of a point lower than the group which had seven to eight semesters of high school vocational agriculture.

When final college quality point averages were correlated with certain other variables, two correlations stood out above the others. These were high school quality point average (.71), and first quarter quality point average (.85) which indicated that quality point averages were closely associated.

The Competition of Courses

A highly significant negative correlation of (-.24), was found between the number of semesters of vocational agriculture and science. It appeared that there was some substitution of science for vocational agriculture or vocational agriculture for science courses in high school. This correlation would normally be expected in a high school where the number of courses which may be taken each year by the student are limited.

Reading Ability

It was found that the student's reading speed scores were found to be significantly correlated with the Q scores (.38) and L scores (.57). These correlations seemed to indicate that high reading speed was associated with greater quantitative and linguistic ability. The correlations between the student's reading comprehension scores and Q and L scores yielded significant correlations. The correlations were Q score .43 and L score .68. These correlations are similar to those found with the reading speed scores. This may indicate that a high rate of reading speed and comprehension was associated to some extent with greater quantitative and linguistic ability. One of the highest coefficients of correlations was between reading speed and reading comprehension scores. The coefficient of .75 reinforced a commonly accepted fact that, in general, high reading speed is quite highly associated with high reading comprehension.

Table 1. Intercorrelations between certain factors affecting the achievement of high school graduates in the College of Agriculture.

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16
Semesters of high school science	1															
Semesters of high school vocational agriculture	2	-.24														
Semesters of high school general agriculture	3	-.04	-.34													
Semesters of high school agriculture	4	-.26	.97	-.11												
Q score of the ACE	5	.15	.04	-.09	.02											
L score of the ACE	6	.15	.04	-.16	.00	.52										
Reading speed score	7	.05	-.01	-.06	-.02	.38	.57									
Reading comprehension score	8	.03	.03	-.10	.01	.43	.68	.75								
English placement score	9	.03	.10	-.01	.10	.47	.60	.43	.57							
High school quality point average	10	-.03	.12	-.12	.12	.39	.37	.22	.37	.49						
First quarter college quality point average	11	.00	.20	-.09	.19	.37	.37	.27	.40	.43	.68					
Final college quality point average	12	.00	.18	-.13	.15	.37	.32	.21	.35	.37	.71	.85				
Graduation from the College of Agriculture	13	.08	.14	-.03	.14	.24	.18	.10	.20	.25	.37	.45	.51			
Entered Agricultural Education	14	-.07	.21	-.02	.21	-.07	-.12	-.08	-.03	-.11	.01	.00	.08	.04		
Entered Animal Husbandry	15	-.01	-.02	.08	.00	.04	-.06	-.16	-.09	.05	.13	.07	.10	.06	-.19	
Entered Farm Operations	16	-.06	-.04	.11	-.02	-.04	-.04	.03	-.03	-.02	-.09	-.02	.14	-.14	-.32	-.39

1 percent level of significance .15  
5 percent level of significance .12  
(with N = 287)

- 1. Semesters of high school science
- 2. Semesters of high school vocational agriculture
- 3. Semesters of high school general agriculture
- 4. Semesters of high school agriculture
- 5. Q score of the ACE
- 6. L score of the ACE
- 7. Reading speed score
- 8. Reading comprehension score
- 9. English placement score
- 10. High school quality point average
- 11. First quarter college point average
- 12. Final college quality point average
- 13. Graduation from the College of Agriculture
- 14. Entered Agricultural Education
- 15. Entered Animal Husbandry
- 16. Entered Farm Operations

### Future Vocational Agriculture Teachers

It was interesting to note that there was a correlation of .21 between semesters of high school vocational agriculture and the tendency to enroll in the curriculum of Agriculture Education in college. There was no significant correlation between semesters of vocational agriculture and the tendency to enter any of the other curricula studied.

### A Final Analysis

In a final analysis it was found that there was a significant relationship between the number of semesters of high school vocational agriculture and achievement in the College of Agriculture. There was no significant relationship found between the number of semesters of high school science and achievement in the College of

Agriculture at the Iowa State University of Science and Technology.

It was also found that the Q, L, reading speed, reading comprehension, and English placement scores were significantly correlated with first quarter and final quality point averages achieved in college. However, it appeared that high school quality point average was the best single predictor of achievement in the College of Agriculture when achievement was considered in terms of first quarter college quality point averages, final quality point averages, and the tendency to graduate from the College of Agriculture. Therefore, it may be advisable that more emphasis be placed on quality point averages when high school students are counseled in curriculum planning which may be considered as preparation for a college of agriculture.

Farm boys in some high schools have had difficulty scheduling programs involving three to four units of English, three units of science, three units of mathematics, three units of social studies, and four units of vocational agriculture. Many boys have been advised to omit vocational agriculture from their schedules in order to include additional courses in mathematics and science as preparation for enrollment in a college of agriculture. While most teachers of vocational agriculture would recommend the previously enumerated units of instruction as preparation for enrollment in a college of agriculture, the results of this investigation indicated that additional units of vocational agriculture had more to do with achievement in a college of agriculture than additional units of science in high school. □

## Studies in Progress in Agricultural Education

A list of studies in progress which will be completed during the coming year has been published each year in an early summer issue of this magazine. Graduate students and others in Agricultural Education who are about to develop a study can very well make use of such a list. It should be a required reference for students enrolled in research courses in Agricultural Education. In this way, it would serve two functions: That of providing ideas for a study which may be undertaken and that of providing information concerning studies related to one underway. There is no question but what research effort in Agricultural Education would be strengthened if several persons conducting related studies were able to keep in touch with the developments of others prior to the completion of research.

For those who are not engaged in research this list provides an indication of the type of research which is underway in the profession and of some possible forthcoming answers to professional problems.

G. L. O'Kelley, Professor of Agricultural Education at the University of Georgia and who is chairman of the Research Committee of the Agricultural Section of the American Vocational Association was responsible for securing this information with the help of representatives in each of the regions.

### ATLANTIC REGION

Compiled by Glenn Z. Stevens  
Pennsylvania State University

ANNIS, WILLIAM H., "Determining the Use Made of One Type of Record Book for Vo-Ag Students on Farm Placement." Staff Study, Agricultural Teacher Training, University of Massachusetts.

ANNIS, WILLIAM H., "Teachers Opinions of the Present Vo-Ag Contest and Award Program with Implications for Revision." Staff Study, Agricultural Teacher Training, University of Massachusetts.

ANTHONY, FRANK, "A Comparison of Methods of Teaching Firearm and Hunting Safety in Selected Pennsylvania Schools." Staff Study, Department of Agricultural Education, The Pennsylvania State University.

BAHNER, PAUL E., "Relation of Systems of Dairy Barn Management Used by Young Adult Farmers to Selected Production Efficiency Factors." Paper, M. Ed., Department of Agricultural Education, The Pennsylvania State University.

BAIL, JOE P., "Practices Used by Teachers of Agriculture in Conducting On-Farm Instruction in New York State." Non-thesis study, Agricultural Education Division, Cornell University.

BROWN, ARTHUR, "Study of the Purpose and Character of Degree Programs in Agriculture in Selected Privately Controlled Liberal Arts Colleges." Thesis, Ed. D., School of Education, Rutgers University.

COOK, DONALD E., "Placement Status of Agricultural Education Majors who were Graduated at West Virginia University—Years 1950-1960." Thesis, M. S., Agricultural Education Department, West Virginia University.

DENNISTON, ROY, "A Study of Personal Influences Causing Students to Enroll in the New York State College of Agriculture." Essay, M. Ed., Agricultural Education Division, Cornell University.

EAKIN, HARRY W., "The Weston State Farmers Market and Other Factors Influencing the Success of the Strawberry Enterprise for Jane Lew Vo-Ag Students and Other Growers in Central West Virginia." Problem, M. S., Agricultural Education Department, West Virginia University.

HARRISON, RICHARD, "Determining the Opportunity Selected Vocational Agriculture Departments Offer to Acquire the Knowledge and Attitudes Necessary in Selected Agricultural Occupations." Essay, M. S., Agricultural Education Division, Cornell University.

- HERNDON, LEO P., "Expectations of the Agricultural Education Program as Expressed at the Local School Level in New York." Thesis, Ed. D., Agricultural Education Division, Cornell University.
- HESS, CHARLES F., "An Evaluation of Selected Factors Involved in Placing Students for Satisfactory Farm Work Experience." Paper, M. Ed., Department of Agricultural Education, The Pennsylvania State University.
- JONES, ROBERT C., "A Follow-up Study of BVA Graduates, College of Agriculture, Between 1948-1961." Staff Study, School of Education, University of Massachusetts.
- JONES, ROBERT C., "Determination of the Skills and Knowledges in Farm Mechanics Needed by Individuals Planning to Enter Some Phase of the Farm Machinery Industry." Staff Study, School of Education, University of Massachusetts.
- KERWOOD, ROBERT V., "The Role of Vocational Agriculture in Part-Time Farming in the Ravenswood High School Community Area of West Virginia." Thesis, M. S., Agricultural Education Department, West Virginia University.
- LAYMAN, RALPH M., "Basic Principles for Selected Areas of Vocational Agriculture." Paper, M. Ed., Department of Agricultural Education, The Pennsylvania State University.
- LEGG, OTTO P., "Programmed-Instruction and Lecture-Discussion Methods Compared for Effectiveness in Teaching Agricultural Finance to Vocational Agriculture Students." Thesis, D. Ed., Department of Agricultural Education, The Pennsylvania State University.
- LOUGHRY, ROBERT J., "Comparative Effectiveness of Teaching Skills Required for Success in Two Off-Farm Agricultural Occupation Areas." Thesis, D. Ed., Department of Agricultural Education, The Pennsylvania State University.
- LOVE, EDWIN LAMAR, "Characteristics of Young Men Who Enter and Continue in Farming." Paper, M. Ed., Department of Agricultural Education, The Pennsylvania State University.
- MALLERY, JOHN S., "The Opportunities for Wholesale Farm Equipment Salesman and Serviceman and the Competencies Needed for Entry in New York." Essay, M. Ed., Agricultural Education Division, Cornell University.
- McCLAY, DAVID R., "The Comparative Effectiveness of Two Types of Organizing and Teaching Farm Credit to Vocational Agriculture Classes." Staff Study, Department of Agricultural Education, The Pennsylvania State University.
- MUELLER, RAYMOND G., "A Study of the Reasons for Loss of Members in the Dairy Herd Improvement Association of Cecil County, Maryland." Paper, M. Ed., Agricultural Education, University of Delaware.
- ROBERTS, GEORGE E., "A Study of the Exceptional Student in Selected Vocational Agricultural Departments in New York State." Thesis, M. Ed., Agricultural Education Division, Cornell University.
- ROSE, WILBUR B., "An Analysis of the Conservation Practices Planned and Those Established on Farms of Young Farmers of Punxsutawney High School." Paper, M. Ed., Department of Agricultural Education, The Pennsylvania State University.
- SHOUP, CHARLES A., "Factors Influencing the Decisions of Agricultural Education Graduates to Enter Occupations Other Than the Profession of Teaching Vocational Agriculture." Essay, M. S., Agricultural Education Division, Cornell University.
- SWECKER, JOHN B., "Criteria for Planning Instructional Programs in Agricultural Education." Thesis, Ed. D., Agricultural Education Division, Cornell University.
- High School Graduates in Vocational Agriculture in Ohio." Special Study, Department of Agricultural Education, The Ohio State University.
- BENTLEY, RALPH R. and REMPEL, AVERNO M., "A Comparison of Selected Factors in Schools Where the Morale of Vocational Agriculture Teachers is 'High' with Schools Where the Morale of Vocational Agriculture Teachers is 'Low.'" Non-Thesis Study, Department of Education, Purdue University.
- BENTLEY, RALPH R. and CLOUSE, JAMES P., "Agriculture College Freshmen and Factors Influencing Their Vocational Choices." Non-Thesis Study, the Division of Education, Purdue University.
- BISHOP, JOHN E., "Factors Influencing Occupational Choices of Winter-set Vocational Agriculture Graduates." Thesis, M.S., Vocational Education Department, Iowa State University.
- BODY, FRED L., "Trends in Curriculum in Ohio High Schools Offering Vocational Agriculture." Thesis, M.S., Department of Agricultural Education, The Ohio State University.
- BOUCHER, LEON W., "The Development and Evaluation of a Family Farm Management Educational Program for Ohio Young Farmers." Dissertation, Ph.D., Department of Agricultural Education, The Ohio State University.
- BRONSON, C. A., "An Evaluation of Teacher Education Programs in Selected Institutions in Southeastern United States." Dissertation, Ph.D., Department of Agricultural Education, The Ohio State University.
- BRYANT, C. DOUGLAS, "Role Priorities as Perceived by Student and Beginning Teachers of Vocational Agriculture in North Carolina." Thesis, Ed.D., College of Education, Michigan State University.
- CALDERWOOD, FRANCIS R., "An Analysis of the Characteristics and Interests of People Viewing Cooperative Extension Service Programs Presented Over WJW-TV, Cleveland, Ohio." Thesis, M.S., Department of Agricultural Education, The Ohio State University.
- CHRISTENSEN, VIRGIL E., "The Home Farm Enterprises, Supervised Farming Program Experiences, and Individual Characteristics as Factors Influencing Acquisition and Retention of Learning in Vocational

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#### CENTRAL REGION

Compiled by Walter T. Bjoraker  
The University of Wisconsin

- ALGER, LEON and CLARK, R. M., "A Study to Develop a Vocational Education Training Program at High School Level for Occupations with Farm Service Business." Staff Study, Michigan Department of Public Instruction and the College of Education, Michigan State University.
- AZIZ, ABEDL F. A., "A Study of Selected Socio-Economic and Cultural Factors Affecting the Role of Agricultural Education in Relation to Establishment in Farming in the United Arab Republic: Egypt." Thesis, Ph. D., Agricultural Education Division, University of Illinois.
- BENDER, RALPH E., "Continuing Study of Vocational Placement of

- Agriculture." Thesis, Ph.D., Department of Agricultural and Extension Education, The University of Wisconsin.
- CLARK, RAYMOND M., "The Use of Instructional Materials Under Two Different Systems of Teaching Farm Mechanics." Staff Study, College of Education, Michigan State University.
- CUNNINGHAM, J. V., "The Use of Time on the Part of High School Students in Vocational Agriculture." Thesis, M.S., Department of Agricultural Education, The Ohio State University.
- DIEHL, VIRGIL, "A Study of the Opinions of Wisconsin Vocational Agriculture Instructors Concerning the Role of the State FFA Judging Contest as a Teaching Aid." Thesis, M.S., Department of Agricultural and Extension Education, The University of Wisconsin.
- DOOLEY, DELMER J., "Operational Interpretation of the Agricultural Education Program for Iran." Dissertation, Ed.D., Agricultural Education Department, University of Missouri.
- DRAKE, WILLIAM E., "The Role Expectations of Teachers of Vocational Agriculture." Thesis, Ph.D., College of Education, Michigan State University.
- FREEH, LAVERN A., "Characteristics and Influence Patterns of Students Enrolling in Agricultural Curricula at Michigan State University." Thesis, Ph.D., College of Education, Michigan State University.
- GARDNER, HARRISON, "Educational Needs for Initial Employment in Occupations Serving the Dairy Farmer." Thesis, Ph.D., College of Education, Michigan State University.
- GIBSON, ROBERT H., "Effects of Nonvocational Loads on Programs of Vocational Agriculture in Tennessee." Dissertation, Ed.D., Agricultural Education Department, University of Missouri.
- GRIMM, FREDERICK T., "A Study of the Educational Needs of Farm Roadside Market Operators in the Toledo, Ohio, Area." Thesis, M.S., Department of Agricultural Education, The Ohio State University.
- HOERNER, THOMAS A., "Relation of High School Vocational Agriculture to Achievement in Agricultural Engineering Courses at The Iowa State University." Thesis, M.S., Vocational Education Department, Iowa State University.
- HOLLINGER, DANIEL, "Safety Promotion Programs of Future Farmer Chapters in Ohio." Thesis, M.S., Department of Agricultural Education, The Ohio State University.
- HOLZ, ALFRED H., "Approved Livestock Production Practices Used by Farmers in Brookings County, South Dakota." Field Study, M.V. Ed., Vocational Education Department, Iowa State University.
- HORNER, JAMES T., "Former Students of Vocational Agriculture in Nebraska Evaluate High School Vocational Education Provided." Non-thesis, Department of Vocational Education, University of Nebraska.
- HORNER, JAMES T., and WARD, A. B., "Employment Opportunities in Nonfarm Agricultural Occupations in Nebraska." Non-thesis, Department of Vocational Education, University of Nebraska.
- HOWARD, RICHARD, "Agricultural Information Programming of Commercial Radio Stations in Ohio." Thesis, M.S., Department of Agricultural Education, The Ohio State University.
- JENSEN, ARNOLD, "Agricultural Instruction in Correctional Institutions." Thesis, M.S., Department of Agricultural and Extension Education, The University of Wisconsin.
- JUMP, CLIFFORD, "The Vocational Interests of Junior and Senior Students in the Mt. Vernon High School." Thesis, M.S., Department of Agricultural Education, The Ohio State University.
- KIRBY, ALGEE G., "An Investigative Study of Audio-Visual Instructional Needs of Teachers of Vocational Agriculture in Arkansas With Suggestions for Conducting In-Service Training Programs." Dissertation, Ed.D., Agricultural Education Department, University of Missouri.
- KROETZ, MARION, "An analysis of the Use of Soil Testing in Hancock County, Ohio." Thesis, M.S., Department of Agricultural Education, The Ohio State University.
- LAMBERTH, EDWIN E., "An Appraisal of Local Programs of Vocational Agriculture in Tennessee by Secondary School Principals." Thesis, E. D., Department of Agricultural Education, University of Kentucky.
- MCCOMAS, JAMES, "The Role of the Teacher of Vocational Agriculture as Perceived by Selected Teachers and Their Administrators." Dissertation, Ph.D., Department of Agricultural Education, The Ohio State University.
- MCCRACKIN, JOHN DAVID, "Relation of High School Vocational Agriculture to Achievement in College Courses in Agronomy." Thesis, M.S., Vocational Education Department, Iowa State University.
- MCDONOUGH, THOMAS J., "An Analysis of Farmer Participation in Cooperative County Grain Elevators in Sandusky County, Ohio." Thesis, M.S., Department of Agricultural Education, The Ohio State University.
- MCINTOSH, BOOKER T., "The Farming Status of Negro Farmers in Charleston County, South Carolina." Field Study, M.V. Ed., Vocational Education Department, Iowa State University.
- MCNUTT, THOMAS, "The Use of Resource Persons in Adult Education Programs in Vocational Agriculture." Thesis, M.S., Department of Agricultural Education, The Ohio State University.
- MCRILL, ARLEN, "The Intellectual Abilities of Freshman Students of Vocational Agriculture in Shelby County, Ohio." Thesis, M.S., Department of Agricultural Education, The Ohio State University.
- MEADERS, O. DONALD, "Follow-up Study of Graduates from Taiwan Vocational Agriculture Schools for Years 1950, 1955, and 1959." Staff Study, Michigan State University Advisory Groups and Provincial College of Agriculture, Taichung, Taiwan, China.
- MILLER, DIRK W., "Factors Affecting Vocational Choices of Seniors in Eight Iowa High Schools." Thesis, M.S., Vocational Educational Department, Iowa State University.
- NICHOLSON, JOHN, "An Analysis of Orientation Training of First-year 4-H Advisors in Ohio." Thesis, M.S., Department of Agricultural Education, The Ohio State University.
- PARROTT, ELLWOOD S., "An Evaluation of the Forced-Choice System of Personnel Performance Appraisal for Apprentice Trainees in Ohio." Thesis, M.S., Department of Agricultural Education, The Ohio State University.



- PHIPPS, L. J.; HEMP, P. E.; KREBS, A. H.; and WARMBROD, J. R.; "Educational Programs for Vocational-Technical Workers in Agricultural Business and Industry." Staff Study, Agricultural Education Division, University of Illinois.
- PHIPPS, L. J., "Illinois Young Farmer Study." Agricultural Education Division, University of Illinois.
- PHIPPS, L. J., "Analysis of Vocational Agriculture Program in Illinois." Agricultural Education Division, University of Illinois.
- SCHROEDER, WAYNE L., "Factors Related to the Academic Success of Male College Students from Five Selected Wisconsin Counties." Thesis, Ph.D., Department of Agricultural and Extension Education, The University of Wisconsin.
- SEN, RAGHUBIR, "An Evaluation of the Extension Phase of Apprenticeship Teaching in Ohio." Thesis, M.S., Department of Agricultural Education, The Ohio State University.
- TAYLOR, ROBERT E., "Analysis of the Role of State Supervision of Vocational Agriculture in Ohio." Non-thesis Study, Department of Agricultural Education, The Ohio State University.
- TESKE, PHILIP R., "Selected Trends in Farming in Indiana With Implications for Planning Vocational Agriculture Programs." Non-Thesis Study, Department of Education, Purdue University.
- TESKE, PHILIP R., "Education of the Farm Population in Indiana." Non-Thesis Study, Department of Education, Purdue University.
- TESKE, PHILIP R., "Selected Characteristics of Programs of Vocational Agriculture in Five Vocational Agriculture Districts in Indiana." Non-Thesis Study, Department of Education, Purdue University.
- TESKE, PHILIP R., "Are We Training Enough Future Farmers?" Non-Thesis Study, Department of Education, Purdue University.
- THOBURN, HAROLD, "Corn Production Yields and Practices With Implications for an Agronomy Program in Lorain County, Ohio." Thesis, M.S., Department of Agricultural Education, The Ohio State University.
- TIMMONS, ROBERT L., "Activities of Ohio 4-H Agents in Promoting Junior Fairs." Thesis, M.S., Department of Agricultural Education, The Ohio State University.
- UTTECH, RALPH O., "Educational and Occupational Guidance of Male High School Students of Five Selected Wisconsin Counties With Special Emphasis on Influencing Factors." Thesis, M.S., Department of Agricultural and Extension Education, The University of Wisconsin.
- VANBUREN, PAUL, "Opportunities and Training Needs of Selected Farm-Related Occupations in Central Ohio." Thesis, M.S., Department of Agricultural Education, The Ohio State University.
- WALL, JAMES E., "The Utilization of Michigan State University Agricultural Publications in Selected Vocational Agricultural Activities." Thesis, Ph.D., College of Education, Michigan State University.
- WARMBROD, J. R., "State Policies for Distributing State and Federal Funds for Vocational Education in Agriculture to Local School Districts." Thesis, Ed. D., Agricultural Education Division, University of Illinois.
- WARNER, H. H., "The Intellectual Abilities of Freshman Students of Vocational Agriculture in Wood County, Ohio." Thesis, M.S., Department of Agricultural Education, The Ohio State University.
- WEED, JOSEPH B., "Relation of High School Background to Present Occupations of 1950-1960 Male High School Graduates in the Glidden Ralston Community." Thesis, M.S., Vocational Education Department, Iowa State University.
- WELSH, ROBERT S., "Farmers Opinions Regarding the Program of Adult Education in Vocational Agriculture." Thesis, M.S., Department of Agricultural Education, The Ohio State University.
- WOODIN, RALPH J., "The Development of Achievement Tests for Students in Vocational Agriculture." Non-Thesis Study, Department of Agricultural Education, The Ohio State University.
- YOUNG, DAVID B., "Agricultural Employment Opportunities in the Toledo, Ohio, Vicinity." Thesis, M.S., Department of Agricultural Education, The Ohio State University.

## PACIFIC REGION

Compiled by S. S. Sutherland  
University of California

- ANDERSON, HAROLD B., "The Use of the Vocational Agriculture Teacher's Time During the Summer." Master's Report, M.E. Agricultural Education Section, Colorado State University.
- DENNLER, ROBERT W., "Policies in Relation to Farm Mechanics Instruction in Idaho." Thesis, M.S., 1962, University of Idaho.
- DOBLER, WILLIAM L., "A General Study of Veterans Who Received Institutional On-Farm Training in Colorado." Non-thesis study, State Board for Vocational Education, Colorado.
- DOUGLAS, DALE B., "An Evaluation of the Educational Objectives of Vocational Agriculture by Idaho School Administrators." Thesis, M.S., 1962, University of Idaho.
- ENGLISH, GEORGE, Jr., "The Need for Instruction in Agriculture in Districts One and Three of the Navajo Indian Reservation." Problem, M. Agr. Ed., Agricultural Education Department, University of Arizona.
- FERGUSON, JOHN M., "A Follow-up of Agricultural Education Graduates at Oregon State University 1950-59." Thesis, Ed.M., Agricultural Education Department, Oregon State University.
- FOWLER, FREDERICK A., "A proposed Farm Forestry Curriculum for Vocational Agriculture." Thesis, M.S., Agricultural Educational Department, Oregon State University.
- GROEGER, RONALD J., "Reactions of Colorado School Administrators for the Purpose of Improvement of Programs of Vocational Agriculture in Colorado." Master's Report, M.E., Agricultural Education Section, Colorado State University.
- HALL, DONALD E., "Needs of In-service Teachers of Vocational Agriculture in Technical Agriculture." Master's Report, M.E., Agricultural Education Section, Colorado State University.
- HOLMBERG, DONALD R., "Factors Affecting Morale of Teachers of Vocational Agriculture in Nebraska." Master's Report, M.E., Agricultural Section, Colorado State University.
- LARSHUS, LEONARD, "F.F.A. Activities During the Summer." Master's Report, M.E., Agricultural

- Education Section, Colorado State University.
- McEWEN, GARY N., "Occupations Followed by Former Vocational Agriculture Students in the State of Idaho." Thesis, M.S., 1962, University of Idaho.
- MEDER, RICHARD T., "A Nine Weeks Course in Agriculture for Nonvocational Students in the Ninth Grade of Washington High School." Problem, M. Agr. Ed., Agricultural Education Department, University of Arizona.
- MERRILL, KEITH C., JR., "A Suggested Course of Study in Farm Mechanics for Vocational Agriculture for High Schools in Idaho." Thesis, M.S., Agricultural Education, Utah State University, 1962.
- NOEL, WRIGHT R., "Placement of Vocational Agricultural Students." Thesis, M.S., Agricultural Education Department, Oregon State University.
- NORENBERG, CURTIS D., "A Policy Statement for Departments of Vocational Agriculture." Master's Report, M.E., Agricultural Education Section, Colorado State University.
- PEDERSON, OLAF C., "Achievements of Former Vocational Agriculture Students." Master's Report, M.E., Agricultural Education Section, Colorado State University.
- PEREZ, JOSE C., "Status of Former Vocational Agriculture Students in the Central Zone of Puerto Rico." Master's Report, M.E., Agricultural Education Section, Colorado State University.
- SHAWEN, ROBERT J., "A Study of the Needs In Farm Record Book Instruction for Idaho Adult Classes." Thesis, M.S., 1962, University of Idaho.
- SNEATH, FRED E., "The Need and Interest for Adult Farmer Instruction." Master's Report, M.E., Agricultural Education Section, Colorado State University.
- SPICER, WILLIAM K., "Non-farm Boys in Vocational Agriculture." Master's Report, M.E., Agricultural Education Section, Colorado State University.
- STODDARD, ROBERT L., "Dry Lot Compared to Pasture Feeding in an Area of Limited Rain Fall and Irrigation Water." Thesis, M.S., Agricultural Education, Utah State University, 1962.
- SUTHERLAND, SIDNEY S., and W. EARL SAMS, "Biological Principles Related to Agriculture." Staff Study, 1962, University of California, Davis.
- SUTHERLAND, SIDNEY S., and ORVILLE E. THOMPSON, "Guidelines for Agri-Business Curricula in the Junior Colleges." Staff Study, 1962, University of California, Davis.
- THOMPSON, ORVILLE E., "A Study of Personal Characteristics and Occupational Values of High School Agriculture Students." Staff Study, In Progress, University of California, Davis.
- THOMPSON, ORVILLE E., "Relationship of Personal Values of High School Teachers of Agriculture With Value Patterns of Their Students." Staff Study, In Progress, University of California, Davis.
- THOMPSON, ORVILLE E., "Comparison of Personal Characteristics, Occupational Values and Personal Values of High School Agriculture Students With Other High School Students." Staff Study, In Progress, University of California, Davis.
- WAGNER, GERALD, "Agricultural Skill for Vocational Agriculture Students." Master's Report, M.E., Agricultural Education Section, Colorado State University.
- WARFIELD, DAN L., "The Evaluation of the Vocational Agriculture Summer Program by Washington School Superintendents." Thesis, M.S., University of Idaho.
- WILLIAMS, THOMAS A., "Opinions of Administrator Concerning the Year-Round Employment of Vo-Ag Teachers." Thesis, EdM., Agricultural Education Department, Oregon State University.
- CABERTAN, DOMINGO CORTEZ, "College Preparation and Professional Growth of Vocational Agriculture Superintendents, Supervisors, and Principals in the Philippines."
- HUDSON, JR., CHARLIE J., "Procedures for Providing On-Farm Instruction for In-School Students of Vocational Agriculture in Virginia." Thesis, M.S., Department of Agricultural Education, Virginia Polytechnic Institute.
- LESTER, H. T. and O'KELLEY, G. L., "A Comparison of the Farming Practices of Former Vocational Agriculture and Non-Vocational Agriculture Students in Selected Georgia Counties, 1961." Staff Study, Department of Agricultural Education, The University of Georgia.
- O'KELLEY, G. L. and LESTER, H. T., "A Comparison of College Success of Former Vocational Agriculture and Non-Vocational Agriculture Students in Terms of College Grades Earned During Freshman Year." Staff Study, Department of Agricultural Education, The University of Georgia.
- RODGERS, J. H. and DAVIS, L. H., "The Occupational Status of Former Students of Vocational Agriculture in South Carolina 1955-1960." Staff Study, Clemson Agricultural College, Department of Agricultural Education, Clemson, South Carolina.
- STENHOLM, CHARLES W., "Comparison of Job Occupations of Vocational Agriculture and Non-Vocational Agriculture High School Graduates in Jones County, 1952, 1953 and 1954." Thesis, M.S., Agricultural Education Department, Texas Technological College.
- WEBB, EARL S., "A Study of the Relationship Between Pre-Service Professional Education Course and Problems of Beginning Teachers of Vocational Agriculture." Staff Study, Department of Agricultural Education, A. and M. College, College Station, Texas.
- WEBB, EARL S., "A Study of Selected Socio-Educational Characteristics of Students Enrolled in the School of Agriculture at A. and M. College of Texas." Staff Study, Department of Agricultural Education, A. and M. College, College Station, Texas. □

#### SOUTHERN REGION

Compiled by G. L. O'Kelley  
University of Georgia

- CAMARA, LUIS CAPRA, "Factors Affecting Instruction in Vocational Agriculture for Adult Farmers in Puerto Rico." Thesis, M.S., Department of Agricultural Education, Virginia Polytechnic Institute.
- CARPENTER, EARL T., "Survey of Young and Adult Farmer Classes in South Carolina." Staff Study, Clemson Agricultural College, Department of Agricultural Education, Clemson, South Carolina.

# Farming Programs for Learning

C. W. HILL, Teacher Education, Cornell University



**Editor's Note:** This guest editorial by Dr. Hill had been planned for the September issue. It presents some thoughts of importance to every teacher as he helps his students plan farming programs for another year.

Students should select supervised farming programs on the basis of vocational objectives and on how the program will help them to attain their objectives. Boys must have reasons for farming programs. Just to meet the requirements does not satisfy them. The boys and their parents from the village, town or city must be convinced of the values in farming programs. Even the farm boys who do not plan to farm must see how farming programs contribute to their future education and vocational aspirations.

The supervised farming program is a method of learning to perform skills and operative jobs and to make managerial decisions. It provides for the practical application of the instruction. Earning and acquiring equity is important to many boys. Let us not lose sight of the fact that boys learn to accept responsibility, to work, to acquire a sense of achievement and to develop confidence as a result of farming programs.

What gives direction to the selection of farming programs? It is more than having a project or enterprise. One of the major considerations is developing knowledges and abilities appropriate to further education or a vocational objective. The agriculture of the area is a basis for planning a course of study and a learning program. We have long professed the theory of learning by doing. So, to

learn that which is taught through group instruction, it must be carried to the doing level on the farm. The principles and information taught at school are put into practice. To learn farming and rural life one should study farming and do farming.

The kinds of experiences which boys have as a part of their farming programs must advance beyond the project or enterprise stage. The learning experiences in projects are limited and lack the challenge for good students. The boys should be involved in the operation of the total enterprise(s) and the whole farm business rather than isolated segments. Today the operation and management of the farm business has become most important. How is the student to learn farm business management other than becoming involved with parent or the farm operator? Admittedly, this does not take place with beginning students, but the junior and senior students should be involved in the whole farm business.

A boy must have challenges; big things to do. He wants to achieve and become a man. Just recently I talked with a student enrolled in agriculture in Newton High School in New York City. Last summer he was placed for farm experience on an upstate dairy farm. One of his greatest challenges and thrills was to take complete charge of feeding and milking forty-six cows for one week while the farmer was absent from the farm. Here was a case of a city boy taking over a major responsibility that even some parents would not permit their sons to do. Herein lies one of the greatest re-

sponsibilities of the teacher of agriculture. He must work with parents or farm operators so that they will give to the students the opportunity and responsibility to perform farm operations and to make farm management decisions.

There is an increasing number and percentage of non-farm boys enrolling in agriculture. They can be placed for farm practice and experience with cooperating farmers. Few of these boys will have enterprises or projects but they can learn farm operations and business management. As boys prove themselves, the cooperating farmer will give to them more and more opportunities and responsibilities.

In addition to producing crops, raising livestock, earning and acquiring equity the farm boys should have as a planned learning program many farm operational and business management jobs. The individual program will depend upon interest, vocational objective, abilities, opportunities and other factors.

Increased emphasis should be given to planning farming programs based upon an analysis of farming and the agriculture of the area. From such an analysis the teacher selects jobs and units and develops a course of study. The course of study serves as one guide in selecting jobs for the students to include in their farming programs. It must be recognized that jobs other than those in the course of study will also be selected. So, those jobs that are taught through group and individual instruction and put into practice as well as enterprises make up a farming program. □

## Relationships with Principal and Teachers

A. D. TAYLOR, Teacher of Vocational Agriculture, Mt. Pleasant, Texas

In order for any agriculture teacher to develop cooperation with the administration, it is necessary for him to understand the entire program of the school system as viewed by the administration. In most cases, the administration does not favor one department over another. Vocational agriculture teachers are only a part of

the program that confronts him.

### The Administrator's Role

The administration must see that the entire school program is carried on according to the regulations of the state, and as best suited to the community. In order for the administration to coordinate the vocational agri-

culture program in scheduling classes and other activities, he must know at all times the program and scheduling of activities by the vocational agriculture department. It places a hardship on the administration and other teachers when students are taken out of other classes by vocational agriculture teachers for some of his FFA functions

during any testing period. Where possible, careful planning should be done to prevent these activities from occurring during the time of six-weeks tests, mid-term or final examinations.

Most administrators I know are very pleased with the vocational agriculture departments in their school systems and are willing to go out of their way to cooperate. Administrators hate to hear the words "I can't get any cooperation." Before we, as vocational agriculture teachers, attempt to do something, we should first be sure the projects planned are in agreement with the administration.

#### How Teachers Can Help

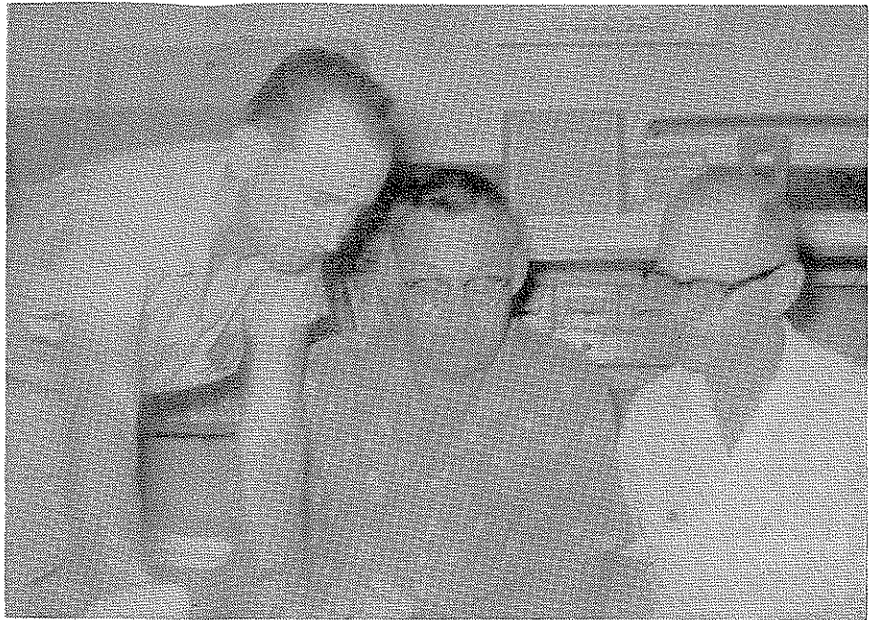
We should never attempt to leave and go to the principal and say, "I will be gone for the day. See what you can do with my classes." What if all teachers were to do this? Vocational agriculture is only a part of the school program, just the same as business, mathematics, English or the sciences. Only in case of extreme emergency should this be done.

All subjects being taught in vocational agriculture should contain a great deal of the subject matter of all other courses, more especially English, mathematics and business.

#### Working with the Faculty

On occasions there are differences between coaches and vocational agriculture teachers. Again, it should be remembered that we as advisors must try to direct and not dictate how the student should spend his time, and the decision should be that of the student only.

We should not antagonize other faculty members with the fact that we have a little more money in our budget; neither should we complain if we have a fair share allocated to us. I



Plans for future vo-ag activities are discussed with school administrators.

like to think of myself as being willing to carry out extra duty when necessary and to assist other teachers when asked, even though it may not be mandatory. When a student is having trouble in passing other courses, I believe it to be my duty and responsibility to the student to encourage him to put forth a little more effort in other classes.

Some agriculture teachers seem to think that other teachers should put in as many after school hours as they do, and if they do not, we complain. We cast our lot when we majored in vocational agriculture in college of our own free will and should we not be happy in our work, then we should attempt to change our profession. Our administrators do not expect us to do more than we can possibly accomplish. Neither do they expect us to complain if things do not go exactly as we wish. Vocational agricul-

ture is a laboratory course, and time is required for certain aspects.

#### Field Trips and Contests

When field trips are necessary, the vocational agriculture teacher needs to feel free to carry out this laboratory project. There are times when the vocational agriculture teacher needs to be away all day, and feels that a substitute teacher is necessary. Most vocational agriculture teachers do not take advantage of the situation and would prefer classroom work to being gone all day and into the night. Contests are a vital part of the entire agriculture program. We like to feel free when it is necessary to take students to these contests, just as coaches do to tournaments, and as other teachers do to their contests. This can be accomplished by talking with the instructors to see that the student's work has been completed before taking the students on such trips. □

## A Summer English Program for Vo Ag Students

WALDOMAR C. KOSTER, Teacher of English, Hathorne, Mass.

English is a "holy-cow" in the hierarchy of any academic curriculum whether that curriculum be in Vo-Ag Education or the more classical mediums. It is the sum and substance of intelligent communication and cultural revelation. The summation and culmination of learning is given birth and expression through the mechanics of the mother tongue. Abstract ideas of the mind are catalyzed and crystallized through the written and spok-

en word.

The words, "English Composition," have become dirty words in the vocabulary of the average American high school student. Nevertheless, we in the English Department of the Essex Agricultural and Technical Institute, under the guidance of Director Gallant, are attempting to upgrade our student's ability to write and communicate intelligently. This is being done through a Summer Eng-

lish Correspondence Program. This method has long been a program of our school. We do not claim to be unique in the employment of the correspondence approach in education, but we are among the first to have employed such a means for reaching the student beyond the regular academic year in Vo-Ag Education. Our program was first initiated by Director Smith in 1916; it was expanded by Director Mostrom in



1942, and is currently being refined by our present Director, James F. Gallant, with the cooperation of the English Department consisting of myself and Giles B. Powell. All student activities and efforts relative to this program are coordinated by Mr. Richard J. White, our Educational Manager, who acts as liaison between the student and administrative, academic and vocational departments.

High school students in Vo-Ag Education must be taught that words, whether written or spoken, are to be used accurately in order to convey to their recipients what it is they are to understand. The evident lack of ability to do this, on the part of the

average high school student of today, makes it clear that the discipline of doing substantial amounts of writing is necessary. The student must be forced to revise poor work until meticulous standards are met. If this is done there is hope that the student will grasp the substance of language responsibility.

We require every student to engage in an active writing program in each of the four years comprising his education at the Essex Agricultural and Technical Institute. This is, admittedly, not an easy task to accomplish: The student must make a scholastic effort which runs contrary to his desires; the teacher must accept his

responsibilities even though they become a burden of sheer drudgery which only a high degree of dedication will compel him to accept.

It is our hope and objective that each boy will develop his talents in reading, writing, and speech to the highest level of his native capacity. We work and live in the belief that writing is the way to learn to write. By following this philosophy we believe we are living up to the high standards of Vo-Ag Education—in that a student learns best by doing. We are also fulfilling our mission to graduate students culturally capable of preserving our American Heritage. □



## Critical Problems in Providing Student Teaching in Vocational Agriculture

HAROLD M. BYRAM, Teacher Education, Michigan State University

Teachers' evaluations of the pre-service professional education experiences which they have undergone have consistently shown student teaching ranking at the top in importance or value. This may be due in part to the academic or theoretical nature of some campus-based professional courses. It may be due largely to the truly functional nature of student teaching, without which the teacher feels he could not have assumed the expected role of the beginning teacher. Be this as it may, the improvement of student teaching is worthy of a major portion of the time and talents of any teacher education staff in agriculture.

A survey of practices in 77 institutions in this country, and reported last year should be of considerable value in any efforts toward improvement of arrangements for student teaching.<sup>1</sup> The provisions and practices more commonly or less commonly reported to be in effect are given in detail. One of the purposes of the study was stated as: "To identify some of the problems incident to the operation of such pro-

grams." This purpose was not entirely accomplished, although the data are given from which problems may be inferred or identified. It is the intent of this article to point out a few of the more obvious problem areas revealed by the survey and to suggest principles that should govern efforts at solving these problems.

1. There appears to be *insufficient contact by teacher education staff with student teaching centers*. A continuing, regular system of contacts is needed to give supervising teachers<sup>2</sup> the kind of assistance needed, and to supplement their work in supervising the student teachers. Every resident teacher educator, too, could benefit from such contacts. It is suggested that such contacts be made once a week during the time when student teachers are in the centers and that they include local administrators as well as teachers.
2. *There are variations in the nature and scope of experience provided*. It seems difficult to

justify three weeks or less in 4.2 per cent of the institutions, when 28.2 per cent of the institutions have provided 10 weeks or more. It is very unlikely that differences in the role of the teacher of vocational agriculture are great enough to explain the variations in the nature of experience that were found being provided. It is suggested that minimum standards as to length and nature of student teaching experience be adopted by teacher educators in agriculture.

3. The survey found only *limited experience being provided student teachers in the area of program planning*. It is not implied here that all the preparation for this important activity could be given in the student teaching period. Much of this planning may be done when student teachers are not in the center, and provision of realistic, supervised experience would be difficult, but program planning should be a high priority activity for first-year teachers. It is suggested, therefore, that in-service help be given by teacher educators and State consultant staff, both through organized instruction and informal means, and that this be

<sup>1</sup>George L. O'Kelley, Jr. *The Preparation of Teachers: A Survey of Supervised Teaching Programs in 1957-58*. U. S. Department of Health, Education and Welfare, Office of Education, Voc. Div. Bul. No. 295, Agr. Series No. 78, Washington, D.C., U.S. Govt. Printing Office, 1961.

<sup>2</sup>The term "Supervising Teacher" is used here to designate the teacher employed in the local school who also supervises the teaching activities of the student preparing to teach. In some states he is referred to as "cooperating teacher."

closely related to the local program of the beginning teacher. This would be, in effect, an internship experience in program planning.

4. *Less emphasis was being placed on teaching young farmer and adult farmer groups than on working with high school students.* This lack probably has something to do with the imbalance of programs generally throughout the country. At best, it would be well nigh impossible to provide anywhere near as much contact for students, except in a few isolated cases. Therefore, part of the need must be met in somewhat the same manner as for developing competency in program planning. It is suggested that work with first-year teachers feature helps in organizing and conducting instruction for out-of-school groups.
5. The survey revealed a general *neglect of assistance to supervising teachers in planning for their responsibilities as supervisors* of student teaching. Re-

gardless of how skilled a teacher may be, and how much he may desire to be an effective supervising teacher he cannot forthwith become an effective supervisor just because he has one or two student teachers assigned to him. But less than half of the institutions reported annual conferences or workshops, and more than half of the conferences or workshops were one day or less in length. Some states have provided credit courses on supervision, but it is certain that many have not. It is suggested that credit workshops be made available for all new supervising teachers and that frequent, regular conferences be held for all supervising teachers. It is doubtful if frequent meetings of resident staff members and joint meetings of resident teacher education and state consultant staff can be justified if these would not also include supervising teachers. This might preclude the establishment of centers at great distances from the campus of the institution.

6. *"Little or no effort was reported toward giving recognition or status prestige to supervising teachers as a professional group."* There are isolated cases of institutions that provide some type of faculty status, and others that reimburse centers so as to provide for expenses to workshops and conferences on supervision or that defray these costs in other ways. The regional and national conferences of teacher educators, however, are usually devoid of meetings for supervising teachers. Supervising teachers have not attended such conferences in proportion to campus-based teacher educators. It is suggested that these conferences include meetings for supervising teachers is one of the more difficult problems to solve if it ever can be solved. If their part in the education of teachers of vocational agriculture is as important as we say it is, however, this problem will warrant our most careful and persistent attention. □



## Increasing Our Emphasis On Horticulture in Urban Communities

C. M. WHITLEY, Vo-Ag Teacher, Upper Marlboro, Maryland

I am certain that all of the teachers presently directing programs of Vocational Agriculture in our high schools recognize the broadness of the field. The fact that millions of boys, young adults, and farmers are now enrolled and are receiving satisfactory programs, varied in emphasis as they are, will bear out the broadness of the offerings.

In view of the tremendous enrollment, the broadness of the field, and varied emphasis, we are all united in our purposes as set forth in the Objectives of Vocational Education in Agriculture, which are as follows:

1. To make a beginning and advance in farming
2. To produce farm commodities efficiently
3. To market farm commodities advantageously
4. To conserve soil and other natural resources.

5. To manage a farm business
6. To maintain a favorable environment.

I am very proud to be on the team that has carried, and is still carrying, the ball for Vocational Education in Agriculture. We have striven to meet the challenges of each decade. When quality of farm products were low, we were the first to hit the line to improve and to raise the standard of products; but to do this, we had to improve the boy first. When low yields were the major concern, we were on the march again, getting information where it could do the most good. When more farmers were needed, we trained them by the millions. Now that we want fewer and larger farms, fewer farmers who are more efficient, we will continue to train with this in mind. The process of marketing and consumption is our

challenge, too. Our farm team is well on the way toward finding a solution to this condition and is ready for directions and leadership in this respect.

### Some Community Changes

If you have lived and worked in the Northeastern region of the United States, you have noted progress. The changes that are taking place in agriculture should be of great concern. For a starter in this direction, I suggest that you take a careful look at the Census Report that came to our desk a few weeks ago (1960-61). Note the rate of increase in population in this country, your state, your county, and your community; note the "mush-rooming" of new homes, highways, and shopping centers on land that was farmed just a few years ago. This spells "urbanization," and this calls for a shift of emphasis in Voca-

tional Education in Agriculture.

You may have other important data to add to my list, but the following facts are herein placed for your consideration:

1. 46 million Americans spent 4.5 millions of dollars on our number one hobby last year . . . gardening!
2. \$935 million was spent on shrubs.
3. \$100 million was spent on roses alone.
4. There are more garden clubs in the United States than any other single organization.
5. It has been said that gardening does as much for the gardener as it does for the plants.
6. Never has gardening been more interesting, exciting, and rewarding.
7. Plant breeders are giving the public the greatest support for gardening in history in hardy plants, hybrids, dwarfs, and ornamentals.
8. Keeping pace with others, our chemical companies are pouring new chemicals on the market faster than even our universities can keep abreast of.
9. Our mechanical engineers are mechanizing simple gardening tools that we are accustomed to referring to as "hand tools." We must almost ask ourselves, "What do you do with a hand tool in this age?"

*Possibilities in Vocational Agriculture*

With the above facts and others

that you have added, you can well calculate that the fever is high in the direction of our last stated objective for Vocational Education in Agriculture. We could well organize a new course in Vocational Agriculture centering the emphasis around Horticulture, with home practices, seasonal scrap books, student notebooks, school and community activities, at any grade levels for junior high through senior high. This program would well fit the needs of students from any department in a given school.

Let's take a look at some of the needs of an urbanized community which include the following:

1. The need for trained gardeners to assist private property owners.
2. Nursery-men need well-trained operators and field men.
3. Department stores need well-trained managers and salesmen in the area of farm and garden supplies.
4. Our communities need landscapers for maximum beauty and economy.
5. Home owners and part-time farmers should have basic knowledge in:
  - a. plant propagation
  - b. science of soil, drain and irrigation
  - c. fertilizers and ammendments
  - d. plant science and identification
  - e. landscaping
  - f. insecticides, herbicides, and fungicides

- g. conservation of natural resources
- h. safety and economic use of—
  - electricity
  - small gasoline engines
  - carpentry and masonry (pertaining to gardening)
  - welding and soldering (general repairs)
- i. house plants and their care.

Who is going to meet the needs of our transplanted population? Will the little emphasis placed on improvement projects in supervised practice programs suffice for our all-day students? Will we need to provide for a multi-teaching force to take care of huge enrollments in these programs? Must we take advantage of in-service training to become abreast of the latest techniques in the horticulture field? Must we keep our principals, supervisors, and superintendents well-informed on community reaction to this shift in emphasis?

I am advocating this shift of emphasis to horticulture as a desirable supplement to our program. The Board of Education in Prince George's County, Maryland has adopted this new plan. It is being tried in three schools with Vocational Agriculture. Thus far, the program has been successful, and interest is high on the part of students, principals, superintendent, supervisors, parents, and teachers. □

## The Vocational Agriculture Teacher's Role In — CIVIL DEFENSE

PHILIP R. TESKE, Teacher Education, Purdue University

The survival and recovery of a community, state and nation from a natural or man-made disaster is dependent upon the capabilities of its farmers and farm families to survive, sustain themselves, and provide the food, fiber, and other basic essentials needed by the rest of the population. The vocational agriculture instructor, because of his technical competence, knowledge of the community, abilities as a teacher and leader, and his extensive contacts with the rural people, is highly qualified to provide leadership in civil defense for rural

communities through his vocational agriculture program.

Rural civil defense consists of more than protecting people in rural areas against the fire-storm, blast and fall-out dangers of a nuclear attack. It consists of prepared, collective action by people to meet any emergency irrespective of whether that emergency arises from natural disaster or from wartime attack. It is the protection of farm families, crops, livestock, buildings, and equipment from injury, damage or death from tornadoes, hurricanes, fires, floods, winds, atomic

blast and fall-out, etc. Civil defense is a way of providing protection against both natural and man-made disasters which will inevitably occur. It is based on the first law of nature—self preservation!

The concept of civil defense is not new to the American way of life. Only the term and its specific functioning are new and changing with new conditions. The building of the log fort in the wilderness as protection against the Indians, the wagon train of the "Old West," the volunteer fire department, and the community fall-out

shelter are all examples of civil defense in action. In each instance, civil defense involved the principle of self-protection of the individual, extended to include mutual self-protection on the part of groups and communities—a principle accepted as a part of American community living. Thus, civil defense is an obligation of every person in a democratic society and is the business of all people in that society. In effect, civil defense is a vital form of family and property insurance which begins with the individual and ends with the protection and survival of a nation!

### The Long Range Approach

The short-range approach to civil defense is a government "crash program." The long-range approach to civil defense is to work through the public schools by teaching a way of life—as we have done in driver education, health education, physical fitness, and in other knowledge and skill areas essential to the general welfare, freedom and security of the individual and the nation. Approximately 95 per cent of our land mass and more than 60 millions of our citizens live in small towns and open-country areas outside the "heavy damage" areas of the 250-300 most likely targets of a nuclear attack. Personnel in the public schools in the rural areas, within the limits of their resources, can and should assist with the training of people of their service areas in the knowledges and skills involved in civil defense.

In many schools across the nation, the vocational agriculture instructor and his students have already made significant contributions to the civil defense effort. In most cases, instruction in various aspects of civil defense has been integrated into the regular activities included in courses of study for high school, young farmer and adult farmer students. In other instances, civil defense activities have been included as a part of the program of work in "cooperative activities and community service" of the FFA chapter.

### *An Indiana Chapter Builds a Shelter*

Vocational agriculture-FFA students in the Johnson Township High School at Decker, Indiana, recently completed construction of a prototype family fall-out shelter as a "farm mechanics-community service" project under the direction of Mr. Paul Potts, the vocational agriculture teacher. Construction of the shelter provided the students an opportunity to develop and apply

skills in blue-print reading, carpentry, masonry work, plumbing, electricity, and painting. Tools and facilities of the farm mechanics shop were utilized during construction of the shelter.

The prototype family shelter built by the Decker High School vocational agriculture-FFA students was constructed as a "demonstration shelter" under arrangements between the local school, state and federal civil defense officials. The shelter was constructed according to standard civil defense plans for home shelters and provides protection against both tornadoes and radio-active fall-out. The shelter is ten feet long, eight feet wide and six feet high, providing sufficient space for six persons. The prototype home shelter is equipped with built-in bunk beds, extra folding cots, food supplies, stored water, chemical heat, non-electric emergency lighting, a battery-operated radio and other emergency supplies and equipment. In addition to serving as a shelter, the unit can be used as a home office, food storage room, game room, for temporary sleeping quarters, or for other purposes. The prototype shelter is located in the basement of a drugstore approximately one block from the high school, a location appropriate to the "public demonstration" purposes of the shelter. The shelter will be used as a public display for at least six months, then it will become the property of the owner of the drugstore. Local businessmen cooperated with the Decker FFA Chapter by furnishing construction materials "at cost." Students provided the labor and completed all construction. Beds, food and other supplies in the shelter were furnished by the local druggist, owner of the building. On completion of the "learning-by-doing" project, the school and chapter were reimbursed by civil defense officials for the costs of construction materials.

### Other Learning Opportunities

The construction of a prototype home shelter is only one of the many civil defense activities which can be included as integrated learning experiences for vocational agriculture high school, young farmer and adult farmer students. As a professionally competent community leader, the vocational agriculture instructor can and should provide leadership in civil defense for rural communities by:

1. Teaching approved methods of producing food and fiber; construction, repair and servicing

of farm machinery, equipment and buildings; approved methods of caring for livestock, poultry and crops, and proper storage of food stuffs and feed.

2. Preparing farm families to provide for persons evacuated from damaged areas.
3. Explaining the nature, effects and treatment for fall-out damage to persons, crops, livestock, soils, etc.
4. Developing student abilities useful in the building and repair of supplies and equipment which may be needed in local emergencies.
5. Teaching farm safety; including fire prevention, fire fighting, and first aid.
6. Teaching the importance of wills, insurance, and farm records; and alternative farm management plans as adjustments to changing socio-economic conditions.
7. Encouraging and assisting FFA members to present demonstrations and talks on civil defense, encourage farm protection, and develop farm protection plans for the home farm and family. □

## TIPS THAT WORK

### A Place for Power Tools

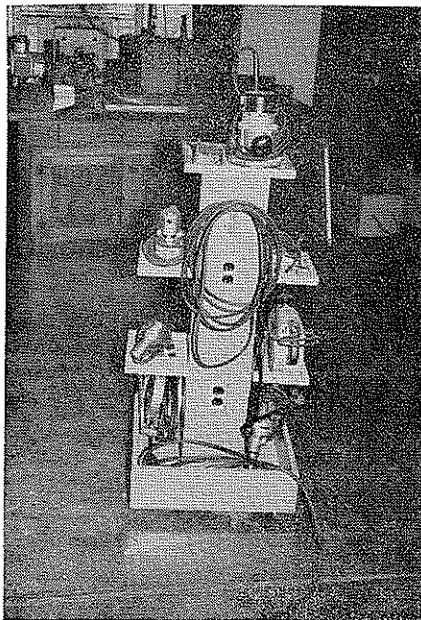
GEORGE O. IRVINE, Vo-Ag Teacher  
Tonica, Illinois

Did you ever wonder where you could keep your portable electric tools? So did I until I saw an idea in one of the magazines that gave me just what I was looking for, a convenient place to store all of our hand power tools so they would be all together, convenient to get at, attractively displayed, and portable.

At the top of the "Power Tree" we located our router. On one side of the pedestal we have two shelves, and on these shelves we put our ¼ in. drill and the saber saw. On the other side of the pedestal, we have two more shelves, one for the belt sander and the other for the vibrator sander. On the third side of the tree, we have 4 outlets and a 20 ft. #14/2 cord attached, and on the fourth side we made a hook for an extension cord. At the bottom of the "Power Tree" we keep the skill saw and ½ in. drill.



## Tips that Work . . .



The following materials will be needed to make a "Power Tree"

- 4-1 x 8 x 39"--Pedestal
- 1-12 x 12 x 3/8" plywood--Top
- 4-1 x 6 x 20" ) Bottom
- 1-20 x 20 x 3/3 plywood)
- 2--outlets
- 20' #14/2 cord with plug.
- 4-1/4" plywood for shelves made to fit tools used.
- 2--Shelf brackets for each shelf
- 4--Casters

Use nails or screws to put together and a little paint to finish it off. Approximate cost \$10.50.

### Displays for Hardware Identification

Do you make displays to teach identification of nails, screws, bolts, washers, and hinges? Use a large piece of 3-ply and mount samples of as many nails, screws, bolts, washers, and hinges as you can secure. Paint the plywood before mounting. Label each item with its name on a small piece of paper and place this label above the item with scotch tape. This method of labeling will last for several years.

The above method may be used for mounting the various electrical splices, soldered, rubber taped and friction taped. Hold items in place with stove pipe wire as it is easy to bend. Make holes through the plywood with a small drill bit and power drill. □

—Harold Penwell  
Farragut, Iowa

### Improving Short News Articles

Philip E. Schmidt,  
Teacher of Vocational Agriculture,  
Oconto, Wisconsin

Joe Jones, ag teacher at Oconto High School, was a visitor at the Jim Smith, Bill Foster and Geo. Black farms recently.

Is this a good newspaper article? Let us examine this article more closely for some improvements that could be made.

Who is doing it?

Your name and occupation should be correctly listed in the article.

The names of those that you call on should be correctly listed.

If you had a specific reason for the call, this should be listed.

Examples might be the best way to describe what was done. Perhaps you helped the farmer to bring his

farm account book up to date. Sometimes, you may have assisted him in his inventory. Perhaps you helped calibrate an insect sprayer. Let's have something very specific that can be written about.

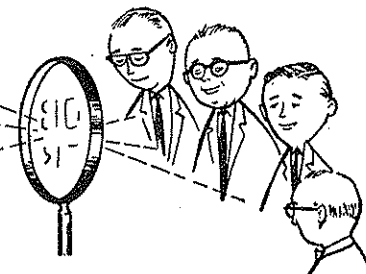
Was the purpose of the farm call accomplished?

If so what was the result? Is the result something that others would be interested in?

Now let's see how a better article might appear in the local newspaper. □

J. R. Jones, local ag teacher, called on K. L. Smith Friday. Mr. Jones had been asked help with the calibration of a new weed sprayer. After this job was completed, Mr. Jones helped to see that spray was properly applied to 20 acres of corn. A later check will be made in about 6 weeks to compare the results of corn spraying.

## BOOK REVIEWS



The new column head for Book Reviews was designed by Richard Miller a New Hampshire teacher of agriculture. During the 1961-62 year Miller has been a part-time instructor at Michigan State University where he completed his Master of Arts degree in agricultural education.

MODERN DAIRY CATTLE MANAGEMENT by Richard F. Davis published by Prentice-Hall, Inc., Englewood Cliffs, New Jersey, 264 pp. 1962.

This book is a manual of modern dairying methods; a survey of the underlying theories; a guide to the physiology of livestock; an analysis of the business aspect of milk production; and a review of the industry and its role in our economy.

It is designed to present the fundamental aspects of the dairy industry and the most effective techniques of feeding and management of dairy cattle, as established by research studies.

The information provided is intended to serve as a foundation on which sound management decisions may be made by the dairyman, and a clear understanding of current prac-

tices and problems developed by the student.

The references given at the end of each chapter are very helpful for those interested in additional information.

Dr. Davis received his Ph.D. degree from Cornell University. He is head of the Dairy Department at the University of Maryland.

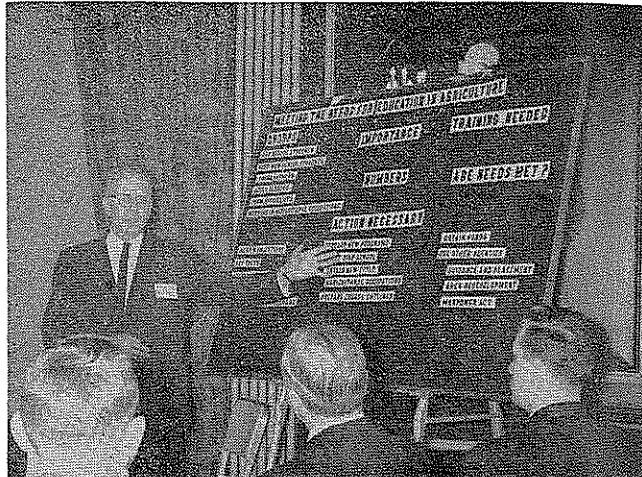
Herbert Bruce  
Department of  
Agricultural Education  
University of Kentucky

COWBOY ARITHMETIC: CATTLE AS AN INVESTMENT by Harold L. Oppenheimer. Published by the Interstate Printers and Publishers, Inc., 19-27 North Jackson Street, Danville, Illinois, 165 pp., illustrated. 1961. Price \$4.95.

This new book on commercial beef cattle production on a ranch is from the standpoint of an investment counselor. The wide variation in ranching in the United States is simply explained, and the book contains many tables, illustrations, and pictures. It is designed for use in any part of this country where there is commercial beef cattle production.

The text contains a good discussion

# Stories in Pictures



Dr. A. W. Tenney, Director of Agricultural Education, U. S. Office of Education, is shown as he addressed the 42nd Annual North Atlantic Regional Conference of Vocational Agriculture Supervisors and Teacher Trainers in New York City, April 2-6, 1962. His subject was "Improving and Extending Agricultural Education." In his address, Dr. Tenney outlined action necessary in serving a wide range of groups with instruction in agriculture.

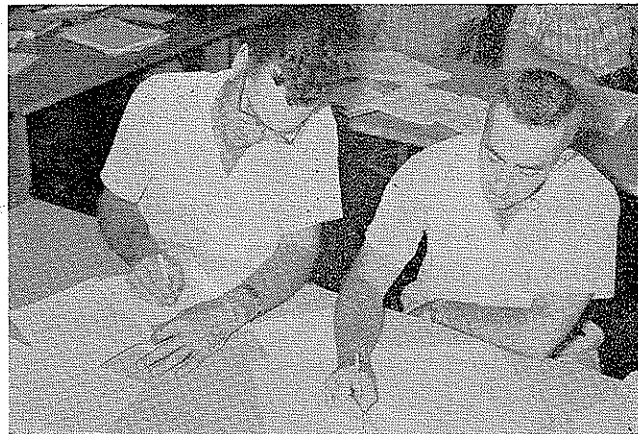


Recognizing and studying current farm problems in the local school community is good insurance for quality instruction and a meaningful program. These Pennsylvania Vo-Ag Teachers learned how to evaluate and study the problems of a dairy farmer during a summer credit workshop. They are left to right, Sam Davey, Jr., Troy; Robert L. Butts, Towanda; N. Dean Starner, Wyalusing; Charles Hess, Mansfield; and Charles Huffman, Liberty.

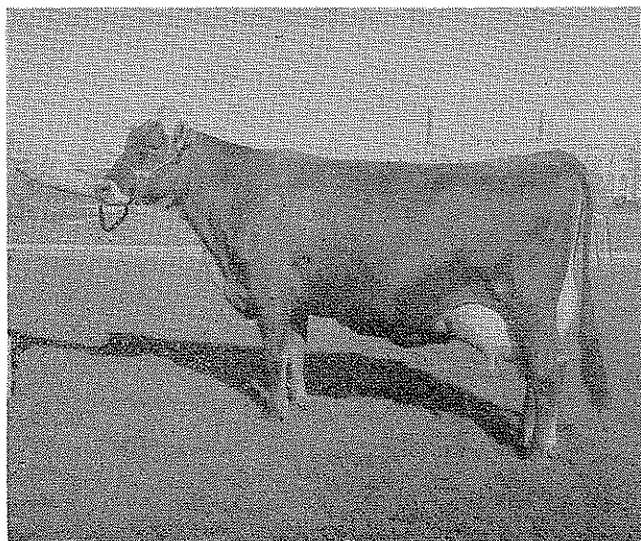
Photo by Gene M. Love.



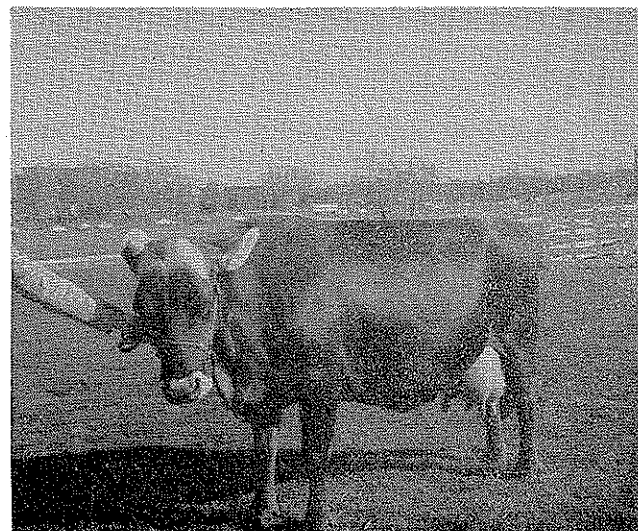
W. M. Pierce, Fieldman for Negro Activities, Arkansas Farm Bureau, passes out awards and congratulates the NFA boys for outstanding achievements during the 8th NFA Recognition Banquet.



These two Pennsylvania Vo-Ag teachers are shown preparing alternate budgets during a workshop conducted by the Department of Agricultural Education at Penn State on a dairy farm in the western part of the state. They are, left to right, John Graham, Butler and Oscar Paden, Grove City. Photo by Gene M. Love.



Livestock photography is taught as a part of a teaching aids course for future vo-ag teachers at The Ohio State University. Here is a well posed Brown Swiss Cow as photographed by a class member.



Believe it or not, here's the same cow but in a far different pose.